

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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<https://www.ou.edu/education/academics/educational-leadership-and-policy-studies>

General Information

There are three degree-granting programs in the department of Educational Leadership and Policy Studies (ELPS). Each of the three programs offers the M.Ed. and Ph.D. degrees. In addition, the Ed.D. is offered by the EACS program.

The Adult and Higher Education program focuses on adult learning, continuing higher and professional education, training and development, distributive learning, student affairs administration, intercollegiate athletics, community college leadership, and institutional research. Our graduates assume teaching, administrative, research and leadership positions in a variety of non-profit and for-profit organizational settings, including colleges and universities, governmental agencies, social service and learning centers, and business corporations.

The Educational Administration, Curriculum and Supervision program provides preparation for leadership positions in elementary and secondary school systems, district-level positions, administrative roles in government, researcher roles in policy and advocacy centers, and scholarly positions in colleges and universities. The diverse selection of elective courses provides for shaping the individual's degree program according to their professional interests at both the doctoral and master's levels. Program offerings are located on both the Norman and Tulsa campuses.

Educational Studies offers a foundational core course and urban field experience for undergraduate pre-service teachers. Graduate study in EDS has an explicit research, teaching, and service mission: To foster social justice, non-violence, and democratic life through interpretive, critical, and normative inquiry in historical, philosophical, legal, social, and cultural studies of education—education for children and for adults, by various means, formal and informal, in diverse settings, local and global.

Programs & Facilities

Center for Leadership Ethics and Change

The OU CLEC is an affiliate of the Consortium for the Study of Leadership and Ethics in Education of the University Council for Educational Administration, a global association of faculty and research associates representing eight international university-based centers and institutes devoted to the support, promotion and dissemination of theory, research, and practice on values and leadership.

Institute for the Study of Education Finance

"The mission of the Institute for the Study of Education Finance (ISEF) is to promote inquiry, discourse, and dissemination of research that informs professional practice related to elementary, secondary, and higher education, and to provide service supporting best practices related to education funding that promotes learner achievement."

For more information: <https://educationfinance.oucreate.com/>

THRIVE - The Leadership and Policy Center for Thriving Schools and Communities at the University of Oklahoma

The Leadership and Policy Center for Thriving Schools and Communities (THRIVE) was established in 2021 on the campus of the University of Oklahoma in Tulsa. THRIVE is a resource for the State of Oklahoma and its education policymakers at the state, district, community, and school levels. OU social scientists from both the Norman and Tulsa campuses, and from various disciplines, are tapped as needed to address research and evaluation needs as they are identified.

For more information: <https://www.ou.edu/tulsa/thrive>

Graduate Study

Master of Education

Admission and Requirements

Admission to a master's degree program in education requires a 3.00 grade point average for the last 60 credits of undergraduate study. Additional qualifications may be required by faculty in some areas.

Applicants for programs leading to the Master of Education degree must present a bachelor's degree in an appropriate field from an accredited college or university. Students must complete degree requirements within six calendar years after their first graduate enrollment at the University of Oklahoma. A written comprehensive examination may be required in the department of Educational Leadership and Policy Studies.

The program for the master's degree includes intensive preparation for a specialized type of educational responsibility with study in associated fields. Work at the graduate level may be required in educational psychology and historical, philosophical and social foundations of education. The exact pattern of the program will be determined after consultation with the advisor. Students may obtain information about specific course requirements for each program area from the department office.

Adult and Higher Education (EDAH)

The Adult and Higher Education, Master of Education prepares individuals to assume entry-level and mid-level administrative roles in appropriate adult and higher education organizations. The master's program is comprised of a comprehensive curriculum and practical experiences designed to prepare students for professional positions in a variety of educational and training organizations including colleges and universities, governmental agencies, educational planning agencies, and business and industry.

Intercollegiate Athletics Administration

The Intercollegiate Athletic Administration, Master of Education is philosophically embedded within the broader study of adult and higher education. As such, it reflects the realities of modern intercollegiate athletics programs within the context of the higher education setting. The curriculum is designed to provide a breadth of knowledge in higher education with specialized course work in intercollegiate athletics. Courses are taught by both regular faculty members and practitioners

in the field. This concentration prepares students for careers in each of the main functional units of a contemporary intercollegiate athletics department.

Educational Administration, Curriculum and Supervision (EACS)

The purpose of the Educational Administration - Curriculum and Supervision, Master of Education is to provide graduate-level preparation for professional positions such as elementary school principal, middle school principal, director of elementary education, secondary principal, secondary curriculum consultant or supervisor, general or specific supervisor, curriculum consultant, and curriculum director.

Educational Studies (EDS)

The Educational Studies, Master of Education is designed to engage experienced educators in interpretive, normative, and critical studies of children's and adults' education for social justice in diverse historical and cultural contexts, via the arts, humanities, and social sciences. Such interdisciplinary studies enhance the creative resources of educators and other persons involved in social service work who aim to be transformative leaders. For example, students consider the state's, institution's, or organization's role as an agent of acculturation or of social change. History, philosophy, sociology, economics, and anthropology are major disciplinary tools that inform the policy and practice of educators.

Doctoral Programs

Doctoral programs in Educational Leadership and Policy Studies are designed to prepare personnel for administrative, service and faculty positions in colleges and universities, public schools and other education and training agencies in government and the private sector. It is possible to study for the doctorate in adult and higher education, educational administration, curriculum and supervision, and educational foundations.

Adult and Higher Education (EDAH)

The doctoral program in Adult and Higher Education is designed to prepare individuals for teaching and research positions in Adult and Higher Education, and for individuals interested in administrative and service positions in colleges and universities, professional organizations, and other educational and training agencies in government and the private sector. The degree awarded in adult and higher education is the Doctor of Philosophy (Ph.D.).

Doctoral emphases within the Adult and Higher Education program include:

- Adult and Continuing Education
- Continuing Professional and Higher Education
- Higher Education Administration
- Intercollegiate Athletics Administration
- Student Affairs Personnel Services
- Workforce Learning and Development

Education Administration: Curriculum/Supervision (EACS)

The doctoral programs (Ph.D. and Ed.D.) in EACS are designed to prepare individuals for careers in the education profession, including those found in higher education institutions and public schools. The Ph.D. is intended for those who wish to pursue careers in the research-oriented professions such as a faculty member in a research institution or as a professional staff member in a research center. The degree requires a high level of commitment to research and an understanding of leadership functions. The Executive Ed.D. degree is intended for those aspiring to central office or other practitioner fields in education. It is offered in a

cohort format and is intended especially for those who are committed to a career in school administration. The Ph.D. program is individually tailored to support the needs, interests, and career aspirations of each student. Basic coursework in administrative and organizational theory, community, educational renewal and human relations, curriculum, supervision, finance, law, policy, politics, leadership, and evaluation is available. Doctoral study may be interdisciplinary so coursework and experiences from other departments and colleges are encouraged.

