## EDUCATION (EDUC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 700</td>
<td>Introduction and Orientation to Doctoral Studies</td>
<td>2</td>
<td>This course orients candidates to the Doctor of Education in the School of Education and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a doctoral candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 701</td>
<td>Advanced Learning Theory and Research</td>
<td>3</td>
<td>Current findings and research in learning theory are examined, including research about classroom management, learning, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities will also be included.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 703</td>
<td>Theories of Historical and Social Foundations of Education</td>
<td>3</td>
<td>Advanced study covering the historical and philosophical principles and theories that have shaped education on a global basis.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 708</td>
<td>Quantitative/Qualitative Meth</td>
<td>3</td>
<td>Prerequisite: EDUC 608 and Background Check Receipt with a score of 5.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 710</td>
<td>Orientation to Doctoral Study and Research</td>
<td>2</td>
<td>This course orients students to the Ph.D. program and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a Ph.D. candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.</td>
<td>Online</td>
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<tr>
<td>EDUC 711</td>
<td>Advanced Research and Writing</td>
<td>3</td>
<td>This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 712</td>
<td>Issues and Trends in Exceptionality</td>
<td>3</td>
<td>A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 713</td>
<td>Administration and Supervision of Special Education</td>
<td>3</td>
<td>This course addresses critical knowledge for effective leadership, management, and supervision in special education and disability services. Emphasis is placed on the legal foundations for special education and disability services in the United States.</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC 730</td>
<td>Issues &amp; Trends in Learning Technologies</td>
<td>3</td>
<td>A study of technology practices as they impact the teaching and learning process in any context. Specifically, this course will examine personal, professional and pedagogical engagement of technology; especially those technologies associated with digitally-based communication, collaboration, engagement, interactivity, problem-solving, as well as current trends and future perspectives.</td>
<td>Online</td>
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<tr>
<td>EDUC 731</td>
<td>Instructional Design Theory</td>
<td>3</td>
<td>This course introduces students to instructional design and technology through a Christian perspective. It reviews historical trends and current issues found in learning environments through the field of instructional design. Students will focus on planning instruction to address specific learning problems through instructional design theory.</td>
<td>Online</td>
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<tr>
<td>EDUC 732</td>
<td>Principles of Human Performance Technology</td>
<td>3</td>
<td>This course addresses instructional design through human performance technology. It examines the gap between what human performance is occurring within an organization and what human performance should be occurring. Students will learn about human performance technology and identify solutions to address performance gaps within learning environments.</td>
<td>Online</td>
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<tr>
<td>EDUC 733</td>
<td>Instructional Systems Design</td>
<td>3</td>
<td>Through the examination of various instructional design models and conceptual underpinnings, this course works to develop advanced instructional design and development skills from a systems thinking perspective. The enhancement of technology leadership proficiencies to effectively lead organizations in applying technology to foster active engagement with other professionals within instructional systems is a significant focus.</td>
<td>Online</td>
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<tr>
<td>EDUC 734</td>
<td>Implementation and Assessment of Multimedia Learning Tools</td>
<td>3</td>
<td>This course addresses assessment and evaluation of learning tools in instructional design and technology. It looks at how best to integrate, design, and administer learning tools within the classroom no matter the learning environment. Students will research about multimedia learning tools and identify solutions to address performance gaps within educational settings.</td>
<td>Online</td>
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<tr>
<td>EDUC 735</td>
<td>Issues and Trends in Curriculum and Instruction</td>
<td>3</td>
<td>An overview of the current issues and trends in the field of education, specifically targeting the area of teaching and learning.</td>
<td>Online</td>
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<tr>
<td>EDUC 736</td>
<td>Models for Instructional Design and Technology</td>
<td>3</td>
<td>This course will focus on key learning and performance metrics to inform the selection and application of instructional design models and technologies that best support teaching and learning across multiple learning environments, modalities, and delivery mechanisms.</td>
<td>Online</td>
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<tr>
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<tr>
<td>EDUC 737</td>
<td>Ethics and Social Responsibility in Technology</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 740</td>
<td>Leadership Principles and Ethics</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 741</td>
<td>Theories of Educational Leadership</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 742</td>
<td>Educational Leadership and Public Relations</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 743</td>
<td>Executive Leadership in Curriculum and Instruction</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 744</td>
<td>Organizational Analysis and Problem Solving</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 745</td>
<td>Conflict Resolution</td>
<td>3</td>
<td>Online</td>
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<td>EDUC 746</td>
<td>Advanced Educational Law</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 747</td>
<td>School District Finance and Organizational Management</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 748</td>
<td>Survey of Educational Research</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 749</td>
<td>College and University Administration</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 750</td>
<td>Teaching the College Student</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 751</td>
<td>Teaching the College Student</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 752</td>
<td>Teaching the College Student</td>
<td>3</td>
<td>Online</td>
<td></td>
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<tr>
<td>EDUC 753</td>
<td>Literature Review in Education Research</td>
<td>2-3</td>
<td>Online</td>
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<tr>
<td>EDUC 754</td>
<td>Curriculum Theory</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>EDUC 755</td>
<td>Historical Perspectives of Higher Education</td>
<td>3</td>
<td>Online</td>
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This course provides a critical review of the ethics and social responsibility behind the integration of technology into learning systems. Course material will reflect on the nature of technology and how it impacts both the individual and society within learning environments. Students will also analyze the effect of technology on culture through a biblical worldview.

