

# EDUCATION

## Graduate Programs

- Community Counseling (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/community-counseling-ma/>)
- Counseling Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/counseling-psychology-phd/>)
- Cultural and Educational Policy Studies (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/cultural-educational-policy-studies-ma/>)
- Cultural and Educational Policy Studies (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/cultural-educational-policy-studies-phd/>)
- Higher Education (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/higher-education-phd/>)
- Research Methodology (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/research-methodology-ma/>)
- Research Methodology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/research-methodology-phd/>)
- School Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/school-psychology-phd/>)
- Educational Leadership-Principal Preparation (EdD) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/educational-leadership-principal-preparation-edd/>)
- Educational Leadership-Principal Preparation (MEd) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/educational-leadership-principal-preparation-med/>)
- Educational Leadership-Superintendent Preparation (EdD) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/educational-leadership-superintendent-preparation-edd/>)
- Instructional Coaching Certificate (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/instructional-coaching-certificate/>)
- Principal Endorsement Certificate (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/principal-endorsement/>)
- Superintendent Endorsement Certificate (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/superintendent-endorsement/>)
- Higher Education (<https://catalog.luc.edu/graduate-professional/education/higher-education/>)
  - Curriculum and Pedagogy in Higher Education Certificate (<https://catalog.luc.edu/graduate-professional/education/higher-education/curriculum-pedagogy-higher-education-certificate/>)
  - Higher Education (EdD) (<https://catalog.luc.edu/graduate-professional/education/higher-education/higher-education-edd/>)
  - Higher Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/higher-education/higher-education-med/>)
  - International Higher Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/higher-education/international-higher-education-med/>)
- Research Methodology (<https://catalog.luc.edu/graduate-professional/education/research-methodology/>)
  - Measurement and Quantitative Methodology Certificate (<https://catalog.luc.edu/graduate-professional/education/research-methodology/measurement-quantitative-methodology-certificate/>)
  - Organizational Evaluation Certificate (<https://catalog.luc.edu/graduate-professional/education/research-methodology/organizational-evaluation-certificate/>)
- School Psychology (<https://catalog.luc.edu/graduate-professional/education/school-psychology/>)
  - School Discipline Reform Certificate (<https://catalog.luc.edu/graduate-professional/education/school-psychology/school-discipline-reform-certificate/>)
  - School Psychology (EdD) (<https://catalog.luc.edu/graduate-professional/education/school-psychology/school-psychology-edd/>)
  - School Psychology (MEd/EdS) (<https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/>)
- Teaching & Learning (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/>)
  - Curriculum, Culture, and Communities (EdD) (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/curriculum-culture-communities-edd/>)
  - Curriculum, Culture, and Communities (MEd) (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/curriculum-culture-communities-med/>)

## School of Education

- Counseling Psychology (<https://catalog.luc.edu/graduate-professional/education/counseling-psychology/>)
  - Clinical Mental Health Counseling (EdS) (<https://catalog.luc.edu/graduate-professional/education/counseling-psychology/clinical-mental-health-counseling-eds/>)
  - Community Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/counseling-psychology/community-counseling-med/>)
  - School and Community Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/counseling-psychology/school-community-counseling-med/>)
  - School Counseling (MEd) (<https://catalog.luc.edu/graduate-professional/education/counseling-psychology/school-counseling-med/>)
- Education Applied Behavior Analysis (<https://catalog.luc.edu/graduate-professional/education/education-applied-behavior-analysis/>)
  - Education Applied Behavior Analysis (MEd) (<https://catalog.luc.edu/graduate-professional/education/education-applied-behavior-analysis/education-applied-behavior-analysis-med/>)
- Educational Leadership (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/>)
  - Catholic Principal Preparation Program (MEd) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/catholic-principal-preparation-program-med/>)
  - Catholic School Leadership (MEd) (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/catholic-school-leadership-med/>)
  - Director of Special Education Endorsement Certificate (<https://catalog.luc.edu/graduate-professional/education/educational-leadership/director-special-education-endorsement/>)

- Elementary Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/elementary-education-med/>)
- ESL Endorsement Certificate (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/esl-endorsement-certificate/>)
- Language, Culture, and Curriculum (MEd) (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/language-culture-curriculum-med/>)
- Secondary Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/teaching-learning/secondary-education-med/>)

## Counseling Psychology (CPSY)

### **CPSY 400 Research Fundamentals: Family Studies (3 Credit Hours)**

No course description is available

### **CPSY 406 Professional, Ethical, Legal Issues: Family & School (3 Credit Hours)**

No course description is available

### **CPSY 407 Professional Field Experience: Family Studies (0 Credit Hours)**

No course description is available

### **CPSY 417 Intro to Family Studies (3 Credit Hours)**

No course description is available

### **CPSY 418 Theories of Family (3 Credit Hours)**

No course description is available

### **CPSY 419 Family Communications (3 Credit Hours)**

No course description is available

### **CPSY 420 Counseling Skills (3 Credit Hours)**

This course provides an introduction to counseling skills as they apply to the helping professions.

*Outcomes:*

Students will be able to demonstrate clinical attending, observing, and responding behaviors in one-to-one counseling interviews

### **CPSY 421 Professional Issues Counseling (3 Credit Hours)**

The course will provide students with an overview of the current ethical, legal, and professional issues in the practice of counseling. The course will use American Counseling Association's Codes of Ethics and Standards of Practice as a foundation for examining ethical decision making.

*Outcomes:*

Students will demonstrate knowledge about the ethical standards of the counseling profession and will develop the ability to apply the knowledge base of their discipline in an ethical and reflective manner

### **CPSY 422 Group Dynamics: Theory/Practice (3 Credit Hours)**

No course description is available

### **CPSY 423 Theory Counseling & Psychotherapy (3 Credit Hours)**

This course examines major theories of counseling and psychotherapy in a culturally-diverse society.

*Course equivalencies:* X - CPSY 323 / 423

*Outcomes:*

Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice, and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

### **CPSY 424 Career Development & Counseling (3 Credit Hours)**

This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.

*Course equivalencies:* X - CPSY 324 / 424

*Outcomes:*

Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

### **CPSY 425 Assessment in Counseling (3 Credit Hours)**

This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling.

*Outcomes:*

Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling

### **CPSY 426 Group Counseling: Theory and Practice (3 Credit Hours)**

*Pre-requisites:* CPSY 423

This course provides an overview of prevailing group counseling models and theories and their application to conducting group counseling in various settings.

*Outcomes:*

Students will be able to understand and integrate various properties of groups into a meaningful theoretical framework, and develop and demonstrate an understanding of group process through participation in a group experience

### **CPSY 427 Clinical Mental Health Counseling (3 Credit Hours)**

The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.

*Outcomes:*

Students will know the history of the counseling profession and current issues involved in the professional practice of counseling

### **CPSY 428 Foundations of Professional School Counseling (3 Credit Hours)**

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national standards for school counseling. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.

*Outcomes:*

Participants in this course will be able to develop and implement a school counseling program according to the American School Counselors Association's National Standards and the Illinois Developmental Counseling Model

**CPSY 431 Advanced School Counseling & Consultation (3 Credit Hours)**

*Pre-requisites:* CPSY 428 Intro to School Counseling

This course introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society.

*Outcomes:*

Students will understanding of the school culture and organizational and contextual factors to the consultation/intervention process and understand the consultative process

**CPSY 433 Multicultural Counseling (3 Credit Hours)**

The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge and skill base.

*Course equivalencies:* X - CPSY 332 / 433

*Outcomes:*

Students will increase their awareness of their own cultural background, biases, and world view and their knowledge of the world view of culturally diverse clients and will begin to develop appropriate interventions strategies to work effectively with diverse populations

**CPSY 435 Selected Topics in Counseling (3 Credit Hours)**

This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision.

*Outcomes:*

Outcomes vary with topic

**CPSY 437 Addiction Counseling (3 Credit Hours)**

This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.

*Outcomes:*

Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives

**CPSY 438 Program for Addicted Personality (3 Credit Hours)**

No course description is available

**CPSY 440 Practicum (3 Credit Hours)**

*Pre-requisites:* Consent of Instructor

This course is a supervised experience in counseling taken for two semesters by students in the community and school counseling programs. A field placement is required.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement

**CPSY 441 Internship (3 Credit Hours)**

This course is a supervised experience in counseling taken in a two semester sequence with CPSY 440 by students in the community and school counseling programs. A field placement is required.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, and understand the APA code of ethics

**CPSY 442 Doctoral Practicum (3 Credit Hours)**

*Pre-requisites:* CPSY 441 and consent of instructor

This is an advanced doctoral-level supervised experience for counseling psychology students and is a continuation of CPSY 441.