Educational Studies (EDS)

The doctoral program in Educational Studies prepares experienced educators for teaching and research positions in higher education or leadership roles in community and higher education. The program engages students in interpretive, normative, and critical research on children's and adults' education in diverse historical and cultural contexts, via the arts, humanities, or social sciences. Such research requires a broad, complex, and transformative view of teaching, learning, curriculum, and their myriad contexts, including gender, age, race, ethnicity, sexual orientation, and socioeconomic status. This interdisciplinary field brings together historical, philosophical, sociological, economic, legal, anthropological, and human relations approaches to understanding and evaluating the means and ends of education, past and present, actual and potential, especially for social justice. The program requires students to work closely with faculty to design their programs of study and residency plans so that they are tailored to each individual's own professional purposes and social justice concerns.

Courses

EACS 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EACS 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EACS 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EACS 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

- EACS 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EACS 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EACS 4960 Directed Readings In Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EACS 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EACS 4980 Practicum in Education 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EACS 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EACS 5023 Research Literacy 3 Credit Hours**
Prerequisite: Graduate standing. Rigorous social science research can inform the development of policy and practice in schools. Yet, the methodological quality of research in the social sciences varies considerably. It is thus important for educational leaders to be discerning consumers of social science research. In this course, you will develop skills for locating, appraising, and synthesizing social science research. (F, Sp, Su)
- EACS 5233 The Organization of Education 3 Credit Hours**
Prerequisite: graduate standing. The organization of American schools. The history, relationships, functions, present status and trends in local, state and national education agencies. The places which professional educational associations, citizen's committees and other influential groups have in relation to schools. The administrative hierarchy in schools and the special functions of each level. The multicultural aspects of schooling in America. (F, Sp, Su)
- EACS 5263 Education and the Law 3 Credit Hours**
Prerequisite: graduate standing. Legal framework of education in the United States; consideration of federal and state constitutional provisions, federal and state statutes, federal and state judicial decisions and rules and regulations of the various federal and state agencies which affect education. (F, Sp, Su)
- EACS 5333 Politics in Educational Administration 3 Credit Hours**
Prerequisite: graduate standing. An overview of political activities at the local, state, and federal levels that will enhance the professional development of school administrators. Issues addressed include micro-politics at the school site and district offices; superintendent and school board relations; lobbying legislators and dealing with interest groups; the state political process, federal aid; and analysis of current political controversies. (F, Sp)
- EACS 5343 Financial Leadership in the Schools 3 Credit Hours**
Prerequisite: graduate standing. Primarily for prospective building level educational leaders, and includes a comprehensive overview of the effective management of fiscal resources in public schools. (Su)
- EACS 5353 Teacher Compensation, Recruitment and Retention 3 Credit Hours**
Prerequisite: Graduate standing is required; EACS 5343 Financial Leadership in Schools or equivalent is recommended. The purpose of the seminar is to provide a forum for understanding research that informs teacher compensation, recruitment and retention practices, nationally and in Oklahoma, and to apply the research to education leadership settings. (F, Sp)
- EACS 5403 Inquiry for Performance Improvement 3 Credit Hours**
Prerequisite: graduate standing. School administrators need to draw on knowledge and competencies related to the inquiry process, measurement and assessment, and data collection, analysis, and interpretation to lead continuous improvement. Inquiry for performance improvement is designed to develop the capacity of school leaders to manage effective performance by applying competencies of organizational research and development to the design and implementation of a balanced approach to performance management. (F, Sp)
- EACS 5543 School Level Instructional Leadership 3 Credit Hours**
Prerequisite: graduate standing. Focuses on school-level leadership in the areas of instructional and curriculum leadership. In the areas of instruction, the role of the principal is to develop the instructional capacity of teachers by developing human capital, enhancing the quality of teaching resources, developing instructional cultures/climate to improve teaching and learning. (F, Sp)
- EACS 5573 Supervision of Instruction 3 Credit Hours**
Prerequisite: graduate standing. Focuses upon the clinical supervision of the classroom environment, instructional procedures and the evaluation of teaching through the processes of observation and consultation. Participants develop control of the instrumentation and procedures which enable them to gather, display and interpret data relevant to the evaluation of classroom environments. (F, Sp)
- EACS 5593 Principal Leadership 3 Credit Hours**
Prerequisite: graduate standing. School leadership; effective schools; elementary and secondary administration; administration characteristics and responsibilities including personnel, fiscal, facility organization governance, and evaluation. (F)
- EACS 5623 School and Staff Development Management 3 Credit Hours**
Prerequisite: graduate standing. Provides preparation in the development of technical and conceptual skills applicable to principals in their establishment of professional cultures in school environment(s). Topics will include: staff development; school climate variables; school imaging problems, strategies, and improvement models; student special interest programs and recognition procedures; and involving external groups in school improvement. (F, Sp)

- EACS 5693 Technology in Educational Administration 3 Credit Hours**
Prerequisite: graduate standing. Provides the administrator the training in theory and application of computer concepts and the utilization of specific software programs and applications to enhance administrative decision making. (F)
- EACS 5793 Technology Staff Development in Education 3 Credit Hours**
Prerequisite: 5693 or equivalent. Technology in the form of computers and multimedia devices is becoming increasingly prevalent in classrooms. As school districts are expending more funds to purchase equipment and provide networking, it is important that educators have the training and development necessary to effectively utilize technology to improve the instruction of students. The course is designed to familiarize students with research and best practices in the area of technology staff development. (Sp)
- EACS 5823 The Charter School Phenomenon 3 Credit Hours**
Prerequisite: Graduate standing. The course provides a forum to explore the historical, foundational (including educational choice), economic, social, political, financial, and performance elements of charter schools in the United States. (F, Sp, Su)
- EACS 5913 Practicum in Education--Master's 3 Credit Hours**
Prerequisite: Graduate standing; May be repeated; maximum credit six hours. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EACS 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EACS 5923 Principal Internship 3 Credit Hours**
Prerequisite: Graduate standing; Majors only. The internship provides field experiences and clinical practice for candidates within the school building environment to synthesize and apply the content knowledge and develop professional skills learned. Candidates are provided opportunities to gain experiences in two or more types of school settings to practice a wide range of relevant school-based knowledge and leadership skills, as well as supervision of instruction (F, Sp, Su)
- EACS 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EACS 5960 Directed Readings 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EACS 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EACS 5980 Research For Master'S Thesis 2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EACS 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EACS 6023 Applied Quantitative Research Methods in Educational Administration 3 Credit Hours**
Prerequisite: graduate standing. Designed to provide advanced graduate students with research skills required of effective executive educational leaders. This course will provide students with the analytical tools necessary to become effective, critical consumers of educational research, and to enable potential educational leaders to oversee and supervise staff in the preparation, development, and dissemination of evaluative research. (F)
- EACS 6103 Visionary Leadership in Education 3 Credit Hours**
Prerequisite: graduate standing. The course is intended to prepare educational leaders who value and are committed to educating all students to become successful adults. Included is a detailed analysis of the role of vision and visionary leadership in educational organizations. Both scholarly literature and best practices concerning visionary leadership in education underlay course activities and discussions. (F)
- EACS 6123 Administrative and Organizational Theory 3 Credit Hours**
Prerequisite: graduate standing. An introduction to the important theoretical bases underlying the administration of organizations, particularly educational organizations; topics include bureaucracy, social systems, leadership, decision-making, properties of systems, communication and situational analysis. (F, Sp)
- EACS 6133 Qualitative Inquiry for Practitioners 3 Credit Hours**
Prerequisite: graduate standing. Introduces graduate students to concepts, methods, and issues in qualitative research as it is used in educational settings. Draws attention to epistemological and ethical concerns in social science and to strategic and logistical issues in the conduct of field research. Both positivist and interpretive approaches to the use of qualitative methods will be explored. Concept and theory building, strategies and techniques, and discussions of different issues of reliability and validity in the use of qualitative data will be emphasized. (F)
- EACS 6203 Instructional Leadership in Educational Administration 3 Credit Hours**
Prerequisite: graduate standing. Focuses on instructional leadership and its emphasis on competencies necessary for leadership and management of school districts. The class draws from research, public policy and educational practices related to curriculum, instruction, assessment, strategic planning, and professional growth plans. Will enable school district administrators to plan for the integration of technology in curriculum implementation, instructional strategies, and evaluation/assessment. (Sp)

