Higher Education and Learning Technologies

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Higher Education and Learning Technologies Web Site (https://new.tamuc.edu/department-of-higher-education-and-learning-technology/)

The Department of Higher Education and Learning Technologies prepares graduates for teaching, scholarly, administrative, and leadership roles in non-profit and for-profit organizations, including colleges and universities, schools, social service and learning centers, governmental agencies, and business corporations. The Department focuses on higher education administrations and teaching, adult education, educational technologies, librarianship, and individual and organizational learning development and performance.

Programs of Graduate Work

The following programs are offered within the Department of Higher Education and Learning Technologies:

Doctoral Degrees

- Higher Education

Master's Degree

- Higher Education
- Educational Technology
- Educational Technology Library Science
- Organization, Learning and Technologies

Certifications:

- School Librarian

Doctor of Education and Master of Science in Higher Education

A Doctor of Education degree in Higher Education is available as a 60-semester-hour program. The program does not include a minor and requires that the student has already completed a Master's Degree. A Master of Science degree in Higher Education with an emphasis in higher education administration is available. The master's and doctoral programs in Higher Education prepare students for careers as college and university faculty and administrators.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in higher education.

- Higher Education Admission Requirements (https://www.tamuc.edu/programs/higher-education-ms/#tamuc-section-55372)
- Higher Education Doctoral Admission Requirements (https://www.tamuc.edu/programs/higher-education-edd/#tamuc-section-55372)

Master of Education and Master of Science in Educational Technology

The Master of Science and Master of Education degrees are offered in Educational Technology. The degrees are in Educational Technology, and in Educational Technology Library Science. Coursework is available in one certification area to prepare educators for becoming School Librarians. Certification for school librarians (in public and private elementary and secondary schools) is available in two formats—students who already have a Master's take only the certification courses, but students without a Master's may take the certification courses as part of the Educational Technology Library Science Master's degree.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in educational technology leadership and educational technology library science.

- Educational Technology Admission Requirements (https://www.tamuc.edu/programs/educational-technology-leadership-med-ms/#tamuc-section-69504)
- Educational Technology Library Science Admission Requirements (https://www.tamuc.edu/programs/educational-technology-library-science-med-ms/#tamuc-section-69460)

Master of Science in Organization, Learning, and Technologies

The MS in Organization, Learning, and Technologies is a 30-semester hour program that offers 7-week modules with six starts per year. This program prepares students to improve individual and system-wide learning and performance by intertwining best practices in instruction and learning technology with organizational skills. While completing the program, students prepare a professional portfolio to assist in their career development.

Five programmatic competencies serve as the focus of the online MS in Organization, Learning and Technologies:

1. Analysis and Evaluation/Assessment - Determine causes of learning and performance gaps based on analyses of data, evaluate training or learning programs, and design and critique a research study.
2. Technology Skills - Select and implement technologies to improve learning and instruction.
3. Instructional Design and Delivery - Evaluate learners, tasks, and delivery settings to design and deliver engaging presentations or self-paced learning material.
4. Cultural and Global Fluency - Study culture, workforce characteristics, and global trends to incorporate diversity into solution designs and implementation.
5. Leadership and Communication - Apply theories and principles of leadership in communication and relationships for leading change.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in organizational, learning & technologies.

- Organization, Learning & Technologies Admission Requirements (https://www.tamuc.edu/programs/organization-learning-technology-ms/#tamuc-section-55372)

School Librarian Certification Program

School Librarian certification in the state of Texas includes 4 components -- completion of an SBEC-approved school library certification program, a passing score on the TExES (150), a Master's degree, and 2 years classroom teaching experience. The SBEC approved certification program at Texas A&M University-Commerce offers two options - one for candidates already having a Master's degree, and the second for candidates pursuing a Master's degree w/School Librarian Certification.

This program (certification and Master's) is for the preparation of school librarians (EC-12), and does not apply to other types of librarianship.