*Outcomes:*

Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the APA code of ethics, and participate in other professional roles related to the doctoral-level practice of counseling psychology

**CPSY 443 Clerkship (0 Credit Hours)**

*Pre-requisites:* CPSY 441 and 442

This is an elective supervised clinical experience in assessment or psychotherapy for doctoral students in counseling psychology. A field placement is required and all supervision is provided on site by a qualified supervisor employed by the agency in which the field work is taking place.

*Outcomes:*

Varies with goals of student and agreement with field site

**CPSY 444 Family Therapy I (3 Credit Hours)**

This course is designed to introduce students to foundational approaches and theories of family therapy.

*Outcomes:*

Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context

**CPSY 445 Family Therapy II (3 Credit Hours)**

*Pre-requisites:* CPSY 444

Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.

*Outcomes:*

Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

**CPSY 446 Marital/Couples Therapy (3 Credit Hours)**

*Pre-requisites:* CPSY 444

Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.

*Outcomes:*

Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

**CPSY 450 Research Methods in Counseling Psychology (3 Credit Hours)**

The course is structured so that major quantitative research methods can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.

**CPSY 452 Educational Implication Social Psych (3 Credit Hours)**

No course description is available

**CPSY 453 Affective Development (3 Credit Hours)**

No course description is available

**CPSY 454 Human Development: Cognitive, Aff & Phys Bases (3 Credit Hours)**

Restricted to Graduate Students. This course is a graduate-level survey of human development across the lifespan.

*Course equivalencies:* CPSY 454/454

*Outcomes:*

To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories

**CPSY 455 Interpersonal Relations & Sexuality (3 Credit Hours)**

No course description is available

**CPSY 456 Personality Theory & Education (3 Credit Hours)**

No course description is available

**CPSY 457 Child Development and Counseling (3 Credit Hours)**

*Pre-requisites:* CPSY 454

This course provides in-depth study of psychological theories and research relevant to child development

*Outcomes:*

Students will be able to apply relevant theories to promote well-being and academic success in children and prevent the development of psychological and academic problems

**CPSY 458 Adolescent Development and Counseling (3 Credit Hours)**

*Pre-requisites:* CPSY 454

This course provides in-depth study of psychological theories and research relevant to adolescent development.

*Outcomes:*

Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems

**CPSY 461 Neuropsychology (3 Credit Hours)**

This course is a survey of neuroanatomy and brain-behavior relationships.

*Outcomes:*

Students will be able to demonstrate knowledge of neuroanatomy and brain-behavior relationships

**CPSY 464 Adult Development & Counseling (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY464/PSYC450

**CPSY 480 Mental Tests: School Age & Adult (3 Credit Hours)**

No course description is available

**CPSY 481 Mental Tests: Preschool (3 Credit Hours)**

No course description is available

**CPSY 482 Personality and Intellectual Assessment (3 Credit Hours)**

This is a course in which students acquire basic proficiency in the administration and interpretation of objective and projective personality tests.

*Course equivalencies:* X-CIEP482/CPSY482

*Outcomes:*

Students will demonstrate skills with the administration, interpretation, and presentation of personality assessment results

**CPSY 483 Advanced Projectives (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP483/CPSY483

**CPSY 484 Neuropsychological Assessment (3 Credit Hours)**

*Pre-requisites:* CPSY 461

This course introduces students to the administration and interpretation of neuropsychological tests.

*Outcomes:*

Students will be able to demonstrate knowledge of major neuropsychological assessment tools and their application to the assessment of neuropsychological conditions

**CPSY 485 Career Assessment (3 Credit Hours)**

This course introduces the career assessment process from theoretical, empirical and practical perspectives. The appraisal of aptitudes, interests, values, needs, and work environments will be studied.

*Outcomes:*

Students will be able to demonstrate knowledge of the nature, structure, function, and cross-cultural generality of work-related aptitudes, interests, needs, and values and prominent tools to assess each

**CPSY 487 Tests & Measurements (3 Credit Hours)**

This is a course overview of the history, purposes and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.

*Course equivalencies:* X-CIEP487/CPSY487

*Outcomes:*

Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

**CPSY 489 Achievement Tests (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP493/CPSY489

**CPSY 490 Advanced Educational Statistics (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD481 / CPSY490

**CPSY 495 Research Methods (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEP495/CPSY495

**CPSY 496 Computers in Educational Research (3 Credit Hours)**

No course description is available

**CPSY 497 Microcomputer Applications School or Agency (3 Credit Hours)**

No course description is available

**CPSY 498 Independent Study (1-3 Credit Hours)**

Topics chosen for individual study. Must be approved by an instructor and department chairperson.

**CPSY 499 Independent Research (1-3 Credit Hours)**

Research projects selected by the individual student, with the approval of the research supervisor and the department chairperson.

*Outcomes:*

Outcomes are chosen between the instructor and the student during the semester the student takes the course

**CPSY 527 Prevention, Advocacy, and Outreach: Community-Based (3 Credit Hours)**

This course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a community counseling model. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.

*Outcomes:*

Students will be able to think critically about the conceptual and theoretical philosophies that underlie prevention practice and will be able to develop preventative interventions for use in school and community contexts

**CPSY 528 Clinical Appraisal and Treatment Planning (3 Credit Hours)**

This course focuses on developing intake interviewing skills, writing intake reports, conducting diagnoses, and developing treatment plans. Interviewing styles including social history interviews, mental status examinations, and behavioral interviews are explored.

*Outcomes:*

Students will be able to demonstrate the ability to collect useful information from clients through diagnostic interviews and mental status examinations, assign diagnoses, write treatment plans, and formulate treatment recommendations

**CPSY 529 Psychology of Immigration (3 Credit Hours)**

This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations.

*Outcomes:*

1) develop skills, competencies, and points of view; 2) learn to analyze and critically evaluate ideas, arguments, and points of view; 3) acquire an interest in learning more by seeking answers

**CPSY 530 Research Seminar in Counseling Psychology (3 Credit Hours)**

*Pre-requisites:* consent of instructor

This doctoral seminar provides in depth coverage of important methodological issues involved in conducting research in counseling psychology and provides the student to develop a research proposal.

*Outcomes:*

Students will be able to demonstrate knowledge of methodological issues involved in conducting research in counseling psychology, including understanding and controlling threats to validity, understanding the limits of null hypothesis significance testing and the importance of effect size estimates to the interpretation of the results of individual experiments and to the accumulation of evidence across experiments; Students will also demonstrate the ability to translate a research interest into a researchable question and design a study to address the question

**CPSY 531 Ethical and Legal Issues in Counseling Psychology (3 Credit Hours)**

The course uses the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as a framework, to examine representative ethical, professional and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers.

*Outcomes:*

Students will be able to demonstrate knowledge about the contemporary ethical, professional and legal issues relevant to the practice of professional psychology and will be able think critically about ethical dilemmas to make ethical decisions,

**CPSY 532 Advanced Theories in Psychotherapy (3 Credit Hours)**

This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

**CPSY 533 Proseminar (0 Credit Hours)**

CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

**CPSY 535 Seminar in Supervision & Consultation (3 Credit Hours)**

*Pre-requisites:* permission of instructor

This seminar exposes students to theory and research on clinical supervision relevant to training mental health professionals.

*Outcomes:*

Students will be able to apply theoretical and research knowledge to conceptualize the development of clinicians-in-training and generate interventions to promote their growth

**CPSY 536 Supervision Practicum (3 Credit Hours)**

This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting.

*Outcomes:*

Students will demonstrate clinical supervisory skills based on appropriate theory and the ability to conceptualize counselor trainee development

**CPSY 551 Writing for Publication (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY551/GNUR506

**CPSY 552 Research in Self Esteem (3 Credit Hours)**

No course description is available

**CPSY 553 Language & Communication Devel (3 Credit Hours)**

No course description is available

**CPSY 554 Moral Development (3 Credit Hours)**

No course description is available

**CPSY 555 Seminar Human Development (3 Credit Hours)**

No course description is available

**CPSY 595 Thesis Supervision (0 Credit Hours)**

To be registered for while working on an approved thesis project.