- EACS 6213 Program Evaluation 3 Credit Hours**
Prerequisite: Graduate standing or permission of instructor. This course builds knowledge and competencies on theory-based evaluation science through a review of evaluation approaches and theoretical paradigms, evaluation components, terms, and methods; and endemic issues and challenges in conducting evaluation in the social sciences. (Sp)
- EACS 6223 Policy Planning and Development in Education 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. An introduction to analytical techniques applicable to the development of education policy. Includes consideration of decision theory and its application to policy making. Social, political, economic and multicultural factors in the organization and its environment will be explored as contexts within which educational policy is established. (F)
- EACS 6253 Financing Education 3 Credit Hours**
Prerequisite: graduate standing, 5213, 5223, or equivalent or permission of instructor. A consideration of the roles of federal, state and local governments in the financing of education. Attention is given to the important contemporary issues related to educational financing at all three governmental levels. Also includes an introduction to the economics of education. (Sp)
- EACS 6263 Educational and Community Relations 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. Examines the field of intra/interpersonal relationships in the context of educational organizations and their constituent communities; topics include authenticity, organizational communication, leader behavior, group dynamics, and conflict management. (F)
- EACS 6303 Strategic and Financial Planning in Education 3 Credit Hours**
Prerequisite: graduate standing. Strategic planning enables a district or school to shape and guide its overall educational objectives. Through effective strategic planning an educational organization creates a framework for developing, adapting and aligning organizational vision, mission and goals to achieve and sustain its desired educational outcomes. A critical element of the planning process is financial planning, in which the organization's goals are aligned with organizational resources. Course focuses on the leadership competencies necessary to formulate, execute and monitor the strategic planning for an educational organization based on research-based analytical techniques and models. Includes an examination for school district risk management. (Sp)
- EACS 6503 Ethics in Educational Administration 3 Credit Hours**
Prerequisite: graduate standing. Intends to familiarize upper-level graduate students with ethical theories that can be utilized in the policy development and administration of school districts and related decision making. Prepares students to enter school district management with the skills necessary to assume a successful leadership role. Firm grounding in the current problems of today's schools will be used as an opportunity to explore decision making capacity as a district level administrator. Students will learn the foundations of ethics which will promote decision making. Challenges students to understand and apply ethical considerations with regard to 1) the rights of others with regard to confidentiality, dignity and honesty; 2) sensitivity to student diversity; and 3) impartiality in their interactions with others. Students will explain decisions based on ethical and legal principles. (Sp)
- EACS 6553 Profiles in Leadership 3 Credit Hours**
Prerequisite: Graduate standing. The purpose of this course is to further students' understanding and knowledge of the nature and responsibilities of a school leader. To this end, the course consists of the basic principles of effective leadership. First, we will take a deep dive into Profiles in Effective Leadership. Second, we will apply leadership behaviors to the school setting. (Sp)
- EACS 6663 Special Education Law 3 Credit Hours**
Prerequisite: graduate standing. Enables students to understand the legal complexities involved in identifying and providing educational services to students with special needs. (F)
- EACS 6673 Advanced Inquiry 3 Credit Hours**
Prerequisites: graduate standing and EACS 6023, 6713, and 6970. The course is intended to help provide advanced graduate students with necessary analytical skills to become effective consumers of research, and to produce an effective doctoral dissertation. The course focuses on skills related to formulation of research problems, developing research proposals, collection, analysis and interpretation of data. (Fa, Su)
- EACS 6693 Educational Technology Leadership 3 Credit Hours**
Prerequisite: graduate standing, 5693. Designed to help enhance the competencies of school district administrators in the area of educational technology leadership. Focuses on technology leadership (at the central office level), rather than technology user skills. Intended for district level leaders (such as superintendents) who are not technology specialists (e.g., the course is not intended for district level technology directors or coordinators). (F)
- EACS 6713 Pro Seminar 3 Credit Hours**
Prerequisite: graduate standing. The purpose of this course is to introduce beginning doctoral students to the concept and process of research. Included are issues related to the role of philosophical frameworks, theory, research conceptualization, scholarly writing, and rudimentary research methods. (F, Sp, Su)
- EACS 6813 Prospectus Development 3 Credit Hours**
Prerequisite: Graduate standing; majors only. This seminar is designed for advanced PhD students/candidates and is a formal venue for developing a sample dissertation prospectus as a starting point to work from and further develop with the student's dissertation chair and committee. (F)
- EACS 6910 Practicum in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)
- EACS 6920 Internship in Education--Doctoral 2-6 Credit Hours**
1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