Candidates are engaged in an analysis of appropriate practices and principles related to leadership by exploring ethical issues and developing a biblical foundation for leadership practices.

An analysis of education/organizational leadership theories and evidence based practices with application to challenges faced by academic leaders in complex and changing contexts. Emphasis given to significance and relevance for leaders forging relationships and leading academic organizations to successfully fulfill their mission.

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

This course addresses the role of district-level leadership in the supervision of instruction as a superintendent or assistant superintendent. Research-based methods will be applied to the development of district-wide processes for the improvement of student achievement through systematic planning, designing, implementing, and evaluating curriculum, instruction and assessment. Attention is given to supervision, evaluations, and professional development of district-level personnel and building-level administrators. Field experience hours are required.

An introduction to the nature and management of educational organizations. Integrates major theoretical perspectives with special focus on applying such theories to both better understand and more effectively resolve organizational problems.

The effective means of solving conflicts are explored through conceptualizing and practicing interpersonal leadership skills, testing assumptions about other people, taking other people into account by listening and testing the meaning of what they have said.
EDUC 783 Economic Impact in Higher Education  3 Credit Hour(s)
This course is an introductory examination of financial, economic, and budgetary issues in higher education. Focusing on postsecondary institutions, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, and assess the budget as an instrument of strategic planning, resource allocation, and fiscal control.
Offered: Online

EDUC 784 Assessment & Accreditation  3 Credit Hour(s)
The purpose of this course is to explore assessment programs and research that informs and results in measurable improvements for students. The course will also explore how assessment can be used to align programs with the goals and values of the institution, while satisfying accreditation requirements.
Offered: Online

EDUC 785 Dissertation Planning  1 Credit Hour(s)
This course provides doctoral students with advanced research skills and strategies for conducting a literature review. Critical thinking skills, synthesis of information, and nonparametric statistical methods will be discussed.
Offered: Online

EDUC 816 Applied Research  3 Credit Hour(s)
Online Prerequisite: EDUC 750
The objective of an applied dissertation is to identify a problem of practice in the workplace and generate solutions to improve practice or policy on the issue. This course addresses the methods, skills, and knowledge necessary for completion of an applied research project.
Offered: Online

EDUC 817 Qualitative Methods of Research  3 Credit Hour(s)
This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents. (Formerly EDUC 717)
Offered: Online

EDUC 840 Issues and Trends in Educational Leadership  3 Credit Hour(s)
Online Prerequisite: Background Check Receipt with a score of 5
A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.
Registration Restrictions: Background check required and candidacy status
Offered: Online

EDUC 845 Policy Analysis  3 Credit Hour(s)
A study of the contemporary educational policy issues. Candidates will be required to assess and evaluate current education policies and implications for education effectiveness.
Registration Restrictions: Background check required and candidacy status
Offered: Online

EDUC 846 Leadership and Change  3 Credit Hour(s)
A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.
Registration Restrictions: Background Check Receipt
Offered: Online

EDUC 847 Background Check Receipt
EDUC 848 Culture and Educational Leadership  3 Credit Hour(s)
This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a biblical worldview and developing practices that maximize the opportunities of cultural diversity.
Registration Restrictions: Background check required and candidacy status
Offered: Online

EDUC 850 Literature Review for Applied Research  3 Credit Hour(s)
Online Prerequisite: EDUC 816
This course provides education practitioners in the doctoral program with research skills and strategies for conducting a literature review for applied research. Critical thinking skills, synthesis of information, and application of the literature are emphasized to support the feasibility and relevance of a capstone project.
Offered: Online

