Department of Leadership, Technology, and Workforce Development

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The mission of the Department of Leadership,Technology, and Workforce Development is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments and academic disciplines. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification options. The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

- Master of Education with a Major in Adult and Career Education (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-adult-career-education/)
- Master of Education with a Major in Educational Leadership (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-educational-leadership/)
- Master of Education with a Major in Instructional Technology (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-instructional-technology/)
- Education Specialist Degree with a Major in Educational Leadership (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/eds-educational-leadership/)
- Education Specialist Degree with a Major in Instructional Technology (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/eds-instructional-technology/)
- Doctor of Education with a Major in Adult and Career Education (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/edd-adult-career-education/)

- Doctor of Education with a Major in Curriculum and Instruction (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/edd-curriculum-instruction/)

- Doctor of Education with a Major in Leadership (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/edd-leadership/)

- Certificate in Community and Technical College Leadership (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certification-community-technical-college-leadership/)

- Certification in Educational Leadership (Performance-Based) (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certification-educational-leadership-performancebased-building-level-system-level/)

- Certification in Library Media (Certification Only) (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certification-library-media/)

- Certificate in Online Teaching (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certificate-online-teaching/)

- Online Teaching Endorsement (http://catalog.valdosta.edu/archive/2022-2023/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/online-teaching-endorsement/)

Adult and Career Education

ACED 7000. Foundations and Trends in Business Education. 2 Hours.
An overview of the history and development of the field of business education. Emphasis on the various components of the business education profession; federal and state legislative implications for business education; current trends, issues, and problems in business education; and contributions of various leaders in the field of business education.

ACED 7020. History and Philosophy of Adult and Career Education. 3 Hours.
In depth inquiry into the background, purposes, philosophies, policies and principles of adult and career education. Students will study the impact of federal and state legislation.

ACED 7030. Contemporary Curricular Approaches. 3 Hours.
Principles, procedures, and considerations for developing curriculum in adult and career education.

ACED 7070. Advanced Office Procedures. 3 Hours.
Advanced concepts of project management and office procedures integrating previously learned office skills, including identifying and using resources to teach administrative office procedures.

ACED 7100. Current Practices in Workforce Education and Development. 3 Hours.
Introduction to workforce education, training, and development. Emphasis is on program design, needs assessment, costs, and benefits of training programs and methods of trainer performance in the workplace.

ACED 7110. Workforce Human Performance Improvement. 3 Hours.
Exploration and analysis of recent developments in practices of workforce human performance improvement. Emphasis will be placed on the theory and practical applications of performance improvement techniques, principles, analysis, benchmarking, interventions, and change management.

ACED 7120. Electronic Courseware Design and Development. 3 Hours.
An overview of emerging technologies used to develop interactive, computer-based training applications for distribution via corporate Intranets, the Internet, and CD-ROM. Emphasis is placed on learning technical skills and design skills while developing a broad understanding of the capabilities and limitations of computer-based training applications in corporate and other adult education settings.

ACED 7130. Foundations and Trends in Human Resource Development. 3 Hours.
An introduction to Human Resource Development as a profession. The course addresses current theories and trends in Human Resource Development.

ACED 7150. Adult Learning and Development. 3 Hours.
Advanced study of the socio-historical context of contemporary methods, agencies, programs, and issues in adult education, including adult non-formal education as well as formal and informal learning in diverse organizational and global contexts.

ACED 7200. Improvement of Instruction in Keyboarding. 3 Hours.
Development of strategies for teaching keyboarding. Emphasis on course objectives, equipment, materials, skill development, standards, and evaluative criteria.

ACED 7220. Improvement of Instruction and Training in Technology. 3 Hours.
An analysis of methods, strategies, and problems associated with teaching technology. Also included are the selection, acquisition, and use of state-of-the-art hardware and software.

ACED 7230. Improvement of Instruction in Basic Business Subjects, Economics, and Accounting. 3 Hours.
Strategies for teaching basic business subjects, economics, and accounting. Emphasis is placed on examining the use of computers in the teaching and learning process; motivation techniques, evaluation tools, gathering of resources, and application of research to the instructional process.