- EACS 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EACS 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EACS 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EACS 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)
- EACS 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EDAH 2960 Individual Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)
- EDAH 2962 Student Affairs Leadership 2 Credit Hours**
Prerequisite: Departmental permission. This introduction to the field of Student Affairs explores the relationship between leadership and practice in college contexts. Course content is complemented and enhanced by practicum experiences in Student Affairs and/or leadership activities. This class also serves as a site for community building among campus leaders, fostering collaboration among students who may not have previously had opportunities to work together. (F, Sp)
- EDAH 3440 Mentored Research Experience 3 Credit Hours**
0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)
- EDAH 3960 Honors Reading 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)
- EDAH 3970 Honors Seminar 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)
- EDAH 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EDAH 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EDAH 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EDAH 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDAH 4980 Practicum in Education 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EDAH 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDAH 4993 R.A. Training Special Problems in Education 3 Credit Hours**
Prerequisite: junior standing. Introduces various theories and skills that aid the student in the performance of the duties of a resident advisor. Areas of study include student development theory, community development, programming, peer counseling, and policy enforcement. The class will review current issues confronting college students. Students will also be involved in University community-building programs and special events which relate to the roll of resident advisor. (F, Sp)

- EDAH 5013 The Adult Learner 3 Credit Hours**
Prerequisite: graduate standing. Course content includes: (a) recent history; (b) social, technological and economic factors associated with changes in educational philosophy with consequences for lifelong learning; (c) trend data on adult enrollments by socio-economic, racial, ethnic and other factors; (d) major providers; (e) research and issues concerning adult learning ability, adult development, stresses upon the adult learner, teaching adults, etc. (F)
- EDAH 5023 Administration of Adult and Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Organization and administration of adult and higher education from legislative, legal, structural-functional, power, political, bureaucratic and social perspectives. Topics considered include: governance, central office organization, administrative position analysis, faculty organization, faculty participation in policy formation and decision making, academic freedom, goals analysis, budgetary policies and methods, and decision strategies. (F)
- EDAH 5033 Critical Literature in Adult and Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Explores twentieth-century ideas and issues in adult and higher education. The majority of the literature and discussion concern the university. (F)
- EDAH 5043 Introduction to Research in Adult and Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Recommend specific prior enrollment – see adviser. An introduction to data collection and analysis, research methods (experimental, quasi-experimental, qualitative), and statistics used in adult and higher education. (F, Sp, Su)
- EDAH 5103 Instructional Strategies in Adult and Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Encourages a rational consideration of the problems of college teaching. A problems-based course, requiring that each student be involved in an actual college teaching experience while taking it. Topics to be considered include: learning potentials of young adults; preparation of instructional objectives; evaluation of instruction; instructional techniques. (Su)
- EDAH 5133 American Community/Junior College 3 Credit Hours**
A study of its purposes, functions, curriculum, organization and administration; exploring this uniquely American institution as an emerging factor and significant element in the structure of higher education in America today. (Sp)
- EDAH 5143 Leadership Development in Adult and Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Apply concepts from the behavioral and social sciences to the development of techniques and strategies specific to leadership development in adult and higher education. (Sp)
- EDAH 5153 Legal Aspects Of Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Survey of principles, legislation, and court rulings in such areas as employment, affirmative action, dismissal, contracts, tenure, civil rights, due process, student rights, and other issues of concern to higher education administrators. (F)
- EDAH 5163 Diversity Issues in Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Explores the educational participation of diverse groups in higher education. The student will gain a further understanding of issues of race, ethnicity, gender, and physical disability and their influence on colleges and universities. (F, Sp)
- EDAH 5173 Leadership and Administration in Student Affairs 3 Credit Hours**
Prerequisite: graduate standing. Designed to provide student foundational knowledge on topics related to leadership and administration of student affairs in collegiate settings. The course additionally exposes students to traditional and alternative leadership and administrative philosophies in college student affairs. Critical examination of how student affairs functions in the broader organizational structure and develop higher-ordered understanding of how institutional cultures (and a professional's role within those cultures) facilitate college student affairs administration. (F, Sp, Su)
- EDAH 5193 Minority Serving Institutions 3 Credit Hours**
Prerequisite: Graduate standing. This course is designed to provide students with a range of learning experiences that familiarize them with Minority Serving Institutions (MSIs). Students will explore the various types of MSIs, their historical development, missions, governance/organizational structure, challenges, support/advocacy, and futures. Additionally, students will examine the student populations served by MSIs, policies that impact these institutions, and relevant contemporary issues. (Irreg.)
- EDAH 5213 History of American Higher Education 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. The history of American higher education during the twentieth century, with an examination of the major issues which have shaped, and are shaping, the development of American colleges and universities. (Sp)
- EDAH 5223 Foundations of Student Affairs in Higher Education 3 Credit Hours**
Prerequisite: graduate standing. A comprehensive introduction to the field of student affairs and its role within the context of American higher education. Specifically, provides an introduction to the origin, history, philosophy, and current practices of the college student affairs profession. A related goal is the development of a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added. (F)
- EDAH 5243 Financial Management In Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Students will be introduced to the following topics: Administrative organization function and structure; financial management of sponsored programs (grants and contracts); fund accounting and basic financial statements; state coordination policies and procedures; basic budgeting concepts and techniques; cost analysis and comparisons. (Sp)
- EDAH 5253 Institutional Research In Higher Education 3 Credit Hours**
Prerequisite: graduate standing. Recommend specific prior enrollment–see advisor. Covers the roles and functions of institutional research, student information systems, faculty and staff analysis, facilities analysis, capital and financial analysis, environmental scanning, assessment studies, program review, student outcomes studies, and quality assessment. (F)
- EDAH 5263 Planning In Higher Education 3 Credit Hours**
Prerequisite: Graduate standing. Recommend specific prior enrollment–see advisor. Covers concepts, practices, issues and problems related to planning in higher education. (F)
- EDAH 5273 Athletics In Higher Education 3 Credit Hours**
(Crosslisted with H R 5273) Prerequisite: Graduate standing. Provide students with an understanding of the history, structure and administration of intercollegiate athletics, as well as an opportunity to discuss a wide variety of related contemporary issues. (Irreg.)

EDAH 5293 Academic Advising in Student Affairs 3 Credit Hours

Prerequisite: Graduate standing. This practitioner grounded course introduces the profession of academic advising through current research and campus field experiences. Topics include: history of the profession; developmental advising; theories of advising; advising models; advising skills; varying needs of diverse populations; role in student retention/graduation; student advocacy, legal and ethical considerations; use of technology; evaluation and assessment. (Irreg.)