EDUC 851 Literature Review for Advanced Research  2-3 Credit Hour(s)
This course provides doctoral students with advanced research skills and strategies for conducting a literature review. Critical thinking skills, synthesis of information, and application of the literature are emphasized to support the feasibility and relevance of a research study.
Offered: Online

EDUC 871 Investigations in Curriculum Change  3 Credit Hour(s)
Review and evaluation of theories, models, and strategies for change; recognition and use of this knowledge as a practical guide to problem solving.
Offered: Online
EDUC 872 Research in Curriculum Design and Development 3 Credit Hour(s)
Online Prerequisite: EDUC 771
This course is designed for candidates who have an advanced understanding of research orientation and knowledge in the field of curriculum and instruction. Content and emphasis will focus on the understanding of how people learn, who decides what people learn, and how to determine what is taught in a classroom. Candidates will research curriculum theorists and the impact they have on the field of education. Candidates will also design and develop a curriculum project that both meets a professional need and reflects current issues and trends.
Offered: Online

EDUC 880 Applied Research Concepts & Methodology 3 Credit Hour(s)
Online Prerequisite: EDUC 850
Review of the doctoral candidates' proposed capstone project concepts and methodology under the supervision of a consultant.
Offered: Online

EDUC 887 Capstone I 5 Credit Hour(s)
Online Prerequisite: EDUC 880
This course focuses on developing doctoral candidates' capstone project prospectus.
Offered: Online

EDUC 888 Capstone II 5 Credit Hour(s)
Online Prerequisite: EDUC 887
This course focuses on developing doctoral candidates' capstone project proposal.
Offered: Online

EDUC 889 Capstone III 5 Credit Hour(s)
Online Prerequisite: EDUC 888
This course focuses on developing doctoral candidates' capstone project.
Offered: Online

EDUC 890 Capstone IV 0 Credit Hour(s)
Online Prerequisite: EDUC 889
This course focuses on final submission of doctoral candidates' capstone project.
Offered: Online

EDUC 895 Advanced Directed Research 3 Credit Hour(s)
Offers opportunity and challenge for advanced independent research to develop the individual's ability as an independent student and enable the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.
Registration Restrictions: Approval of instructor

EDUC 897 Advanced Seminar in Education 3 Credit Hour(s)
A study of selected topics relevant to current issues in education.

EDUC 915 Advanced Quantitative Methods of Research 3 Credit Hour(s)
Online Prerequisite: EDUC 860
This course addresses the skills and knowledge necessary for completion of a quantitative dissertation, including research design, analysis, and associated statistical procedures. This course also addresses sampling, assumptions, data interpretation, validity, reliability, and instrumentation.
Offered: Online

EDUC 917 Advanced Qualitative Methods of Research 3 Credit Hour(s)
Online Prerequisite: EDUC 860
This course addresses the skills and knowledge necessary for completion of a qualitative dissertation, including research design, data analysis and representation, methods for increasing trustworthiness, and ethical considerations in research with human subjects.
Offered: Online

EDUC 919 Professional Writing and Research 3 Credit Hour(s)
Online Prerequisite: (EDUC 815 and EDUC 812 and EDUC 760) or (EDUC 760 and EDUC 816 and EDUC 817)
This course addresses the skills and knowledge necessary for completion of a doctoral dissertation including research design, data analysis, and writing for publication.
Offered: Online

EDUC 960 Dissertation Planning 1 Credit Hour(s)
Online Prerequisite: EDUC 815 and EDUC 817
This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method for investigating their selected research problem.
Offered: Online

EDUC 970 Comprehensive Exam 0 Credit Hour(s)
Online Prerequisite: (Background Clear International with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Check Clearance with a score of 5) and EDUC 701 and EDUC 919 (may be taken concurrently)
A comprehensive examination must be taken no earlier than completion of the course requirements for the program of study. The comprehensive examinations must be successfully completed prior to submission to the dissertation proposal.
Registration Restrictions: Background Check Clearance
Note: Tuition charged for a one hour course.
Offered: Online

EDUC 980 Research Concepts & Methodology 3 Credit Hour(s)
Online Prerequisite: EDUC 915 or EDUC 917 or EDUC 919
Required of all candidates in a School of Education doctoral program. Review of the candidates proposed dissertation research concepts and methodology under the supervision of a research consultant.
Offered: Online

EDUC 987 Dissertation Prospectus and Research 5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation prospectus.
Offered: Online

EDUC 988 Dissertation Proposal & Research 3,5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation proposal.
Offered: Online

EDUC 989 Dissertation Writing and Research 3,5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation.
Offered: Online

EDUC 990 Dissertation Defense 3 Credit Hour(s)
This course focuses on defending the dissertation.