ACED 7240. Improvement of Instruction in Office Education. 3 Hours.
Competencies needed by students preparing for office work are analyzed; teaching methods, course content, and evaluation procedures are discussed.

ACED 7250. Performance Consulting Within Organizations. 3 Hours.
A study of the performance consulting process and the roles of internal and external performance consultants. This course provides students with knowledge and skills to solve various issues for performance improvement within organizations.

ACED 7300. Practicum in Adult/Career Education. 3 Hours.
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7310. Practicum in Adult/Career Education. 3 Hours.
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7350. Organizational Learning and Development. 3 Hours.
Exploration of the history, principles, theories, and practices of organization development and learning as related to workforce education. Students will study the dominant models, their application, and research in the field.

ACED 7400. Computer Technology for the Workplace. 3 Hours.
Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software.

ACED 7410. New Teacher Institute. 3 Hours.
Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first and second year of teaching.

ACED 7420. Creating and Delivering Online Instruction. 3 Hours.
Procedures, best practices, and learning theories related to using the Internet to deliver instruction. The course includes preparation of materials and assignments that utilize the Internet to foster interactive learning environments in face-to-face, blended, and online courses.

ACED 7430. Advanced New Teacher Institute. 3 Hours.
Prerequisite or co-requisite: ACED 7410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

ACED 7500. Organization and Administration of Career Education. 3 Hours.
Organization of career education on the local, state, and national levels; federal and state government roles; and types of career education programs in education and industry.

ACED 7510. Communication in Business Technology Education. 3 Hours.
Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in business technology education environments.

ACED 7530. Supervision and Mentoring in Adult and Career Education. 3 Hours.
Advanced study of techniques of supervision and methods of leadership relevant to those in, or aspiring to positions in secondary, post-secondary or business/industry workforce education and development.

ACED 7600. Applied Computer Technology. 3 Hours.
Prerequisite: ACED 2400 or ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. The course is designed for business technology educators and will require the development of practical computer-related projects which can be used in various adult education settings.

ACED 7610. Advanced Web Design and Development. 3 Hours.
Advanced theory and practice of designing web sites for business and/or education settings, incorporating accepted design and usability standards. The course includes use of Hypertext markup language (HTML) and web design software taught in business technology programs.

ACED 7620. Evaluation of Adult and Career Education Programs. 3 Hours.
Development and understanding of program evaluation in adult and career education settings. Emphasis is placed on understanding and application of evaluation approaches, models, and practical guidelines for implementation.

ACED 7640. Issues and Trends in Adult and Career Education. 3 Hours.
Exploration and analysis of recent research and societal developments affecting adult and career education. Emphasis is on ethical and professional responsibilities, liability, emerging trends, and issues.

ACED 7680. Contemporary Instructional Practices in Workforce Education. 3 Hours.
Theory and application of contemporary instructional practices found in workforce education settings. Focus is on the principles of adult teaching and learning, including the development and implementation of professional and innovative delivery and instructional practices, materials, and resources.

ACED 7700. Advanced Desktop Publishing. 3 Hours.
Advanced theory and practice of designing business-related documents such as brochures, newsletters, advertisements, and books, integrating several software packages taught in business technology programs for desktop publishing, photo editing, and graphic design.

ACED 7710. Managing the Classroom and Laboratory Learning Environment. 3 Hours.
Principles and strategies for managing the secondary classroom and laboratory learning environment. Emphasis is placed on establishing an effective learning environment through positive teacher, student, and peer relationships, along with techniques for minimizing and responding to disruptive student behavior.

ACED 7740. Educators and Industry. 3 Hours.
Designed to increase career awareness among educators, students, business and industry, and the community. Interaction among educators, business and industry, and community leaders concerning how to meet the needs of local industry.

ACED 7810. Computer Programming for Business Technology Education. 3 Hours.
Advanced study and the teaching of programming for a business environment in a high-level language, including algorithm design, data types and classes, basic control structure, file processing arrays, and object-oriented programming. Also includes an overview of computer environments, hardware and software components, machine-level programming, and information systems.

ACED 7820. Diverse Learners in Adult and Career Education. 3 Hours.
A study of learning needs of diverse students through differentiated instructional strategies, processes, products, and assessments. Emphasis is placed on enhancing the knowledge, skills, and dispositions needed to design and deliver diverse instruction in adult and career education settings.