EDAH 5333 Program Planning For The Adult Learner 3 Credit Hours

Prerequisite: graduate standing. Recommend specific prior enrollment—see advisor. Designed to develop an understanding of institutional roles and institutional differences; a knowledge of the principles of program planning in relation to the delivery of adult education. Reviews the elements of pProgram planning to include needs assessment, program design and delivery, and evaluation. (F)

EDAH 5383 Contemporary Issues In Student Personnel 3 Credit Hours

Prerequisite: graduate standing. Designed to provide students an opportunity to synthesize ideas from previous coursework and practical experiences in student affairs. An integration of student development theories, current issues in the field, and analysis of case studies will be the focus of the course. (F, Sp)

EDAH 5413 Design And Delivery Of Distance Education Programs 3 Credit Hours

Prerequisite: graduate standing. Designed to prepare student to design instruction for distance learning systems. Topics include the distance learner, facilitating learning at a distance, instructional design for distance learning systems, and assessment of learning at a distance. (Sp)

EDAH 5433 Organizational Design and Management of First Year Experience Programs 3 Credit Hours

Prerequisite: graduate standing. Focuses on the first-year experience through exploring existing research and practice in organizational design and management. Based on readings, research, national guidelines, course discussion, and personal/professional experience, graduate students will design their own first-year experience program for un-traditional students within an institution of their choice. (F, Sp)

EDAH 5443 Organization Development and Change 3 Credit Hours

Prerequisite: graduate standing. Designed to provide an overview of the practical skill sets required to plan, develop, and conduct organizational development activities within public as well as private sector organizations. Topics will include concepts of OD models and theories, organizational assessment procedures, various OD interventions methods, and technological tools for effect OD. Trends and contemporary solutions for organizational development will be introduced through webinars and demonstrations. (F, Sp, Su)

EDAH 5453 Autobiography and Lifewriting in Adult Education 3 Credit Hours

Prerequisite: graduate standing. Explores autobiography and other forms of life writing as an instructional method and research tool within the broader field of the study and education of adults. Reviews the historical and contemporary uses of autobiography, its related concepts and theories and major authors who have contributed to the field. These are explored in light of educational principles and how autobiography can lead to understanding of self and others. (F, Sp, Su)

EDAH 5473 Race, Class, and Gender in Education 3 Credit Hours

Prerequisite: graduate standing. This course attempts to achieve congruence between common and differing oppressions, challenges, and successes according to race, class, and gender. The topics are restricted to maximize integration with studies in the various educational specialties. Analysis of the work of educational institutions in light of the relationships of these institutions to the broader society in which they are situated. Particular attention is paid to the complexities of identity and multiculturalism across educational institutions and in the educational pipeline. (F, Sp, Su)

EDAH 5483 College Student Development 3 Credit Hours

Prerequisite: graduate standing. Designed to expose students to a variety of college student development theories as well as research that describes typical patterns of student growth and development during the college years. In addition, a primary objective of this course is to discuss how student affairs professionals, higher education administrators, and faculty may utilize student development theory to design programs, develop services, and create learning environments that support the academic and social development of students attending postsecondary institutions. (F, Sp, Su)

EDAH 5513 Management & Admin Of The Training Function 3 Credit Hours

Prerequisite: graduate standing. This course is designed for those preparing for or having oversight responsibilities in the training and development function. Topics will include the management function, staffing, ensuring the quality of training, legal issues, marketing and financial management.

EDAH 5523 Skills and Strategies in Designing, Developing, and Delivering Training 3 Credit Hours

Prerequisite: graduate standing. Addresses the core aspects of Instructional Systems Design (ISD) as applied to workforce learning, and performance. Learn and apply key principles involved in assessing, designing, developing, implementing, and evaluating face to face (traditional) training programs. Students select training topics identified as critical to success in the training and development field, and engage the ISD process in creating active training programs. (F, Sp)

EDAH 5543 Gender, Society, and Higher Education 3 Credit Hours

Prerequisite: graduate standing. Addresses issues of gender as set within the historical, economic and socio-political context of American higher and post-secondary higher education. Multiple feminist perspectives are explored including, but not limited to, liberal feminism, radical feminism, Black feminism, womanism, Chicana feminism, Native American feminism, Arab American feminism, multicultural feminism, eco- and global feminism. The connections between theory, practice, and reflection are emphasized. Social justice and ally development are strong components of this course. (F, Sp)

EDAH 5563 Inclusive Praxis in Intercollegiate Athletics 3 Credit Hours

Prerequisite: graduate standing. This course focuses on developing the inclusive practice, multicultural competence, and cultural humility of aspiring athletics administrators. Taught in a workshop format, this course will increase students' understanding various issues in the context of college sports, including race, gender, religion, nationality, class, sexual orientation, and power-based violence. (F, Sp, Su)

EDAH 5573 History of Intercollegiate Athletics 3 Credit Hours

Prerequisite: graduate standing. The course will attempt to deal with the continuity and changes in college sports as part of higher education and American culture. It will include analysis of the changing ideals of the student-athlete and the college coach as well as analysis of the political economy associated with college sports at the levels of the campus, the conference, and national associations. (F, Sp, Su)

EDAH 5583 Academics in Intercollegiate Athletics Administration 3 Credit Hours

Prerequisite: Graduate standing. This course is designed to provide an in-depth perspective regarding the history of academic support and student services in athletics, best practices in the profession, the relationship between the athletics and academic communities in higher education, and analysis of salient issues and challenges. (Sp)

EDAH 5613 Ethical Decision Making in Intercollegiate Athletics Administration 3 Credit Hours

Prerequisite: graduate standing. Explores ethical decision-making and conduct in the contemporary 21st century intercollegiate athletics department. Specific issues related to the commercialization of college athletics that will be covered include: academic reform, diversity within intercollegiate athletics, pay-for-play, gender equity, fiscal management, compensation for student-athletes, and the recruiting process. Students will analyze current research and theoretical frameworks centering on ethical decision making, as well as utilize a theory to practice case-study pedagogical approach in order to evaluate their personal morals, values, and principles as they pertain to ethics in college sports to enhance future decision-making. (Sp)

EDAH 5623 Marketing & Development in Intercollegiate Athletics Administration 3 Credit Hours

Prerequisite: graduate standing. The theoretical and practical foundations of sport marketing and fan development in 21st century intercollegiate athletics settings. Fundamental concepts that will be covered include: revenue generation, licensing, ticket sales, consumer marketing, and marketing matrix frameworks. Students will create an individual marketing proposal to develop an enhanced understanding of techniques and strategies used to successfully market large scale athletic events and enhance the consumer experience. (Sp)

EDAH 5633 Gender in Intercollegiate Athletics 3 Credit Hours

Prerequisite: graduate standing. The course examines how gender shapes the history, organization, and nature of higher education, sport, and society. The combination of theoretical, historical, and contemporary analysis will illuminate how gender shapes the daily interactions of all people and in turn sustains the lower social, political, and cultural standing of women in society at large. (F)

EDAH 5653 Academic Reform and Athletic Academic Advising 3 Credit Hours

Prerequisite: graduate standing. Explores and provides an understanding of the National Collegiate Athletics Association's academic reform movement in the 21st century and the subsequent effects on student-athletes in higher education. The course focuses in-depth on methods currently utilized in academic advisement of the student-athlete higher education population subset. In addition, focuses on the changes made to the current NCAA governing rules as they apply to academic support and advisement of student-athletes. Students will learn to critically analyze current academic reform measures taken by the NCAA and wrestle with present day challenges faced by athletics advisers in practitioner settings. The course will utilize case studies to frame critical inquiry and discussion to prepare future higher education leaders who work with this special population of students. (Sp)