**CPSY 600 Dissertation Supervision (0 Credit Hours)**

To be registered for while working on an approved dissertation project.

**CPSY 605 Master's Study (0 Credit Hours)**

To be registered for while preparing a thesis proposal.

**CPSY 610 Doctoral Study (0 Credit Hours)**

This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal. Restrict enrollment to CPSY PhD students and allow students to complete twice in a career.

**CPSY 615 Internship: Counseling Psychology (0 Credit Hours)**

Please consult the Counseling Psychology Graduate Program Handbook for the complete description of the internship.

**CPSY 620 Dissertation Research (3 Credit Hours)**

The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation or capstone research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421) or RMTD 406, CIEP 448, and RMTD 400 and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods. Students are well positioned to complete culminating project for doctoral candidacy upon completion of this course.

## Education Leadership and Policy Studies (ELPS)

**ELPS 400 Inquiry Into Educational Policy (3 Credit Hours)**

No course description is available

**ELPS 401 Documentary Research in Education (3 Credit Hours)**

Documentary research in the field of education introduces graduate students to archival research and addresses issues related to the role and use of documents and public and private records.

*Course equivalencies:* RMTD401 / ELPS401

**ELPS 402 Mission and Catholic School Leadership (3 Credit Hours)**

This course explores how mission must be central to leadership and how all activities must align with that mission. Students will explore inputs, transformation processes and outputs as they relate to Catholic Ed leadership and school improvement.

*Course equivalencies:* RMTD402 / ELPS402

**ELPS 403 Qualitative Research Methods in Education (3 Credit Hours)**

This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.

*Course equivalencies:* RMTD405 / ELPS403

*Outcomes:*

Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

**ELPS 404 Entrepreneurial Approaches to Catholic Education (3 Credit Hours)**

Mark Casson in his book *The Entrepreneurs: An Economic Theory*, says that the theory of entrepreneurship rests upon the following definition: "An entrepreneur is someone who specializes in making judgmental decision about the coordination of scarce resources." This could also be the definition of a Catholic school leader! Catholic education is the largest non-public education system in America. But it is also half the size it was in 1960. To stay relevant and thriving, Catholic education must become more innovative and entrepreneurial. We will investigate the process by which innovations are designed and will critically assess the efficacy of a wide range of innovations. What leads to innovation and how is it scaled effectively? We will read and talk to educators, entrepreneurs, and policy makers about design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools.

**ELPS 405 Introduction to Educational Policy Analysis (3 Credit Hours)**

This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.

*Outcomes:*

Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates

**ELPS 406 Foundations Using Data for Continuous Improvement (3 Credit Hours)**

This is the foundation course for data-based decision making within the principal preparation series. This graduate course provides skill sets to help future school leaders and administrators to access, interpret, and encourage the use of data to improve student educational outcomes. Restricted to graduate students in the School of Education. Students will learn how to organize, analyze, and synthesize data in order to interpret student and teacher assessment results.

**ELPS 407 Leading for Data-based Decision Making (3 Credit Hours)**

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students to accomplish educational outcomes. Restricted to graduate students in the School of Education.

*Outcomes:*

Candidates will examine data and the use of data in making decisions on several different levels

**ELPS 408 Leading for Diversity (3 Credit Hours)**

This course focuses on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. This course explores issues of second language and second culture acquisition and consider the relationship between identity construction and school success.

**ELPS 409 Fundamentals of Instructional Coaching (3 Credit Hours)**

The instructional coach provides instructional leadership by supporting evidence-based instructional practices with classroom teachers. This course focuses on developing the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management. In developing the role of the instructional coach, candidates will develop skill in building trusting relationships, facilitating support from administrators, and providing confidential, non-evaluative job-embedded professional development for faculty. Models of coaching will be explored as well as a focus on conferencing and facilitation skills.

**ELPS 410 Sociology of Education (3 Credit Hours)**

This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactive perspectives, and exposes students to major theoretical traditions in the discipline.

*Outcomes:*

Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools

**ELPS 411 Special Education in the Catholic School (3 Credit Hours)**

This course will examine moral and practical foundations of developing special education programs with the Catholic schools setting. This course will also explore the connection between Church documents and serving students with disabilities in This course is restricted to those enrolled in the Leading Inclusive Catholic Schools

**ELPS 412 Urban Education Policy (3 Credit Hours)**

This course uses a range of theoretical perspectives, theories and empirical research to analyze urban education policy. This course explores urban schools' and urban educational policy's evolution in response to changes in U.S. cities, urban teaching and school governance, and contemporary educational policies that are prevalent in urban school districts.

*Outcomes:*

1) Improved ability to critically evaluate ideas, arguments, and points of view regarding urban education policy; 2) Expanded knowledge of contemporary events, issues, movements and policies in urban education settings

**ELPS 413 Critical Social Theories (3 Credit Hours)**

This survey course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions: What is theory and who gets to define that?; What is social theory?; What is critical about critical social theories?; How is theory pertinent to practical, everyday educational practices?; How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?; and What is your relationship to critical social theory?

*Outcomes:*

This course has been designed to meet the following objectives: Students will: 1) Use prior knowledge to make real-world connections to critical social theories; 2) Understand and apply critical social theories to their personal and professional contexts; 3) Increase their reflexivity with regards to critical social issues; 4) Engage in aesthetic educational practices; 5) Embrace conflict as a necessary part of the learning process; 6) Examine the hidden curriculum of higher education through the application of critical social theories; 7) Explore with "play" as a necessary aspect of authentic learning; 8) Experience multimodal approaches to engaging the course content

**ELPS 419 Leadership in Higher Education (3 Credit Hours)**

This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of college students.

*Outcomes:*

Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development

**ELPS 420 Philosophy of Education (3 Credit Hours)**

This course examines the philosophical questions embedded in teaching, learning, and schooling.

*Outcomes:*

Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling

**ELPS 421 Theories of Knowledge and Education (3 Credit Hours)**

This course examines theories of knowledge and their implications for educational practice from a philosophic.

*Outcomes:*

Students understand different philosophic explanations of learning and knowledge and acquire the ability to interpret educational practices according to these explanations

**ELPS 422 Modern Theories of Education (3 Credit Hours)**

An examination of modern theories of education from a series of philosophical perspectives.

*Outcomes:*

Students develop a critical understanding of modern theories of education

**ELPS 423 Value Theory and Education (3 Credit Hours)**

Using various value theories, the course examines the practices of teaching, learning, and schooling.

*Outcomes:*

The student acquires familiarity with theories of value and is able to use them in critically examining the practices of teaching, learning, and schooling

**ELPS 424 Jesus the Teacher: A Theology of Education (3 Credit Hours)**

The course develops a theology of education based on the account of Jesus provided in the New Testament.

*Outcomes:*

The student is able to interpret the task of education in light of the life of Jesus

**ELPS 425 Foundations in Student Affairs (3 Credit Hours)**

This course provides an introduction to the college student affairs profession. Special attention is focused on historical and philosophical foundations, organizational structures, professional roles, functions, and services, and challenges, opportunities, and issues faced by professional staff.

*Outcomes:*

Students will be able to describe factors contributing to America's diverse system of higher education and its impact on the design and delivery of student affairs programs and services

**ELPS 426 Student Affairs Administration Higher Education (3 Credit Hours)**

No course description is available

**ELPS 427 Foundations in Higher Education (3 Credit Hours)**

The purpose of this new course is to provide a comprehensive examination of the foundations of higher education in the United States.

*Outcomes:*

This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents; Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns

**ELPS 428 The Junior and Community College (3 Credit Hours)**

This course introduces the two-year college and its role in American higher education, including a focus on historical origins, characteristics of students and faculty, curriculum development, governance and collective bargaining, and contemporary issues.

*Outcomes:*

Students will be able to describe factors influencing the development of the two-year college within the broader system of higher education in the United States, and understand the special role that the two-year institution serves in American society

**ELPS 429 Selected Topics in Higher Education (3 Credit Hours)**

This course will discuss special topics in higher education policy and practice.