ACED 7850. Adult and Career Education Internship. 3 Hours.
Prerequisite: Permission from Instructor.

ACED 7900. Special Topics in Adult and Career Education. 3 Hours.
Prerequisite: Permission from instructor and consent of the department head. Exploration of topics specific to Adult and Career Education as applied to workforce education. May be repeated for up to six hours of credit.

ACED 7920. Human Resource Information Systems and Analytics. 3 Hours.
A study of human resource information systems (HRIS) to collect, store, and organize HR data. The course also addresses performance measurement and data analysis for HR analytics and enhances the application of HR analytics in organizations.

ACED 7950. Directed Study in Adult and Career Education. 1-3 Hours.
Prerequisite: Permission of Instructor. Graded "Satisfactory" or "Unsatisfactory". An opportunity for intensive individual study on an approved topic.

ACED 7990. Analysis of Research in Adult and Career Education. 3 Hours.
Prerequisite: RSCH 7100. Development and enhancement students' ability to analyze and construct relevant research in adult and career education. Emphasis placed on analysis of research methodology, research findings, implementation, and implications for adult and career education.

ACED 8450. Multimedia Authoring and Design. 3 Hours.
Advanced theory and practice of writing, designing, and preserving content for digital interfaces through multimedia and/or hypermedia tools that respond to specific audience needs for effective human-computer interaction, as well as usability, accessibility, and security issues.

ACED 8530. Instructional Supervision in Adult and Career Education. 3 Hours.
Information and experiences for the development of skills related to supervision of instruction in the career education classroom and laboratory.

ACED 8995. Practicum in Adult/Career Education. 3 Hours.
Prerequisite: Consent of the department head.

ACED 9400. Adult Learning Strategies. 3 Hours.
Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development and evaluation for adult learners and learning programs.

ACED 9410. Diverse Populations in Adult and Career Education. 3 Hours.
Analysis of decision making, policy development and implementation of adult and career education programs serving diverse adult populations. Particular emphasis will be placed on adult populations including but not limited to adults with special needs, military veterans, displaced workers, single parents, incarcerated adults, older workers and others.

ACED 9420. Issues in Adult and Career Education. 3 Hours.
Emphasis on topics relating to adult and career education which are considered to be especially significant to the field because of current research developments and legislation.

ACED 9430. Leadership in Adult and Career Education. 3 Hours.
Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.

ACED 9440. Seminar in Adult and Career Education. 3 Hours.
Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to examination of research, as applied in the public and private sectors.

ACED 9450. International Workforce Education and Training. 3 Hours.
Advanced study of from an international perspective of the social, economic and environmental impact of workforce and technical education and training.

ACED 9999. Dissertation in Adult and Career Education. 1-6 Hours.
Prerequisites: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Curriculum and Instruction

CIED 7060. Curriculum, Instruction, and Technology Integration. 3 Hours.
An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

CIED 7601. Course Management Systems for E-Learning. 3 Hours.
The study and ethical practice of facilitating online learning through integrated course management systems.

CIED 7602. Resources and Strategies for E-Learning. 3 Hours.
Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

CIED 7603. Design and Delivery of Instruction for E-Learning. 3 Hours.
Prerequisites: CIED 7601 and 7602. Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

CIED 7604. Pedagogical Aspects of Race and Culture in Education. 3 Hours.
Identification of problems related to race, culture, and schooling, with review of the academic literature, proposed pedagogical solutions, and approaches to addressing diversity in the classroom, with emphasis on the students' areas of certification.

CIED 9100. Curriculum Design, Implementation, and Evaluation. 3 Hours.
Application design, implementation, and evaluation of curricula to promote student learning.

CIED 9200. Instructional Planning, Implementation, and Evaluation. 3 Hours.
Advanced planning, implementation, and evaluation of instruction to facilitate student learning.

CIED 9210. Instructional Design. 3 Hours.
Advanced study of theory and practical application of designing instruction.

CIED 9220. Instructional Development and Production. 3 Hours.
Prerequisite: CIED 9210. Advanced study of theory and practical application of developing and producing instruction.