EDAH 5673 Organization & Administration of Intercollegiate Athletics Administration 3 Credit Hours

Prerequisite: graduate standing. Examines the organizational structure of intercollegiate athletics departments nested within NCAA Division I, II, and III institutions of higher education. Students will develop an understanding of the organizational structures of each administrative unit internal to a 21st century intercollegiate athletics departments. Students will enhance personal leadership, communication and academic writing skills through multiple reflective exercises and case studies. Culminates with the development of a formal literature review and presentation. (F)

EDAH 5683 Race & Ethnicity in Intercollegiate Athletics 3 Credit Hours

Prerequisite: graduate standing. Using theory, research, personal narratives, and primary sources, this course examines race and ethnicity in college sports. Focus will be on racial diversity in sports, approaching the topic from a historic/structural perspective, a symbolic perspective, and an internal/personal perspective. (F, Sp, Su)

EDAH 5693 Professional Development in Intercollegiate Athletics 3 Credit Hours

Prerequisite: graduate standing. Prepares students for impending job searches in a competitive 21st century sport industry. Students complete career and professional development activities in addition to a personalized service-learning experience in intercollegiate athletics practitioner settings. Class time centers on: reflection of individual service-learning experiences, leadership growth and development, and workshop time to develop professional development portfolio. Students develop a professional portfolio over the course of the semester to include a current resume, cover letter, personal leadership philosophy, and site supervisor service-learning evaluations. This class is intended for students who have little to no previous experience in intercollegiate athletics. (F, Sp)

EDAH 5813 NCAA Compliance I 3 Credit Hours

Prerequisites: graduate standing. Examination of the structure of the National Collegiate Athletics Association ("NCAA") from a legal framework. Drawing on legal and organizational theory, this course will present an overview of NCAA regulations, research of NCAA interpretations, waivers and secondary violations. Students will examine specific cases to analyze NCAA, conference, institutional regulations and policies. Students will develop an enhanced understanding of NCAA compliance standards in college sport, a foundational skillset for aspiring athletics administrators and specifically those who wish to work in a compliance office at an NCAA institution. (F)

EDAH 5823 NCAA Compliance II 3 Credit Hours

Prerequisite: EDAH 5813 and graduate standing. Examines the structure of the National Collegiate Athletics Association ("NCAA") from a legal framework. Provides aspiring athletics administrators with foundational knowledge on the NCAA Enforcement procedures, the new Enforcement Model and internal compliance investigation standards paramount to successfully operating the daily activities of an intercollegiate compliance office. Students will develop an enhanced understanding of NCAA compliance standards, NCAA regulations, NCAA enforcement procedures of institutional investigation to rules violations, reporting of violations and major infraction cases in college sport. (F)

EDAH 5843 Event and Facility Management in Intercollegiate Athletics Administration 3 Credit Hours

Prerequisite: graduate standing. Provides students with an enhanced understanding of the logistical and operations management skillsets that are imperative for contemporary intercollegiate athletics administrators to possess. Drawing on consumer motivation and marketing theories, students will participate in the planning and development of a specific intercollegiate athletics event. By pairing theoretical discussion and practical application, students will learn how to safely and efficiently plan large-scale intercollegiate athletics events. (F)

EDAH 5853 Best Practices in Contemporary Intercollegiate Athletics Student Support Services 3 Credit Hours

Prerequisite: graduate standing. Designed to discuss different aspects of support services for student-athletes. Centers on developing an understanding of the role of student services units within intercollegiate athletics including athletic training, academics, nutrition, strength and condition, psychological support. Particular emphasis is placed on how these services interact with each other. Current research and perspectives from the field will be presented. Students will be expected to complete personal reflection exercises, case studies, and a culminating group project. (Sp)

EDAH 5863 Licensing, Trademark Law and Fundraising in IAA 3 Credit Hours

Prerequisite: graduate standing. Provide students with an introduction to the legal aspects of collegiate licensing and fundraising. Student will develop an enhanced understanding of the principles of intellectual property, trademark law and licensing. Explores the history and role that licensing plays in intercollegiate athletics. Culminates with the development of an athletic fundraising campaign group project. (Sp)

EDAH 5910 Practicum in Education--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included.

EDAH 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty.

EDAH 5940 Field Studies in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure.

EDAH 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours.

EDAH 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDAH 5973 Spirituality & Religious Diversity in Higher Education 3 Credit Hours

Prerequisite: Graduate standing. The course addresses issues of spirituality and religious diversity in higher education within the historical and sociopolitical context of the U.S. Multiple critical theoretical perspectives on religion and spirituality will be drawn upon throughout the semester. The connections between theory, practice in higher education, and (self) reflection are emphasized. Social justice and ally development are strong components of this course. (F, Sp, Su)

EDAH 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDAH 5990 Independent Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDAH 6013 Pro Seminar: Foundations of Research in Adult and Higher Education 3 Credit Hours

Prerequisite: Graduate standing. Introduction to concepts and processes of education research, including conceptualizing a research study, and an overview of qualitative, quantitative, and mixed-method approaches. Will examine philosophical, epistemological, and paradigmatic frameworks; problem, purpose, and significance; and the varying roles of theory, methodology, and findings. Will discuss general expectations of graduate work, particularly what constitutes original research and academic writing. (F)

EDAH 6813 Prospectus Development 3 Credit Hours

Prerequisites: Departmental permission; graduate standing. This Prospectus Development Seminar is designed for advanced doctoral students/candidates and is a formal venue for developing a sample dissertation prospectus as a starting point to work from and further develop with your dissertation chair and committee. (Sp)

EDAH 6910 Practicum in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDAH 6920 Internship in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

- EDAH 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDAH 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EDAH 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDAH 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisites: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)
- EDAH 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EDS 2960 Individual Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)
- EDS 3440 Mentored Research Experience 3 Credit Hours**
0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)
- EDS 3960 Honors Reading 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)
- EDS 3970 Honors Seminar 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)
- EDS 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EDS 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EDS 4003 Schools in American Cultures 3 Credit Hours**
Prerequisite: admission to Teacher Education program; EIPT 3473 or EDEC 3413. An overview of education as a profession based upon historical and philosophical principles including a treatment of current problems and affairs with specific attention given to multicultural phenomena. (F, Sp)
- EDS 4633 Latina Feminist Epistemologies 3 Credit Hours**
(Slashlisted with EDS 5633; Crosslisted with WGS 4633) Prerequisite: Junior standing. This course explores the experiences of Chicanas and Latinas through the lens of contemporary research. Topics to be discussed: community formation and activism, Chicana/Latina feminism, sexuality, religion, health, family, immigration, migration, education, work, media, and artistic expressions. Readings emphasize the links between the structural inequalities of society, and the day-to-day lived experiences of Chicanas/Latinas. No student may earn credit for both 4633 and 5633. (Irreg.)
- EDS 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EDS 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDS 4980 Practicum in Educational Studies 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EDS 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDS 5003 School and Society 3 Credit Hours**
Prerequisite: graduate standing. Presents overview of education as a profession based upon historical, sociological, and philosophical principles, including a treatment of current problems and affairs with specific attention given to multicultural phenomena. (Sp)