*Outcomes:*

Students will be able to identify, review and critically analyze significant higher education policy and practice issues

**ELPS 430 Curriculum and Pedagogy in Higher Education (3 Credit Hours)**

This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy?; What has curriculum and pedagogy looked like in your schooling experiences?; What roles do curriculum and pedagogy play in the context of higher education & student affairs?; What are the explicit and implicit curricula of higher education & student affairs?; How is higher education & student affairs curriculum created, by whom, and for what purpose?; What is your own understanding and experiences with curriculum and pedagogy in your own life?

*Outcomes:*

This course aims to model effective curricular design course activities, assignments, readings, and relationships; While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful

**ELPS 431 Evaluation in Higher Education (3 Credit Hours)**

This course examines evaluation and assessment philosophy, approaches, models, and practice in higher education with focus on institutional accountability and assurance of quality programs.

*Outcomes:*

Students will gain an appreciation for the importance of evaluation and assessment of educational programs in higher education and understand strategies employed by institutions to achieve their goals and objectives; Students will also gain an understanding of the range of quantitative and qualitative tools available to measure student learning and developmental outcomes

**ELPS 432 Multiculturalism for Social Justice in Higher Education (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education practice.

*Outcomes:*

Understand social justice conceptual foundations and the various ways in which oppression influences individuals, institutions, and the broader society

**ELPS 433 Student Development in Higher Education (3 Credit Hours)**

This course introduces cognitive and psychosocial research and theory focused on the maturation and development of traditional aged college students, particularly in the domains of identity, cognition, and moral reasoning.

*Outcomes:*

Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching

**ELPS 434 American College Student (3 Credit Hours)**

This course explores who goes to college, and the affects of cultural background and campus environments on college student experiences.

*Outcomes:*

Students will be able to explain how campus environments influence student learning and identity including analyzing the experiences of different students and student groups using anthropological and sociological constructs

**ELPS 435 Enrollment Management in Higher Education (3 Credit Hours)**

This course examines research and theory focusing on student demand for higher education, college choice, recruitment and marketing, public aid policy, retention and student success, and best practices related to enrollment management.

*Outcomes:*

Students will demonstrate factors influencing both demand for higher education and student choice of institutions, with focus on the role of public financial aid policy in access and choice

**ELPS 436 Women in Higher Education (3 Credit Hours)**

This course explores issues unique to women as academic leaders and administrators in higher education. It examines the history and challenges that women have faced as students in higher education institutions, exploring the factors that have affected their participation, matriculation, and completion of programs, over time and today. Last, this course will explore gender and expanding issues around identification and sexual orientation, as related to institutional inclusiveness and student supportive services.

**ELPS 437 Today's Community College Students (1 Credit Hour)**

No course description is available

**ELPS 438 Designing Effective Community College Courses (1 Credit Hour)**

No course description is available

**ELPS 439 Assessing Student Learning in Community Colleges (1 Credit Hour)**

No course description is available

**ELPS 440 Community College Students as Learners (1 Credit Hour)**

No course description is available

**ELPS 441 Community College Teaching (3 Credit Hours)**

This course examines the curriculum and programs offered within community colleges and the instructional philosophies and strategies used to encourage student success. It will examine the heterogeneous population of students who attend these institutions and their learning needs and preferences. The course will also require students to understand the curricular issues faced in today's colleges including elimination of developmental education, use of early college courses, articulation agreements and expanding offerings to include topics germane to diverse students.

**ELPS 442 Humanistic Foundations of Education (3 Credit Hours)**

No course description is available

**ELPS 443 Educational Classics (3 Credit Hours)**

Analysis of selected works of major importance in the development of educational theory.

*Outcomes:*

Student acquires an advanced understanding of the thinking of some persons who have made a major contribution to educational theory

**ELPS 444 American Schooling and Social Policy: A Historical Perspective (3 Credit Hours)**

A historical analysis of the economic, political, cultural and social factors that helped to shape educational policy and schooling in the United States.

*Course equivalencies:* X-ELPS444/HIST454

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education

**ELPS 445 US and Canadian Education 20th Century (3 Credit Hours)**

A historical analysis of US education in the twentieth century with special emphasis on the forces and movements affecting American education examined through comparison with educational change in selected other countries.

*Course equivalencies:* X-ELPS445/HIST456

*Outcomes:*

Students will be able to explain changes in educational practice and educational knowledge over the twentieth century

**ELPS 446 Historical Foundations of Western Education and Social Policy (3 Credit Hours)**

This course examines the development of Western education through an examination of changing concepts of what it means to be an educated person and the intellectual movements and socio-cultural contexts within which such notions have emerged.

*Course equivalencies:* X-ELPS446/HIST437

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of Western education

**ELPS 447 History of Modern European Education (3 Credit Hours)**

An examination of the development of national systems of education across Europe since the nineteenth century and an analysis of the development of cross-European educational initiatives in the context of the European Union.

*Course equivalencies:* X-ELPS447/HIST438

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of nationally specific and regionally focused educational policies and schooling systems

**ELPS 448 International Higher Education (3 Credit Hours)**

This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization.

*Outcomes:*

Students will understand how IHE's respond to challenges of internationalization, massification, scholar & student exchange, access challenges, accountability demands, as well as international trade agreements on the exchange of educational goods & services

**ELPS 450 Finding Jesuit Jesus: Preparing Prof Life-Live Spiritual Exercise St. Ignatius (3 Credit Hours)**

An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy @JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.

*Course equivalencies:* ELPS 350/ELPS 450

*Outcomes:*

To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

**ELPS 453 Legal Aspects of American Higher Education (3 Credit Hours)**

This course examines complex sources of law that impact higher education with a special focus on the student-institution and faculty-institution legal relationship.

*Outcomes:*

Students will demonstrate a heightened awareness of the key role that the law serves in its relationship with higher education administration and policy; Students will critically evaluate and implement preventative legal strategies on the campus and understand the ethical and social justice implications of such work

**ELPS 454 Budgeting and Finance in Higher Education (3 Credit Hours)**

This course examines finance-related issues and trends in higher education and reviews budgeting techniques used by colleges and universities.

*Outcomes:*

Students will demonstrate skills in analyzing higher education financial statements and other fiscal documents, and understand current patterns of higher education finance and their strengths and limitations

**ELPS 455 Comparative Education (3 Credit Hours)**

The application of historiographic and social scientific theories and methods to understanding international issues of education.

*Outcomes:*

Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures

**ELPS 456 Education & Democratization (3 Credit Hours)**

This course will explore some of the conceptual underpinnings of democracy as they relate to contemporary education policy. Texts read include books by Richard Rorty, John Dewey, Cornell West, Claudia Rankine and other contemporary writers who work on democracy and education. Themes to be addressed include citizenship education, identity politics, hyper-partisanship, and new nationalisms.

**ELPS 457 Comparative Theory (3 Credit Hours)**

*Pre-requisites:* ELPS 455 or consent of instructor

A course in the philosophy and sociology of comparative education knowledge.

*Outcomes:*

Students will demonstrate a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education

**ELPS 458 International Education (3 Credit Hours)**

This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arab Spring periods. Students will spend time exploring and understanding how these many 'post-contexts and settings' are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

**ELPS 459 Organization & Governance in Higher Education (3 Credit Hours)**

This course examines the organizational and governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.

*Outcomes:*

Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

**ELPS 460 School Administration (3 Credit Hours)**

This course serves as an introduction to the administration and governance of American public schools. The course provides an overview of educational administration and the systemic forces that impact upon its functioning.

*Outcomes:*

Students will be able to apply a systems model approach to school leadership; Students will be able to articulate how to transform school inputs into successful school outputs that build positive will and capacity in order to accomplish the school's vision and mission

**ELPS 461 Issues in School Law (3 Credit Hours)**

An in-depth examination of current legal issues and their educational implications for district leaders. Emphasis is given to legal issues in personnel practices and district-wide compliance with state and federal laws and regulations. State standards affecting school administration are also examined.

*Outcomes:*

Students will become familiar with and be able to address school law decisions within the context of school leadership; Students will be able to lead district-wide compliance with state and federal laws and regulations

**ELPS 462 The Principalship (3 Credit Hours)**

Study of the leadership and administrative responsibilities of elementary and secondary school principals. Topics include: creating a learning community, team-building, school improvement planning, budgeting, staffing, scheduling, and ethical and operational issues in decision-making.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies relevant to the ethical and operational issues in decision-making inherent in the leadership role of the school principal as they pertain to various leadership tasks

**ELPS 463 School Leadership and the Law (3 Credit Hours)**

Provides prospective administrators with an overview of the legal system as it impacts school operations. Intended as a first course in school law, topics include: constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations, and implications for administrative practice.