CIED 9280. Application of Research Methods in Learning and Development Settings. 3 Hours.
Prerequisite: CIED 9220. Study and application inquiry in the learning and development domain. Creating and extending knowledge related to the discipline will be emphasized.

CIED 9300. Using Assessment to Maximize Student Learning. 3 Hours.
Advanced design and development of multiple sources of assessment to maximize student learning.

CIED 9400. Review of Academic Discipline and Pedagogy Literature. 3 Hours.
Advanced analysis and synthesis of pedagogy related to the literature of the academic discipline documented through application of conventions of academic writing using the Publication Manual of the American Psychological Association.

CIED 9500. Curriculum and Instruction Implementation and Evaluation. 3 Hours.
Prerequisite: CIED 9400. Application of formative and summative data collection, analysis, and reporting techniques for planning and conducting evaluations of curricula and instruction.

CIED 9600. Dissertation Topic Conceptualization. 3 Hours.
Prerequisite: Completion of major courses and approval of advisor. Seminar for the development of the dissertation topic.

CIED 9700. Race, Culture, and Schooling. 3 Hours.
Identification of problems related to race, culture, and schooling and an exploration of some of the proposed solutions. Issues of diversity and multicultural education will frame the course, and the focus will be on the education of African American students.

CIED 9900. Special Topics in Curriculum and Instruction. 1-3 Hours.
Advanced study of specific contemporary issues in curriculum and instruction. Course may be repeated under different topics.

CIED 9999. Dissertation in Curriculum and Instruction. 1-6 Hours.
Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Higher Education Leadership

HEDL 7650. Leadership Issues in Higher Education. 3 Hours.
The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

HEDL 7700. The Community and Technical College. 3 Hours.
A study or survey of the philosophy, history, and development of community and technical colleges in America, including the social, economic, and political forces affecting these institutions. The course also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

HEDL 7800. Organization and Governance of Higher Education. 3 Hours.
An introduction to the organization of post-secondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post-secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.

HEDL 7810. Finance and Budgeting in Higher and Education. 3 Hours.
This course considers all sources of financing of higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.

HEDL 7820. Assessment and Evaluation in Higher Education. 3 Hours.
An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

HEDL 7840. History and Philosophy of Higher Education. 3 Hours.
A study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities related historical record and perspective to contemporary policy and practice.

HEDL 7850. Ethics and Standards in Higher Education. 3 Hours.
The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; and theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.

HEDL 7860. Student Development Theory. 3 Hours.
This course studies the development of the individual post-secondary education student. The major philosophies of student and individual development will be examined, in light of current adult development theories. The emphasis of the course will be on the specialized and development needs of the post-secondary education student.

HEDL 7865. Collegiate Environments. 3 Hours.
A study of collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical environments.

HEDL 7870. Introduction to Higher Education Leadership. 3 Hours.
An overview of historical, philosophical, legal, and cultural foundations of students personnel work with attention to professional standards, competencies, and ethics and principle values.

HEDL 7880. Counseling in Student Affairs. 3 Hours.
Experiences in helping skills and interventions techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs setting.

HEDL 7890. Technology in Student Affairs. 3 Hours.
Technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analysis and critique of different management and planning strategies.

HEDL 7921. Internship Preparation in Higher Education Leadership. 3 Hours.
Prerequisite: Permission of Advisor. A supervised internship relevant to the student's program in post-secondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

HEDL 8300. Social Context of Educational Leadership. 3 Hours.
A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

HEDL 8700. Special Topics in Higher Education Leadership. 3 Hours.
Intensive study of a specialized topic related to working in higher education. can be taken twice for credit.

HEDL 8710. Directed Study in Educational Leadership. 1-3 Hours.
An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

Instructional Technology

ITED 7040. Thinking and Learning with Computers. 3 Hours.
Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical, and practical reasons for using computers as thinking tools.

ITED 7050. Distance Education. 3 Hours.
A study of historical background, theories, and emerging rends of distance education. The course examines the effective use of technologies and strategies to design, develop, deliver, and evaluate distance instruction.

ITED 7070. Educational Data Use and Visualization. 3 Hours.
A survey of techniques for data collection, analysis, and visualization in educational settings to guide professional decision-making and data presentation.

ITED 7080. Technology and Learning Standards. 3 Hours.
Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia Performance Standards.