- EDS 5023 Linguistic and Conceptual Analysis 3 Credit Hours**
Prerequisite: Graduate standing. Study of the philosophical method, linguistic and conceptual analysis, as a means to achieve greater clarity and understanding of tactical and theoretical problems faced by educators. Students using philosophical analysis in their research may pursue the beginnings of that analysis in consultation with the instructor and other students in the course. (F, Sp)
- EDS 5633 Latina Feminist Epistemologies 3 Credit Hours**
(Slashlisted with EDS 4633; Crosslisted with WGS 5633) Prerequisite: Graduate standing. This course explores the experiences of Chicanas and Latinas through the lens of contemporary research. Topics to be discussed include community formation and activism, Chicana/Latina feminism, sexuality, religion, health, family, immigration, migration, education, work, media, and artistic expressions. Readings emphasize the links between the structural inequalities of society and the day-to-day lived experiences of Chicanas/Latinas. No student may earn credit for both 4633 and 5633. (Irreg.)
- EDS 5703 Sociology of Education 3 Credit Hours**
Prerequisite: eight hours of education or permission. Social structure in the community wherein the school must operate and the nature of human relations within the school; social processes and patterns involved in the educational system relative to other aspects of our society; and the effect of the school on the behavior and personality of its participants.
- EDS 5783 Classics in Educational Thought 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. Close critical study of selected "classics" in educational thought by Plato, Rousseau, DuBois, Dewey, Woolf, or others of comparable historical significance for multicultural co-education throughout the human lifespan, in a context of social inequalities. Intensive written and oral practice in basic conceptual skills and informal logic will require independent inquiries on topics of special interest to students. (F)
- EDS 5823 Contemporary Critical Thought and Education Studies 3 Credit Hours**
Prerequisite: Graduate standing or permission of instructor. Close study of contemporary critical thought that has profoundly transformed recent theorizing about education and its various social, cultural, and economic contexts. Major texts selected from philosophical movements such as analysis, existentialism, Marxism, feminism, post-structuralism, and neo-pragmatism. Intensive oral and written practice in educational criticism and theory, developing case studies from primary sources. (Irreg.)
- EDS 5833 Topics in Gender, Values, and Education 3 Credit Hours**
Prerequisite: Graduate standing or permission of instructor. May be repeated with change of content; maximum credit 6 hours. Topics vary each semester and are developed from philosophical studies in and about education, politics, ethics, aesthetics, law, and religion that address the issues of gender and sexuality. Intensive oral and written theoretical inquiry. (Irreg.)
- EDS 5910 Practicum in Education--Master's 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EDS 5913 Latinas/os and Education 3 Credit Hours**
Prerequisite: Graduate standing. This class situates the Latina/o experience in U.S. schools within an understanding of the overall history of American Education by examining the complex educational, racial, and legal history of Latinas/os in the United States. Similarly, this course will examine current trends in the education of Latinas/os and the ways that educators (both researchers and practitioners) can better serve Latina/o students. (Irreg.)
- EDS 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDS 5933 Girls, Women, and Educational Studies 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. History, sociology, and/or philosophy of girls' and women's education in a multicultural context that includes family, work, and community life as well as coeducational public schooling and higher education in the U.S. Oral and written critical inquiry concerning selected primary sources will introduce students to the activity of interdisciplinary theorizing about gender and sexuality in education. (F)
- EDS 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: twelve hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EDS 5943 History of Race and Education in Oklahoma 3 Credit Hours**
Prerequisite: graduate standing. Examines the history of race and education in Oklahoma, as well as the experiences of African Americans, Native Americans, and Latinas/os as they engaged in the creation and maintenance of schooling spaces, both prior to and proceeding from statehood. (F, Sp)
- EDS 5960 Directed Readings 1-4 Credit Hours**
1 to 4 hours. Prerequisite: twelve hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EDS 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDS 5980 Research for Master's Thesis 2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EDS 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

- EDS 6010 Writing Educational Inquiry 1-3 Credit Hours**
1 to 3 hours. Prerequisite: Graduate standing and enrollment in Educational Studies program. May be repeated with change of content; maximum credit 9 hours. Individual or group tutorial study of informal logic and rhetorical theory concerning academic writing as a social practice. Emphasis on contextually appropriate documentation practices, philosophical moves, and rhetorical devices, and development of clarity and grace in written formulations of educational concepts and values. Addresses various scholarly and professional situations. Aimed toward public presentation or publication. (F, Sp)
- EDS 6033 Inquiry Design 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. An individual or small group tutorial focused exclusively on preparation of the dissertation or prospectus for interdisciplinary critical or theoretical inquiry in Historical, Philosophical, and Social Foundations in Education. (F)
- EDS 6723 Race and Representation in Educational Research 3 Credit Hours**
Prerequisite: Graduate standing. This course examines the major tenets of Critical Race Theory (CRT) and the ways to expand its use in educational research. Students will develop a research project utilizing methodologies utilized in CRT/LatCrit/TribalCrit research projects, e.g., testimonies and storytelling. (Sp)
- EDS 6763 Issues in Contemporary American Education 3 Credit Hours**
Prerequisite: graduate standing. Backgrounds of the contemporary American social scene with such issues as extension of educational opportunity; interrelationships between church, state, and school; changing economic concepts in the age of technology; purposes of education to social policy; federal aid to education; academic freedom.
- EDS 6793 History of U.S. Education 3 Credit Hours**
Prerequisite: graduate standing. Development of schools in American society from colonial times to the present as set against the background of intellectual movements and changes from the colonial period to the present. Attention is given to the development of the organization, administration, finance and curriculum in the American public school system. Major concepts relating to the maintenance of a school in American society are considered; historical treatment of nativism, populism, empiricism, associationism, a person's relation to spiritual and national self, as these topics relate to the development of educational ideals and practices in American society. (Irreg.)
- EDS 6910 Practicum in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)
- EDS 6920 Internship in Education--Doctoral 2-6 Credit Hours**
1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit twelve hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDS 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: twelve hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDS 6933 Naturalistic and Qualitative Research in Education 3 Credit Hours**
Prerequisite: graduate standing. Designed to familiarize graduate students in education with naturalistic research and qualitative methodologies. (Irreg.)
- EDS 6943 In-Depth Approaches to Qualitative Inquiry in Educational Research 3 Credit Hours**
Prerequisite: graduate standing. Students should have had some introduction to qualitative inquiry and research. Graduate students should produce a presentable conference paper and/or publishable article. In addition, students will teach their selected methodology while applying this methodology to their own study. Students will develop a deeper understanding of the philosophical congruence of students and other classmates' research projects. (F, Sp)
- EDS 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EDS 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDS 6973 Historical Research Methods in Education 3 Credit Hours**
Prerequisite: Graduate standing. Examines problems and methods of narrative research in education. Use of primary and secondary sources, evidence, generalization, interpretation, documentation, citation, and oral history are discussed. (F)
- EDS 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)
- EDS 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: twelve hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