Contact the Department of Higher Education and Learning Technologies for additional information relating to School Librarian Certification at 903-886-5618.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Higher Education MS (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education/)

Higher Education EdD (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education-leadership-ede/)

Educational Technology MS/MED (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/educational-technology/)

Educational Technology Library Science MS/MED (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/educational-technology-library-science-ms-med/)

Educational Technology Minor (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/educational-technology-minor/)

School Librarian Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/educational-technology-library-science-ms-med/school-librarian-certificate/)

Organization, Learning, and Technologies MS (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/organizational-learning-and-technologies/)

Higher Education Student Affairs Graduate Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education-student-affairs-graduate-certification/)

Higher Education Teaching Graduate Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education-teaching-graduate-certificate/)

Instructional Design Graduate Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/organizational-learning-and-technology/instructional-design-graduate-certificate/)

Organization Development Graduate Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education/organization-development-graduate-certificate/)

Talent Development Graduate Certificate (http://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/higher-education-and-learning-technologies/higher-education/talent-development-graduate-certificate/)

EDUC 5010 - Human Development
Hours: 3

EDUC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

EDUC 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

ETEC 518 - Thesis
Hours: 3-6

ETEC 524 - Introduction to Educational Technology
Hours: 3
This course will introduce the student to educational technology and current research on critical issues, trends, diffusion and adoption of technology and history and theoretical foundations of the field. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy. Crosslisted with: LIS 520.

ETEC 526 - Games & Simulations for Learning
Hours: 3
This course examines games and simulations as learning technologies, including defining qualities and characteristics, as well as theories of learning and play. Emphasis is placed on processes for designing and selecting appropriate games and simulations based on analysis of instructional needs.

ETEC 527 - Web 2.0 Technologies for Instruction
Hours: 3
This course explores the current and emerging Web 2.0 technologies used in education and other instructional settings. Students will explore, analyze, and design uses of these technologies to enhance instruction. Emphasis will be on the appropriate selection of technologies for various instructional goals and settings.

ETEC 528 - Digital Storytelling Across the Curriculum
Hours: 3
This course will explore the power of capturing and sharing a personal narrative through various approaches using different forms of technology. Students will have the opportunity to learn various techniques for capturing and telling stories, a brief understanding of storytelling, and a chance to create and share autobiographical, interview biographical and global stories shared through different media.

ETEC 561 - Supporting Learning with Technology
Hours: 3
This course focuses on learning theory and principles underlying learning-centered uses of technology to support the learning process. Students will explore and analyze communication technologies applicable to teaching and learning, and will design a unit of instruction using a learning-centered approach supported with technology.

ETEC 562 - Applying Instructional Media & Technology
Hours: 3
Applying Instructional Media and Technology. Three semester hours. Introduces students to the selection and use of computer-based media, multimedia, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer based media production, digital formatting technology, and multimedia processes.

ETEC 568 - Makerspaces
Hours: 3
This course will explore a movement that has emerged in the last decade on several levels. Through reading and research students will begin to understand the culture and structure of the maker movement and how it can be implemented in existing schools. Students will also have a chance to participate in several aspects of making through prototyping with electronics, microcontrollers and some simple computer programming in C++ on the Arduino. This class is designed to serve as in introduction to making.

ETEC 575 - Student-centered Learning Environments
Hours: 3
This course studies the theoretical basis, defining characteristics, and current research on the design of student-centered learning environments. Students will design a student-centered learning environment that supports adult or non-adult learning through problem contexts enriched with appropriate scaffolds, timely resources, and technology tools.

ETEC 578 - Instructional Design & Development
Hours: 3
Same as OLT 578. Students will utilize a systems approach to design and develop instruction. The five phases of instructional design: analysis, design, development, implementation, and evaluation, are examined.

ETEC 579 - Implementation of Educational Technology Programs
Hours: 3
An examination of the theories, practices, and competencies required for effective implementation of educational technology programs. Examines historical trends in technology integration and explores key factors and considerations for the implementation of instructional technology programs.