ITED 7090. Professional Development for Instructional Technology Professionals. 3 Hours.
An exploration of microlearning and credential opportunities for instructional technology professionals through self-directed learning, reflection and application.

ITED 7100. Foundations in Instructional Design and Technology. 3 Hours.
An introduction to instructional design and technology through exploring the self; theories of learning, instruction and technology integration; as well as the context surrounding professional practice.

ITED 7110. Foundations and Learning Theories. 3 Hours.
The historical foundations and evolutionary development of the field of Instructional Technology. It investigated philosophical, neurological, and practitioner aspects of prominent learning theories underlying teaching and learning.

ITED 7200. Digital Literacy and Citizenship. 3 Hours.
The integration and evaluation of tools and resources to support digital learning environments. Topics include examining digital resources, using safe and ethical practices, and participating in a digital world.

ITED 7201. Information Resources and Services. 3 Hours.
The development and application of knowledge and skills to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills and open educational resources into the curriculum, delivering traditional and electronic services, collaborating with the learning community, and developing professional learning networks.

ITED 7202. Collection Development and Maintenance. 3 Hours.
An introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, collection development, and database maintenance and evaluation.

ITED 7203. Administering School Media Centers. 3 Hours.
Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services and programs.

ITED 7204. Literature for the P-12 School Librarian. 3 Hours.
A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading to actively engage learners in the critical-thinking and inquiry process; addresses curriculum integration and collaboration; promotes diversity through reading engagement; and supports classroom reading instruction and awareness of current trends in literature for children and youth.

ITED 7210. Instructional Design Models and Practices. 3 Hours.
An examination of prominent instructional models to enable instructional designers to select the most appropriate model for their audience and instructional content. Special attention is paid to the ADDIE/ISD model and its use in diverse settings.

ITED 7299. Internship in School Media Centers. 3 Hours.
Prerequisite: Approval of advisor. Supervised field experiences in administering P-12 school media centers.

ITED 7300. Instructional Design and Technology Integration. 3 Hours.
The design and implementation of technology-infused learning activities and assessment in a professional context.

ITED 7302. Needs Assessment. 3 Hours.
Application of research and evaluation skills to a field-based needs assessment; investigation of non-instructional solutions with attention to performance improvement. The course includes the use of job task analysis, consideration of organization cultures, and application of team building skills.

ITED 7310. Instructional Strategies. 3 Hours.
Selecting, implementing, and evaluating instructional strategies for training room environments based upon the learning goals, nature of the content, abilities of the learners, and affordances of the teaching environment.

ITED 7399. Internship in Technology Applications. 3 Hours.
Prerequisite: Approval of advisor. A faculty-supervised field experience in an instructional technology setting.

ITED 7400. Creation and Management of Digital Learning Environments. 3 Hours.
The creation and management of digital learning environments, including purchasing and management of software, hardware, and networking infrastructure; evaluation and selection of digital tools; and creation of learning spaces.

ITED 7410. Adapting Traditional Instruction to Online Environments. 3 Hours.
Adapting face-to-face instructional content to online delivery platforms (Web and mobile). The course uses industry-standard software for creating, integrating, and publishing the adapted content for the online environment, preparing students to take industry-recognized certification exams.

ITED 7500. Vision and Planning for Instructional Technology. 3 Hours.
An introduction to the core competencies of a technology leader in an educational organization Such as performing a needs assessment or a program evaluation, designing and implementing a technology project or a professional development.

ITED 7510. Digital Learning Environments. 3 Hours.
An examination of the computer hardware and software needed for building, hosting, delivering, and participating in online learning. Topics covered include how computer hardware and software work; how to evaluate and select equipment for acquisition; and network infrastructure and security.

ITED 7600. Introduction to Discipline-Based Best Practices Literature. 3 Hours.
Introduction to analyzing discipline-specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.

ITED 7610. Instructional Graphics. 3 Hours.
A study of techniques for creating, editing, and producing professional quality graphics for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in image editing and graphic design.

ITED 7710. Instructional Video and Audio. 3 Hours.
A study of techniques for creating professional quality videos for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in video editing and production.