Faculty

Last Name	First/Middle Name	Middle init.	OU Service start	Title(s), date(s) appointed	Degrees Earned, Schools, Dates Completed
Adams	Curt		2007	ASSOCIATE PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES AT TULSA, 2013; LINDA CLARKE ANDERSON PRESIDENTIAL PROFESSOR, 2014	PhD, Oklahoma State Univ, 2003; MS, Univ of Tulsa, 1999; BS, Univ of Tulsa, 1997
Briscoe	Kaleb		2023	ASSISTANT PROFESSOR, ADULT AND HIGHER EDUCATION (AUGUST 2023)	Ph.D., Educational Leadership and Higher Education, Univ of Nebraska; M.S., Student Affairs and Higher Education, Indiana State Univ; MBA, Albany State Univ, GA; B.S., Business Marketing, Albany State Univ, GA
Choi	Junghee		2022	ASSISTANT PROFESSOR, ADULT AND HIGHER EDUCATION (AUGUST 2022)	Ph.D. Higher Education, Department of Education Policy Studies, Pennsylvania State University; Master of Development Policy, KDI School of Public Policy & Management - Sejong, South Korea; B.A., English, Korea University - Seoul, South Korea
Edwards	Beverly		2006	PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES AT TULSA, 2016	PhD, Univ of Tulsa, 1994; MS, Northeastern State Univ; BS, Northeastern State Univ
Ford	Timothy	G	2014	ASSOCIATE PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES AT TULSA, 2014	PhD, Michigan State Univ, 2010; MA, Univ of Kansas, 2004; BS, Truman State Univ, 1998
Frick	William	C	2006	ADJUNCT ASSOCIATE PROFESSOR OF LIBERAL STUDIES, 2013; RAINBOLT FAMILY ENDOWED EDUCATION PRESIDENTIAL PROFESSOR, 2016; PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES, 2018	PhD, Pennsylvania State Univ, 2006; MS, Bucknell Univ, 1997; BS, Cairn Univ, 1989; BA, Lycoming College, 1988
Frick	Ed		2023	ASSISTANT PROFESSOR, EDUCATIONAL ADMINISTRATION AND CURRICULUM SUPERVISION (AUGUST 2023)	Ed.D., Educational Leadership and Management, Drexel Univ; M.S., Educational Administration, Bucknell Univ; B.A., History, Lycoming College
Guthery	Sarah		2023	ASSOCIATE PROFESSOR, EDUCATIONAL ADMINISTRATION AND CURRICULUM SUPERVISION (AUGUST 2023)	Ph.D., Education, Southern Methodist Univ; Post-Graduate Certification in Education (PGCE), Middlesex Univ, London, U.K.; B.A. in Economics, Colorado State Univ
Hamlin	Daniel	E	2018	ASSISTANT PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES AT TULSA, 2018	PhD, Univ of Toronto; MA, Sejong Univ; BA, Michigan State Univ
Lee	Hyunju			ASSISTANT PROFESSOR, EDUCATIONAL STUDIES (AUGUST 2023)	Ph.D., Educational Policy and Leadership Studies, Univ of Iowa; MTS, Interdisciplinary Religious Studies, Boston Univ; M.A., Religious Studies, Gordon-Conwell Theological Seminary; B.A., Educational Technology (Major) and Korean Language and Literature (Minor), Ewha Womans Univ, Seoul, Korea
Lim	Doo Hun	H	2008	PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES, 2008	PhD, Univ of Illinois, 1998; MEd, Univ of Illinois, 1995; BS, Sogang Univ, 1987
Luevanos	Anthony		2023	ASSISTANT PROFESSOR, EDUCATIONAL ADMINISTRATION AND CURRICULUM SUPERVISION (AUGUST 2023)	Ph.D., Education In Ed. Administration, Texas A&M Univ; Ph.D. Curriculum & Instruction, Baylor Univ; M.S., Education In Ed. Administration, Baylor Univ; B.A., Spanish, Baylor Univ
Maiden	Jeffrey		1994	PROFESSOR OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES, 2009; ADJUNCT PROFESSOR OF LIBERAL STUDIES, 2010	PhD, Univ of Florida, 1994; MEd, Univ of Florida, 1990; BAEd, Univ of Florida, 1984

Minthorn	Robin	2023	ELPS DEPARTMENT CHAIR, PROFESSOR OF ADULT AND HIGHER EDUCATION	Ph.D., Educational Leadership, Higher Education and Public Policy, Oklahoma State University; MA, Adult and Higher Education, University of Oklahoma; B.A. Psychology, University of Oklahoma
Oxendine	Christy	2023	ASSISTANT PROFESSOR, EDUCATIONAL STUDIES	Ph.D. Social and Cultural Studies, Iowa State University; MA, Student Affairs, Minnesota State University, Mankato and Theology, Emory University; B.A., East Carolina University
Sperling	Jenny	2021	ASSISTANT PROFESSOR, EDUCATIONAL LEADERSHIP AND POLICY STUDIES, 2021	Ph.D., Univ of California, Santa Barbara, 2021; M.A. Univ of California, Berkeley, 2015; B.A., Univ of California, Santa Barbara, 2011.
Springer	Daniel	2023	ASSISTANT PROFESSOR, ADULT AND HIGHER EDUCATION (AUGUST 2023)	Ph.D. Kinesiology, Emphasis in Sport Management, Texas A&M Univ, College Station, TX; M.S., Educational Leadership, Oklahoma State Univ, Stillwater, OK; B.A. Philosophy, Texas A&M Univ, College Station, TX
Youngbull	Natalie	2019	ASSISTANT PROFESSOR, EDUCATIONAL LEADERSHIP AND POLICY STUDIES	Ph.D., Higher Education, University of Arizona; MA, Higher Education, University of Arizona; B.A., Psychology/ Minor in Sociology, University of Oklahoma
Zumpe	Liz	2023	ASSISTANT PROFESSOR, EDUCATIONAL ADMINISTRATION AND CURRICULUM SUPERVISION (TULSA – JANUARY 2023)	Ph.D., Policy & Organizations, University of California, Berkeley; MA, Education, University of California, Berkeley; B.A., English, Oberlin College, Oberlin, Ohio