*Outcomes:*

Students will be able to demonstrate understanding of an overview of the legal system as it impacts school operations including constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations from the lens of the educational leader

**ELPS 464 Workshop: Superintendency (3 Credit Hours)**

This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences in District Leadership offices.

This course provides students with the opportunity to develop skills, understandings, and dispositions required of a superintendent - collaborating with boards of education, citizens of the community, and other relevant stakeholders. Restricted to LUC Graduate students.

*Outcomes:*

Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs; Understand and can monitor and evaluate district management and operational systems

**ELPS 465 Workshop (Variable Topics) (3 Credit Hours)**

These workshops focus on specific areas of educational leadership such as: Instructional Leadership, Equity and Justice; Collective Bargaining; Research in Educational Leadership; Instructional Leadership, Cultural Context for Informed Decision Making; The Superintendency.

*Course equivalencies:* X- CIEP 473/ ELPS 465

*Outcomes:*

Students will be able to demonstrate understanding of and leadership competencies in the relevant workshop area

**ELPS 466 School Finance and Budgeting (3 Credit Hours)**

Study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of building and district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning. This course is intended as a first course in school finance.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies pertinent to the school leader's role in building, maintaining, and managing the school budget while addressing issues of need and equity

**ELPS 467 School Law & Government (3 Credit Hours)**

The legal basis of public education in the United States, with special reference to Illinois major court decisions and statutes are reviewed through the lens of the district-wide leader. Due process, special education, multi-cultural differences, school board relations and other related legal matters will be examined through the role of the superintendent. This course is intended as a second course for a law minor.

*Outcomes:*

Students will be able to demonstrate an understanding of due process, special education, multi-cultural differences, school board relations and other related school legal matters through the lens of the superintendent

**ELPS 468 Problems in Finance and Business Management (3 Credit Hours)**

Examination of the social justice issues inherent in developing and evaluating state and local school finance policy, including equity, adequacy, the social and ethical issues associated with allocating resources and relating school costs to achievement. Selected problems of school district financial management are studied, including central office organization, financial management and control, securing and accounting for grant funds, debt financing, insurance and support services management. This course covers topics especially pertinent to district administrators and superintendents.

*Outcomes:*

Students will be able to demonstrate understanding of and competencies relevant to district level leadership in financial management, control, and allocation through the lens of social justice issues

**ELPS 469 Human Resources in Educational Organizations (3 Credit Hours)**

This course explores various facets of human resource administration in educational organizations. Topics covered include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal, discipline, and an introduction to unionism.

*Outcomes:*

Students will be able to create a strategic plan from recruitment through continual employment for both certified and classified personnel that supports the school's mission and promotes educational excellence for all

**ELPS 470 School Supervision (3 Credit Hours)**

This course is designed to examine school formative and summative school supervision and its role in improved teaching and learning.

*Outcomes:*

Students will be able to demonstrate understanding of the nature of teaching and learning, develop the skills for conducting the pre-conference, classroom observation, and post-conference of the clinical supervision model, and develop the capacity to facilitate action research, study teams and cooperative supervision

**ELPS 471 MTSS for Instructional Leaders (3 Credit Hours)**

The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes.

**ELPS 472 Administration of Special Education and Pupil Services (3 Credit Hours)**

An exploration of legal provisions governing the most current legal issues related to special education and No Child Left Behind, including state rules, regulations and case law. Also examined are the practical issues, such as administering fiscally and ethically responsible service delivery models at the local level. Leadership dimensions necessary to enhance the learning process in an inclusive setting are a special concern.

*Outcomes:*

Students will be able to demonstrate an understanding of legal provisions of special education and No Child Left Behind, as well as the practical issues, such as administering fiscally and ethically responsible inclusive service delivery models at the local school building level

**ELPS 473 Problems in School Supervision (3 Credit Hours)**

This course focuses on the critical skills of leading supervision for school leaders within districts and schools. Upon completion of this course, candidates will practice supervision and evaluative skills related to the delivery of curriculum and student outcomes.

**ELPS 474 Curriculum Development for Instructional Leaders (3 Credit Hours)**

This course focuses on the critical skills of leading curriculum development within schools. Upon completion of this course, candidates will practice leadership skills related to the delivery of curriculum.

**ELPS 475 Human Resource Administration for the School District Leader (3 Credit Hours)**

Within this course, students explore various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

*Outcomes:*

Students will demonstrate an understanding of: strategic planning, human resources' system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining

**ELPS 476 Technology in School Administration (3 Credit Hours)**

A laboratory-based course on the issues and uses of technology and the related skills of applying technology to problem solving in school administration. This includes design of information systems, networks and data bases, software selection and use, instruction, student testing and program evaluation, scheduling, communications and managing school support services. This course includes examining issues with an emphasis on data based decision-making.

*Outcomes:*

Students will be able to examine school leadership issues through the use of technology in order to make data-driven decisions

**ELPS 480 Residency Seminar for MEd Administration & Supervision (0-3 Credit Hours)**

This course is part of a sequence of courses for students in the Master's Principal Preparation Program. Restricted to students in M.Ed. Administration and Supervision. Students will meet with their assigned university coach to make progress in completing the electronic onboarding plan.

**ELPS 481 Mission Driven Leadership for Principals (3 Credit Hours)**

This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions with particular attention given to data-driven decision making to improve student outcomes.

*Outcomes:*

Candidates will gain an understanding of various leadership theories, adult learning theory and professional practice, and applying leadership theory to improve student outcomes

**ELPS 482 School Supervision for Principals (3 Credit Hours)**

This course is designed to examine the broad concept of supervision as well as formative and summative school supervision and its role in improved teaching and learning.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions for supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student

**ELPS 483 Human and Fiscal Resource for Principals (3 Credit Hours)**

This course explores various facet of human and fiscal resource management in educational organizations through theory and practical application.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions necessary to take a strategic approach to resource management in educational organizations

**ELPS 484 School Law, Policy Formation, and Community Involvement (3 Credit Hours)**

This course covers school law and policy formation designed for candidates seeking to become building leaders in schools.

*Outcomes:*

Candidates will acquire the knowledge, skills and dispositions necessary to understand school law and ethical decision making with particular attention given to building safety, current legal "hot topics," understanding the governance of the local school board and working with the various communities associated with a school

**ELPS 485 Instructional Leadership: Equity and Justice (3 Credit Hours)**

This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences. Students study community engagement, board relations development, cultural and community context through the lens of district instructional leadership. Scope: Access, equity and ethical leadership. Restricted to LUC Graduate students.

*Outcomes:*

Develop appropriate procedures and relationships for working with local governing boards; Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs

**ELPS 490 Introduction to Educational Policy Studies (3 Credit Hours)**

This policy analysis course examines the general conceptual, ethical, and empirical issues related to educational policy-making at both the macro (national, regional, and state) and micro (local and institutional) levels.

*Outcomes:*

Students will be able to demonstrate a knowledge of educational policy analysis strategies

**ELPS 491 Issues in Educational Policy (3 Credit Hours)**

Analysis of selected case studies of important policy issues from various levels of education.

*Outcomes:*

Students will be able to identify, review, and critically analyze significant educational policy issues

**ELPS 498 Independent Study (1-3 Credit Hours)**

*Pre-requisites:* consent of instructor

No course description is available

**ELPS 499 Directed Research (1-3 Credit Hours)**

*Pre-requisites:* Consent of instructor

In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.

*Outcomes:*

Learning outcomes are created individually for each Independent Study

**ELPS 500 Seminar in Current Educational Literature (3 Credit Hours)**

Overview of methods and techniques of bibliographic research related to students' research material.

**ELPS 501 Leadership / Capacity Building Organizations (3 Credit Hours)**

M.Ed. IEPE Cohort: Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy. Emphasis will be placed on organizational cultures and organizational learning. Restricted to IEPE Cohort.