ITED 7810. Project Training Management. 3 Hours.
An examination of factors and processes affecting project management, preparing students for the Certified Associate in Project Management (CAPM) exam.

ITED 7900. Special Topics in Instructional Technology. 1-3 Hours.
In depth study of specific issues in instructional technology. Course may be repeated under different topics.

ITED 7910. Program Evaluation. 3 Hours.
Approaches to conducting evaluations of educational/training programs. The course addresses political, ethical, and practical issues as well as the necessary steps and strategies for a planning program evaluation.

ITED 8100. Theories, Models, and Perspectives of Instructional Design and Technology. 3 Hours.
Modeling and facilitation of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.

ITED 8200. Instructional Design for Training and Education. 3 Hours.
Applications of systematic design principles to address an identified need in a training or learning context. The course addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.

ITED 8299. Internship School Media Center. 3 Hours.
Field experience in administering P-12 school media centers supervised through distance technology.

ITED 8300. Technology Tools for Training and Education. 3 Hours.
The application of technologies via professional learning networks. The course includes in-depth learning and application of candidate's choice of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.

ITED 8400. Technology for Learning Environments: Evaluation, Selection, and Management. 3 Hours.
Evaluation, selection, and manage educational technology for learning environments, including purchasing and procurement of technology; suitability of technology; and management of technology infrastructure for learning environments.

ITED 8500. Leadership in Instructional Technology. 3 Hours.
The student and implementation of techniques for effective organizational change. This includes working with working with leading individuals and groups to develop a shared vision for the use of technology in learning environments; advocate for equitable access in digital content and learning opportunities that meet diverse needs; and demonstrate leadership in professional environments that enhance technology.

ITED 8600. Professional Development and Program Evaluation. 3 Hours.
The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.

ITED 8700. Designing Creative Learning for Students and Adults. 3 Hours.
Prerequisite: ITED 8200. The application of Constructivist learning theories to produce technology-supported learning environments that promote creative learning in P12 and adult learners. Students will collaborate with peers and theiw own learners to enable learners to own instructional content in which they discover, investigate, and address authentic learning problems.

ITED 8900. Special Topics in Instructional Technology. 1-3 Hours.
Special Topics in Secondary Education.

ITED 8960. Supporting Best Practices with Innovative Technologies. 3 Hours.
A study of the ways in which technology can support the advancement of teaching and learning through collaboration, research, and professional learning.

ITED 8970. Action Research Methods and Planning. 3 Hours.
Application of the ethics and principles of action research. This course includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.

ITED 8999. Action Research Project. 3 Hours.
Implementation of research-based interventions to improve instructional practice and maximize learning. The students will use digital tools and resources to collect systematically and analyze data, interpret results, and communicate findings.

Educational Leadership

LEAD 7010. Ethics and Issues in Educational Leadership. 3 Hours.
Study of ethics with emphasis on its application to contemporary issues in the field of educational leadership. Interest in educational leadership based on empirical literature.

LEAD 7020. Developing Leadership Capacity in Schools and Communities. 3 Hours.
An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

LEAD 7100. School Leadership. 3 Hours.
An examination of the application of the processes of interpersonal relations and effective leadership skills and their relationship to successful school programs.

LEAD 7110. Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement. 3 Hours.
An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders in critiqued. Emphasis in on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7120. Instructional Leadership and Supervisory Practices for Improved Teaching and Learning. 3 Hours.
An examination of the knowledge and the development of the skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7130. Technology Leadership for School Improvement. 3 Hours.
Instruction and supervised practice leading to educational leadership candidates' application of technology skills designed to foster school improvement and student achievement.

LEAD 7200. Principles of Curriculum and Instruction for Educational Leaders. 3 Hours.
An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educ- ational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7210. Ethics and Law. 1 Hour.
Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.

LEAD 7220. Human Resources Leadership for School Improvement. 3 Hours.
An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; and administration of school personnel policies and practices.

LEAD 7230. School and System Fiscal Management and Budgeting. 3 Hours.
A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

LEAD 7300. Fiscal and Facilities Management for Educational Leaders. 3 Hours.
Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.

LEAD 7310. Leadership for Community and Public Relations. 3 Hours.
An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed with a focus on conflict management skill acquisition.

LEAD 7400. Legal Issues for Educational Leaders. 3 Hours.
An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in depth reviews of case law showing the evolution of courts as educational policy makers.

LEAD 7420. Ethical and Legal Issues for Leadership. 3 Hours.
An overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.

LEAD 7500. Human Resource Management and Development.. 3 Hours.
Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.

LEAD 7650. Leadership Issues in Higher Education. 3 Hours.
The processes of effective leadership and their relationship to the success of educational and educationally-related pro- grams at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

LEAD 7700. Supervision of Instructional Programs. 3 Hours.
Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7820. Assessment and Evaluation in Higher Education. 3 Hours.
An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

LEAD 7830. Law and Policy in Higher Education. 3 Hours.
This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.

LEAD 7900. Internship in Educational Leadership I. 3 Hours.
Prerequisite: Consent of instructor required. A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7910. Internship in Educational Leadership II. 3 Hours.
Prerequisite: LEAD 7900. Supervised field experience designed for the student to demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7920. Leadership Field Experiences I. 3 Hours.
A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7922. Internship in Higher Education Leadership. 3 Hours.
An advanced supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

LEAD 7930. Leadership Field Experiences II. 3 Hours.
A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7999. Thesis in Educational Leadership. 1-3 Hours.
Prerequisite: Admission to M.Ed. Program in Educational Leadership and permission of advisor. Completion of an original research project in the student's major area under the direction of a department thesis committee. Graded Satisfactory or Unsatisfactory.

LEAD 8030. School Culture, Change and Organizational Dynamics. 3 Hours.
A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high-performing cultures.

LEAD 8140. Leadership for Creating an Effective Learning Environment. 3 Hours.
Instruction and supervised practice leading to candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

LEAD 8200. School Reform and Change. 3 Hours.
Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organ- izations are foci. Students will develop change strategies and apply them to selected situations.

LEAD 8230. Financing and Managing Educational Facilities. 3 Hours.
An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.

LEAD 8240. Managing Resources for School Improvement. 3 Hours.
An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance-based field experiences.

LEAD 8400. Organizational Theory for Educational Leaders. 3 Hours.
A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectat- ions of American schools.

LEAD 8510. Building Leadership for the 21st Century. 3 Hours.
An examination of the major functions of building-level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

LEAD 8520. Executive Leadership for the 21st Century. 3 Hours.
An examination of the executive leadership position in local school systems. Includes preparation for becoming an executive leader; planning and decision making; financial issues; employment processes; and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

LEAD 8610. School, Community, and Media Relations for Educational Leaders. 3 Hours.
This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

LEAD 8620. Leading a Professional Learning Community. 3 Hours.
Instruction and supervised practice leading to candidate's demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

LEAD 8630. Coaching and Mentoring for High-Performing Schools. 3 Hours.
A study of the knowledge and skills necessary to practice coaching and mentoring for high-performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

LEAD 8650. Personnel Issues and Considerations. 3 Hours.
Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.

LEAD 8660. Business and Finance. 3 Hours.
This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Develop- ment, implementation, and evaluation of financial resource and allocation systems will be examined.

LEAD 8710. Directed Study in Educational Leadership. 1-3 Hours.
An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

LEAD 8900. Internship and Field-Based Research I. 3 Hours.
A supervised application of leadership competencies to the resolution of problems in an educational setting.

LEAD 8910. Internship and Field-Based Research II. 3 Hours.
Prerequisite: LEAD 8900. A supervised capstone field-based project involving school improvement.

LEAD 8920. Advanced Leadership Field-Based Experiences I. 6 Hours.
Graded Satisfactorily or Unsatisfactorily. A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop the skills to lead a school district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

LEAD 8930. Advanced Leadership Field-Based Experiences II. 6 Hours.
A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8940. Advanced Leadership Field-Based Experiences III. 6 Hours.
A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8950. Advanced Leadership Field Based Experiences IV. 3-6 Hours.
Graded "Satisfactory" or "Unsatisfactory". A supervised application of leadership competencies to the resolution of problems in an educational setting. This course is designed for candidates adding either building level or system level leadership to an existing performance-based leadership certificate. Course may be repeated for credit.