*Outcomes:*

Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy; Emphasis will be placed on organizational cultures and organizational learning

**ELPS 502 Fundamentals in College Teaching and Course Design (3 Credit Hours)**

Students will assess their experiences in the IHE program based on the tenets of the Jesuit Examen. Students will write a culminating final capstone paper which they will present at a School of Education mini-conference. Students will write a final culminating paper that identifies experiences, people, and places in the program that have impacted them personally and professionally; Students will analyze their successes, failures, and mediocrity as students in the program and articulate the major takeaways from their learning.

*Outcomes:*

Students will reflect upon their IHE program experience utilizing the principles of the Jesuit Examen

**ELPS 503 Critical Perspectives on the Internationalization of Higher Ed (3 Credit Hours)**

In this course, students will examine the following question, "What does meaningful, socially responsible internationalization look like?" The course will expose students to a diversity of approaches to internationalization and to prepare them to make informed decisions about internationalization strategies that are 1) congruent with their institutions' mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.

*Outcomes:*

Upon completion of this course, students will be able to articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide; reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level; critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings

**ELPS 504 Advanced Financial Strategies in Higher Education (3 Credit Hours)**

The purpose of this course is to build on a basic understanding of program budgeting to examine institutional financial strategies; state, and federal institutional funding; and public and financial aid policies that effect who has access to higher education. Apply higher education budget fundamentals to gain insight on institutional financial challenges. 2. Identify and assess the impact of the macro-dimensions of finance and how they inform campus level dynamics (e.g., budgeting, planning, equity) that complicate institutional financial decision-making

*Outcomes:*

Students should be able to demonstrate observable growth in their ability to: 1

**ELPS 505 Seminar in Leadership Theory (3 Credit Hours)**

This course is designed to provide grounding in leadership theory and research. Critical perspectives will be used to examine the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, and pedagogy for teaching and learning about leadership.

*Outcomes:*

Students will be able apply critical perspectives to the deconstruction and reconstruction of leadership in professional practice

**ELPS 506 Strategic Executive Leadership in Higher Education (3 Credit Hours)**

This course examines strategic executive leadership in higher education and in particular leader role performance in complex organizational structures. This exploration is grounded in the rich, interdisciplinary body of knowledge on leadership theory and complemented by the infusion of critical perspectives.

*Outcomes:*

Students will be able apply and engage in executive leadership from a perspective grounded in social justice

**ELPS 507 Advanced Governance in Higher Education (3 Credit Hours)**

This course examines the governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.

*Outcomes:*

Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

**ELPS 508 Equity and Justice in Higher Education (3 Credit Hours)**

his workshop/course focuses on diversity, equity, inclusion, and justice in higher education, providing a learning environment for advanced discussions, as well as opportunities for EdD doctoral students to apply learning to practice.

*Outcomes:*

Students will be able to demonstrate understanding of and leadership competencies in the area of diversity, equity, inclusion and justice in higher education

**ELPS 509 Introduction to Analytics in Higher Education (3 Credit Hours)**

This course is designed to help students leverage data sets and systems in applied ways to improve their leadership. The course will cover key education data portals (e.g., IPEDS, Census data, proprietary systems) as well as introduce students to different data visualization techniques (e.g., geospatial mapping, infographics, etc.). Students will produce reports or grant proposals relevant to their career trajectory as a key deliverable.

*Outcomes:*

After taking a class on data analytics, students should have acquired a range of technical and nontechnical skills, as it relates to higher education as well as gained an understanding of the key concepts and methods used in data analytics

**ELPS 510 Seminar in the Sociology of Education (3 Credit Hours)**

This course is an advanced seminar that will focus on a specific topic in education that incorporates sociological perspectives and research literature. Students will read in depth on the course topic (reading both theoretical literature and case material), will develop their understanding of texts and the topic through intensive seminar discussion, and will conduct independent research leading to a thorough literature review or empirically-based research paper on a topic related to the course theme.

*Outcomes:*

Students who complete this course will greatly expand their familiarity with and command of research literature, theory and contemporary cases related to the course theme

**ELPS 512 Sociology of Teaching (3 Credit Hours)**

This course investigates the practice and profession of teaching of teaching from a sociological perspective. Empirical data and social theory will guide students' learning about the practice and profession of teaching and how different demographic, professional, organizational, and political factors shape them. Students will expand their factual knowledge about the historical and contemporary topics related to the sociology of teaching, and will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching.

**ELPS 514 The School as Organization (3 Credit Hours)**

This course will expose students to organization theory and its application to understanding the operation, performance, and effectiveness of educational organizations.

*Outcomes:*

Students will become familiar with foundational literature in organization theory and organizational behavior, and will develop their ability to apply concepts from organization theory and organizational behavior to their analysis to educational organizations

**ELPS 515 Seminar in Education Policy (3 Credit Hours)**

This course is an advanced seminar that will focus on a specific education policy topic. Students will read in-depth on the course topic (reading both theoretical literature and case material) and will develop their understanding of texts and the topic through intensive seminar discussion. Student develops an advanced understanding of the seminar topic and knowledge of the research literature related to it.

**ELPS 520 Seminar in the Philosophy of Education (3 Credit Hours)**

An in-depth examination of a topic in educational theory.

*Outcomes:*

Student develops an advanced understanding of the ways in which an educational issue can be analyzed

**ELPS 525 Practicum Higher Education I (1-3 Credit Hours)**

Required Field experience in Higher Education setting.

**ELPS 526 Practicum Higher Education II (1-3 Credit Hours)**

Required Field experience in Higher Education setting.

**ELPS 527 Higher Education Capstone (3 Credit Hours)**

ELPS 527 will be offered in both Fall and Spring semesters for all Higher Ed students. This course is a culminating seminar course that facilitates broad conversations, audits and guidance about values discernment, job search process, critical considerations for job fit and placement -successful transition to Higher Ed job market and Higher Ed work communities.

**ELPS 528 Internship Higher Education II (1-3 Credit Hours)**

Required Internship Experience for graduate Higher Education programs.

**ELPS 529 Seminar in Higher Education (3 Credit Hours)**

*Pre-requisites:* consent of instructor

This course is a topical seminar, typically for doctoral students, addressing one or more historical and/or contemporary topics or issues within higher education.

*Outcomes:*

Students will demonstrate a deepened understanding of one or more topics or issues and the ability to critically analyze these topics/issues using research and theory

**ELPS 530 Proseminar: Higher Education (3 Credit Hours)**

This course is restricted to Higher Education Doctoral Students

**ELPS 540 Seminar in the History of Education (3 Credit Hours)**

*Pre-requisites:* Previous history of education coursework, or permission of instructor

An in-depth examination of a selected topic or area of research in the history of education.

*Course equivalencies:* X-ELPS540/HIST560

*Outcomes:*

Student develops an advanced understanding of the seminar topic, knowledge of the scholarly literature on it, and the methods of historical inquiry that can be used to study it

**ELPS 550 Seminar on Globalization and Education (3 Credit Hours)**

This advanced comparative education seminar examines globalization (economic, social and cultural) both as something that has a profound impact on schooling and as something that education produces. The course will focus on how globalization can be productively theorized and studied by social scientists.

*Outcomes:*

Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization

**ELPS 555 Seminar Comparative Education (3 Credit Hours)**

In-depth, cross-national analysis of a special topic in Comparative Education. As topics change, ELPS 555 is repeatable as long as a repeat is not on a topic covered previously.

*Outcomes:*

Students will demonstrate a sound grasp of the social, economic, and political forces shaping educational systems as they relate to the topic

**ELPS 560 Seminar in School Administration (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program  
This course provides specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. Students will analyze their current organizational culture and core beliefs through the reframing process.

*Outcomes:*

Using Wiggins and McTighe (2005 backwards-design model, students will create a needs assessment to gather data on one of their current organization's core beliefs; From this data, students will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization

**ELPS 561 Seminar in Current Issues in Administration (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program  
This course is intended to provide future and practicing administrators with a mindful framework for raising the questions to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration.