LEAD 9000. Special Topics in Educational Leadership. 3 Hours.
Advanced study focusing on public school improvement and/or the improvement of school leaders through student-designed projects, research or practica that address the program's conceptual framework.

LEAD 9010. Seminar in Organizational Leadership. 3 Hours.
Theoretical and practical knowledge base for leadership and the skills and processes needed to drive organizational improvement. Emphasis will be placed on leadership for meeting the needs of diverse organizational communities.

LEAD 9020. Planning and Change for Leaders. 3 Hours.
Theoretical and practical aspects of planning and change will emphasis on the knowledge and skills necessary when planning for continuous organizational improvement in an efficient, effective, and systematic manner.

LEAD 9030. Leadership Problems: Interdisciplinary Analysis. 3 Hours.
The focus of this course is on the application of inter- disciplinary analysis and leadership skills to the resolution of educational problems and issues.

LEAD 9040. Organizational Theory, Culture, and Leadership. 3 Hours.
A review of research from high-performing organizations. The course examines the performance of organizations related to organizational theory, culture, and leadership in such organizations.

LEAD 9900. Special Topics in Leadership. 3 Hours.
Advanced study of specific contemporary issues in leadership. May be repeated under different topics.

LEAD 9999. Dissertation in Leadership. 1-6 Hours.
Investigation and completion of a field-based project on a leadership or leadership-related issue. Development and defense of the dissertation proposal and the dissertation. The course must be taken each fall and spring semester until the dissertation is completed. The number of hours must be approved by the dissertation chair. A minimum of 9 hours must be taken.

Research

RSCH 7100. Research Methodology in Education. 3 Hours.
This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

RSCH 8000. Advanced Research Methodology. 3 Hours.
This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.

RSCH 9800. Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research. 3 Hours.
Research design for quantitative, qualitative, and mixed methods research in education. Philosophical foundations, research techniques, and fundamentals of each approach are presented. Basic statistics are reviewed from descriptive to ANOVA. This course is a foundation for all other advanced courses in research.

RSCH 9810. Program Evaluation in Learning Environments. 3 Hours.
Prerequisite: RSCH 9800. An examination of theories across the program evaluation spectrum and their application in learning environment. The course addresses financial, ethical, and logistical issues related to planning and conducting robust, professional evaluations.

RSCH 9820. Qualitative Research Methods in Education. 3 Hours.
Prerequisite: RSCH 9800. Study and application of qualitative research methodology in educational settings.

RSCH 9830. Advanced Qualitative Research Methods. 3 Hours.
Prerequisite: RSCH 9820. An investigation of advanced approaches to the conceptualization, design, implementation, and representation of qualitative research and their application.

RSCH 9840. Quantitative Research Methods in Education. 3 Hours.
Prerequisite: RSCH 9800. Study and application of quantitative research methodology educational settings.

RSCH 9850. Advanced Quantitative Research Methods. 3 Hours.
Prerequisites: RSCH 9840. Develop the skills to identify an appropriate statistical technique to interpret results for independent research and to critically evaluate contemporary social research using advanced quantitative methods. This advanced course covers complex analyses used in education and data-driven decision making. Topics include multivariate analysis of variance and covariance, repeated measures ANOVA, log linear regression, factor analysis, discriminant analysis, canonical correlation, and an introduction to structural equation modeling and hierarchical linear modeling.

RSCH 9860. Advanced Mixed Method. 3 Hours.
An investigation of practical and philosophical foundations for the design and implementation of mixed method research.

RSCH 9871. Planning for Dissertation. 1 Hour.
Graded "Satisfactory" or "Unsatisfactory". Research seminar for the planning of the doctoral dissertation topic.

RSCH 9872. Dissertation Topic Conceptualization. 3 Hours.
Prerequisites: RSCH 9820 and 9840. Corequisites: RSCH 9830, 9840 or 9860. Research seminar for the development of the doctoral dissertation topic.

RSCH 9900. Special Topics in Research. 3 Hours.
Advanced study of specific contemporary issues in research. May be repeated under different topics.

RSCH 9999. Dissertation Research. 1-6 Hours.
Research associated with the development and completion of the dissertation in Leadership or Curriculum and Instruction including the preparation of the dissertation proposal and the final dissertation. May be repeated for credit.