*Outcomes:*

Using professional obligations as a framework for dialogue, students will examine the philosophies of utilitarianism, deontology and ethic of care as they pertain to human resource management in schools; Based on these three ethical lenses, students will create their own professional code of conduct and apply it to resolve multiple ethical dilemmas surrounding human resource management and leadership in schools

**ELPS 562 Practicum School Administration (3 Credit Hours)**

*Pre-requisites:* consent of program director and must be either the last course or next to last course of a student's program  
Required of all students seeking administrative certification, i.e. Illinois Type 75 Principal or Superintendent. This course involves students in leadership activities to be carried out at a work site under the supervision of the university instructor and a cooperating administrator at the work site. Students must complete a minimum of 100 hours of approved leadership activities. Students are required to attend an orientation session during the semester prior to the semester in which they enroll in the practicum. Practicum is offered only in the fall and spring semesters.

*Outcomes:*

Students will be able to demonstrate competencies in a myriad of leadership and administrative areas relevant to the leadership role appropriate to the certification sought, the school principal or the school superintendent

**ELPS 563 Administrative Internship (3-6 Credit Hours)**

This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

**ELPS 564 Education Policy Internship (3 Credit Hours)**

*Pre-requisites:* ELPS 405 & ELPS 410

This course provides Cultural & Educational Policy Studies graduate students with an engaged learning opportunity that integrates coursework with professional practice in the context of education policy information, analysis, implementation and/or evaluation and research. Students develop and refine professional skills as well as identify and reinforce connections between graduate coursework and professional experiences.

**ELPS 565 International Education Internship (3 Credit Hours)**

Supervised experience with an international governmental or non-governmental agency approved by the Director or Associate Director of the Center for Comparative Education.

*Outcomes:*

Students will demonstrate working knowledge of an internationally oriented organization whose activities are related to their area of scholarship

**ELPS 566 Principal Internship One (3 Credit Hours)**

This is the first of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 567 Principal Internship Two (3 Credit Hours)**

This is the second of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

**ELPS 568 Principal Internship Three (3 Credit Hours)**

This is the third of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 569 Principal Internship Four (3 Credit Hours)**

This is the fourth of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**ELPS 570 Supervision Seminar (3 Credit Hours)**

Provides students with an in-depth examination into a special topic. Topics vary by section. Course may be repeated.

**ELPS 571 Seminar in Current Issues in School Supervision (3 Credit Hours)**

*Pre-requisites:* Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program. This course is designed to examine current issues in supervision and their impact on providing instructional leadership directed toward school improvement and reform.

*Outcomes:*

Students will be able to demonstrate a critical examination of issues in the differentiated model of supervision, develop the skills for developing collaboratively a learning organization that frames, analyzes, and resolves problems in instructional improvement, and develop the capacity to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development, and to ensure that professional development activities focus on improving student outcomes

**ELPS 580 Residency Seminar for Students in Educational Leadership (0-4 Credit Hours)**

A seminar taken to address the interests and needs of students during Ed Leadership studies. The topics include preparation for the comprehensive examination, Writing Workshop, Internship planning and on-boarding, planning and writing the capstone or dissertation and other topics planned by the EDLD faculty.

*Outcomes:*

EDLD Students will be able to demonstrate understanding of the various seminar topics presented - internships, dissertation, comprehensive exams

**ELPS 595 Thesis Supervision (0 Credit Hours)**

This course is a Thesis Research and Writing course. Student is engaged in thesis writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and thesis student. Culminating project is Thesis and thesis defense. Completion of all forms required for thesis completion are the responsibility of SOE graduate student.

**ELPS 600 Dissertation Supervision (0 Credit Hours)**

This course is a Dissertation Research and Writing course. Student is engaged in dissertation writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and dissertation student. Culminating project is Dissertation and Dissertation defense. Completion of all forms required for Dissertation completion are the responsibility of SOE graduate student.

**ELPS 601 Capstone Supervision (0 Credit Hours)**

This course is to develop a Capstone project. Students are engaged in planning and writing of the capstone project; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and capstone student. Culminating project is the Capstone Project and Capstone defense. Completion of all forms required for Capstone completion are the responsibility of SOE graduate student.

*Outcomes:*

School of Education students will complete and defend their required capstone project for an EdD degree; Students will research, write and defend their capstone project under the supervision of a Capstone Chair and Capstone committee

**ELPS 605 Master's Study (0 Credit Hours)**

This is Master's study course designed for in-depth study, writing and research.

**ELPS 610 Doctoral Study (0 Credit Hours)**

Restricted to School of Education Doctoral students (PhD & EdD). This course can only be taken two times during a doctoral student's career.

**ELPS 620 Dissertation Research (3 Credit Hours)**

Conducting research is a complex, demanding, and time-consuming task. The instructor suggests that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003). Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, "Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback" (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations. The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

**ELPS 621 EdD Capstone Research (3 Credit Hours)**

This course focuses on the application of research understandings, knowledge, concepts and terminology so this is an opportunity for students to incorporate research information, foundational knowledge and conceptual understanding of research methods. While the nature of the capstone project is more personal, this scholarly work is a culmination of student learning. 2) Learn, design, and write the initial chapters of their capstone project. 3) Provide meaningful feedback to their peers regarding specific areas of their capstone project development and writing. 4) Understand the importance of the capstone committee chairperson and other members of the committee.

*Outcomes:*

1) Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature

**ELPS 661 Internship in School Business Management I (3 Credit Hours)**

This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional capacities related to ethical school business management. Approval of ADSU Program Director. Limited to 6 students per semester.

*Outcomes:*

Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

**ELPS 662 Internship in School Business Management II (3 Credit Hours)**

This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional related to ethical school business management. This course completes the state's required two semesters of CSBO Internship. Approval of ADSU Program Director. Limited to 6 students per semester.

*Outcomes:*

Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

## Research Methods (RMTD)

**RMTD 400 Introduction to Research Methodology (3 Credit Hours)**

This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.

*Course equivalencies:* RMTD400 / CIEP495

*Outcomes:*

Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects

**RMTD 401 Discourse Analysis and Documentary Research (3 Credit Hours)**

This research methods course will examine a number of different discourse analysis techniques. It will also prepare students to conduct historical documentary research, all with a special emphasis on how these methods can be applied to educational research and policy analysis projects.

*Course equivalencies:* RMTD401 / ELPS401

*Outcomes:*

Students in the course will be able to critically evaluate the diverse range of approaches used to analyze discourse and conduct educational research using documentary sources

**RMTD 402 Comparative Analysis (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD402 / ELPS402

**RMTD 403 Survey Research (3 Credit Hours)**

This course provides an introduction to the design and analysis of survey research, and the psychological foundations of questionnaire design.

*Course equivalencies:* RMTD403 / CIEP494

*Outcomes:*

Students will be able to develop a survey or questionnaire, design a study using a survey or questionnaire, gather and record data from a survey or questionnaire, analyze the resulting data from a survey or questionnaire, and present and interpret the results in oral and written form

**RMTD 404 Introduction to Educational Statistics (3 Credit Hours)**

This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.

*Outcomes:*

Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

**RMTD 405 Qualitative Research (3 Credit Hours)**

This course explores the discipline and practice of qualitative research through the examination of various theories, genres and components of this form of inquiry.

*Course equivalencies:* RMTD405 / ELPS403

*Outcomes:*

Students will be able to recognize and discuss theories and components of qualitative research, to analyze various qualitative studies in terms of design, validity and meaning orally and in written critiques, to conceptualize, design and write a proposal for a small qualitative study, to collect, code and analyze data appropriate to a qualitative study, and to write up a small qualitative study including conceptual framework, research question, methods and collected data

**RMTD 406 Educational Evaluation (3 Credit Hours)**

The course will focus on the theories, models, strategies and practices that are germane to educational evaluation, including the history of evaluation studies in the social sciences, the various roles of the evaluator in the development and assessment of programs, evaluation theory and social policy.

*Course equivalencies:* RMTD406 / CIEP496

*Outcomes:*

Students will be able to state the purposes, benefits and importance of evaluation research, describe the history and culture associated with evaluation in the US, to read and critique a range of evaluation proposals and reports, to compare and contrast different approaches to evaluation, to develop a proposal for a program evaluation including writing measurable program objectives, planning data collection methods and presenting results to consumers

**RMTD 407 Introduction to Evaluation Theory (3 Credit Hours)**

This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.

*Outcomes:*

Students will engage major theoretical concepts of the field - methods, use, values, and practice - from the perspectives of various evaluation theorists; Throughout course readings, discussion and assignments, students will have the opportunity to critically reflect on understandings of social justice, implicitly and explicitly, evident in the evaluation theories

**RMTD 408 Evaluation and Evidence in Cross Cultural Contexts (3 Credit Hours)**

M.Ed. IEPE Cohort: Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders. Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence. Enrollment Restrictions: M. ED. Online Cohort IEPE.

*Outcomes:*

This course focuses on the writing, presentation and publication dimensions of evaluative work; Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders; Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence

**RMTD 410 Communicating Research Findings (3 Credit Hours)**

This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.

*Outcomes:*

Students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing

**RMTD 411 Introduction to Human Performance Technology (3 Credit Hours)**

This course introduces students to the models, practices and competencies associated with field of Human performance improvement.

*Outcomes:*

Students will be able to apply the practices associated with the roles of an HPT professional; Students will conduct an analysis of an organizational problem and plan an appropriate intervention and change management strategy

**RMTD 412 Needs Assessment (3 Credit Hours)**

In this course, students will learn the principles of needs assessment to improve programs and organizations. Needs assessments are a systematic set of procedures to identify within an organization a set of priorities to improve programs and/or organizations.

*Outcomes:*

Students will plan a needs assessment, develop data collection tools and conduct a practice assessment

**RMTD 415 Practicum in Organizational Evaluation (3 Credit Hours)**

This practicum course is intended to help candidates integrate theoretical and research coursework with the practice of organizational evaluation and to reflect on their own development as professionals in the service of social justice. The practicum project involves the planning, conducting and reporting results of an evaluation, human performance improvement, or needs assessment project.

*Outcomes:*

During the course of the practicum candidates are expected to complete a practicum project

**RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method (3 Credit Hours)**

*Pre-requisites:* RMTD 400 or equivalent

This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.

*Outcomes:*

Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

**RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method (3 Credit Hours)**

This course introduces students to the theories, traditions and components of quantitative research in the social sciences, integrating basic design principles of quantitative research with commonly used statistical methods for analyzing data from these designs.

*Outcomes:*

Students will be able to recognize and discuss various epistemologies, designs, theories and ethical issues in quantitative research, to critique quantitative studies in terms of design, methodology, validity, statistical analysis, results, ethics and conclusions in oral and written critiques, to apply statistical methods to quantitative data using a statistical analysis computer program, to understand and discuss the theoretical basis and underlying assumptions of various statistical methods in the context of common quantitative study designs, and to analyze, interpret and present the findings of a data analysis

**RMTD 422 Single Subject Design (3 Credit Hours)**

*Pre-requisites:* RMTD 400

This course will introduce students to single-case experimental designs as they apply to research and practice in special education and other educational settings. Methods for single-case experiments are applicable to monitoring response to intervention as well as research on low-incidence conditions. Students will learn to critique single-subject experimental research studies and to design studies to monitor treatment interventions in educational settings.

**RMTD 430 Psychological Measurement (3 Credit Hours)**

This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.

*Course equivalencies:* RMTD430 / CPSY430

*Outcomes:*

Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument

**RMTD 432 Item Response Theory (3 Credit Hours)**

No course description is available

*Course equivalencies:* RMTD432 / CPSY488

**RMTD 440 Mixed Methods Research (3 Credit Hours)**

*Pre-requisites:* RMTD 420 and RMTD 421; Enrollment is restricted to Graduate Education Students

The course addresses the theory and practice of mixing inquiry methodologies in educational and social inquiry. The course covers selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. Students will develop a historical understanding of mixed methods and various frameworks for mixed methods, as well as basic competencies in mixed methods practice.

**RMTD 470 Case Study Research (3 Credit Hours)**

*Pre-requisites:* RMTD 420

This course is an in-depth study of a qualitative research methodology: case study. This course allows students to carry out a case study, as well as engage issues common across qualitative research methodologies, such as the flexibility in research design, the ethical dimensions of qualitative research, and qualitative data analysis. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices.

**RMTD 481 Advanced Educational Statistics (3 Credit Hours)**

This course covers statistical inference, hypothesis testing, estimation of power, factorial analysis of variance, multiple regression and selected non-parametric statistical techniques.

*Course equivalencies:* RMTD481 / CPSY490

*Outcomes:*

Students will be able to identify and justify the use of particular statistical techniques for a given research question, to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to critique the assumptions and limitations of statistical techniques in a given analysis

**RMTD 482 Introduction to Linear Models (3 Credit Hours)**

This course covers simple/multiple regression, one- and two- way analysis of variance (ANOVA) followed by multiple comparisons, and analysis of covariance (ANCOVA). Knowledge of basic algebra is required; knowledge of calculus is not required.

*Course equivalencies:* RMTD482 / CPSY493

*Outcomes:*

Students will be able to identify and justify the use of particular univariate statistical techniques for a given research question, to analyze quantitative data using SPSS, and to interpret the results of a statistical analysis in written and oral presentations

**RMTD 483 Multivariate Statistics (3 Credit Hours)**

*Pre-requisites:* RMTD 421 (B or Better)

This course covers multiple regression, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), repeated MANOVA, discriminant analysis, canonical correlation and possibly principal components/factors analysis. Knowledge of basic algebra and univariate inferential statistical techniques is required; knowledge of calculus is not required.

*Course equivalencies:* RMTD483 / CPSY492

*Outcomes:*

This course equips students with knowledge and hands-on experience for conducting valid quantitative research focusing on multivariate statistics; Students will be able to identify and justify the use of particular multivariate statistical techniques for a given research question, to analyze multivariate data using SPSS, and to interpret and communicate the results of a statistical analysis in written and oral presentations

**RMTD 484 Hierarchical Linear Models (3 Credit Hours)**

This course examines the conceptual, substantive, and methodological issues in analyzing multilevel data (i.e., on individuals in organizational settings such as schools, corporations, hospitals, communities) using methods for hierarchical linear models.

*Course equivalencies:* RMTD484 / CPSY491

*Outcomes:*

Students will be able to identify and justify the use of hierarchical linear models for a given research question, to analyze multilevel data using a statistical computing package, to interpret and communicate the results of a hierarchical linear model in written and oral presentations, and to critique the assumptions and limitations of the use of hierarchical linear models in a given analysis

**RMTD 487 Factor Analysis (3 Credit Hours)**

No course description is available

**RMTD 488 Meta-Analysis (3 Credit Hours)**

This course introduces statistical methods in the design and analysis of quantitative research syntheses.

*Outcomes:*

Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results

**RMTD 520 Research Seminar I (3 Credit Hours)**

This course will provide doctoral students with an intro to their PhD/EdD program as well as an intro to the dissertation process. The course will focus on methods and processes involved in developing a prospectus and review of literature for a dissertation.

*Outcomes:*

Students will develop a plan of study for their degree as well as prospectus for their dissertation

**RMTD 530 Seminar in Tests & Measurements (3 Credit Hours)**

Educational and psychological tests are commonly used to measure latent traits (e.g., knowledge, aptitude, achievement, attitude, and personality), often with the goal of making inferences on individuals or groups of individuals. Item response theory (IRT) measurement models are useful tools in examining the quality of the data that arises from the administration of such tests, which in turn allows us to make judgements about the validity of the test scores (or latent trait estimates) and the quality of the tests (are the items confusing and/or are they biased). This course will introduce students to commonly used IRT models for analyzing dichotomous (e.g., 0=incorrect and 1=correct) and polytomous (0=never, 1=sometimes, 2=always) test data. While much of the course will be application oriented, some technical details that facilitate the understanding of the IRT and highlight the advantages of it over classical test theory (CTT) will be provided. Knowledge of basic algebra, linear modeling, and CTT is required.

*Course equivalencies:* RMTD530 / CPSY590

**RMTD 580 Selected Topics (3 Credit Hours)**

What is the role of qualitative critical research when the need for social justice has never been greater? (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

**RMTD 590 Seminar:Advanced Mixed Methods (3 Credit Hours)**

*Pre-requisites:* RMTD 420, 421

This course explores the theory and practice of mixed methods research in program evaluation and applied social science research.

*Course equivalencies:* RMTD590 / CPSY580

*Outcomes:*

Students will become familiar with selected roots of the contemporary interest in mixed methods research and evaluation, as well as various approaches to mixing research paradigms, purposes, designs, analyses, methods, and so on; Students will develop knowledge for identifying and critiquing mixed method research; They will also be able to develop a mixed methods study