ETEC 588 - Issues In Ed Tech & Tech Chg
Hours: 3
Issues in Educational Technology and Technological Change. Three semester hours. This course focuses on the processes by which professional change agents (for example, educational technologists) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships are covered. Students learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people. areas to the addressed, but not limited to include mentoring for and with technology, assistive technology solutions, and applications of emerging technologies.

ETEC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

ETEC 591 - Online, Virtual, and Distributed Learning Systems
Hours: 3
Three semester hours. Examines theories and practice of online, virtual, or distributed learning systems, such as flipped classrooms, hybrid or blended learning environments, and distance education. Emphasis is on the design and implementation of effective instructional strategies for online, virtual, or distributed learning environments. Prerequisites: ETEC 524 or permission of the instructor.

ETEC 593 - Strategic Planning for Technology Integration
Hours: 3
This course examines the process for developing and implementing a strategic plan for technology integration in educational settings. Emphasis is placed on developing a mission, vision, and priority goals for technology integration that align with school/institution strategic plans, as well as state technology and readiness standards.

ETEC 594 - Technology and Inquiry-based Instructional Methods
Hours: 3
Technology and Inquiry-based Instructional Methods - Three semester hours. This course examines the role of technology in the inquiry-based instructional methods vital to fostering critical thinking and complex problem solving skills and abilities. Emphasis is placed on social constructivist learning theories and inquiry-based instructional methods, such as case study approaches and problem- or project- based learning.

ETEC 595 - Research Methods
Hours: 3
Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

ETEC 596 - ETEC Capstone: Eportfolios & Program Evaluation
Hours: 3
This course is intended for students in the last semester of the EDTE or ETLS masters degree program. The course will explore eportfolios as a means to support metacognitive reflection (a key to lifelong learning), make thinking visible, assess learning, and evaluate learning programs. Students will also develop a learning technology program evaluation plan and submit their ETEC eportfolios for peer review and revise for final submission for graduation. Prerequisites: ETEC 524, ETEC 527, ETEC 562, ETEC 579. Crosslisted with: LIS 596

ETEC 597 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

HELT 595 - Research Methodologies
Hours: 3
Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

HIED 501 - Orientation
Hours: 0

HIED 528 - Philosophy of Education
Hours: 3
Includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

HIED 540 - American Community College
Hours: 3
Provides an overview of the community college with particular emphasis on the history, philosophy, and uniqueness of the institution. State and local governance and finance are also examined. Prerequisites: A 595 course from major or related discipline Min Grade B.

HIED 541 - Community College Curriculum
Hours: 3
Furnishes an examination of trends and issues in the community college, and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies. Prerequisites: A 595 course from major or related discipline Min Grade B.

HIED 542 - Teaching in Higher Education
Hours: 3
Analysis and comparison of teaching styles and models with an emphasis on improvement and assessment.

HIED 543 - Issues in Adult & Developmental Education
Hours: 3
Exploration of adult and developmental education including analysis of nontraditional learners in higher education. Emphasis is placed on history, social impact, current practices, and research in the areas of basic education, developmental education, and customized training.

HIED 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

HIED 595 - Research Methodologies
Hours: 3
Research Methodologies. Three semester hours. Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

HIED 597 - Special Topics
Hours: 0-4
Special Topics

HIED 615 - Introduction to Higher Education
Hours: 3
This course provides a foundation for understanding how institutions of higher education in America function. Includes a study of systematic philosophies of education and their influence on instruction and administration in higher education.

HIED 617 - Introduction to Quantitative Research
Hours: 3
An introduction to statistical methods and their applications to educational research. Core statistical concepts, common and appropriate statistics matching research questions, and interpretations of statistical results will be learned. Students will practice creating quantitative purpose statement, research questions or hypotheses, selecting variables, summarizing data, running data analysis, and reporting results.

HIED 619 - Advanced Quantitative Research
Hours: 3
This course provides additional training in statistics. It will cover important statistical concepts. It will include instruction in using and interpreting results from statistical tests including: advanced correlational methods, simple regression, multiple regression, logistic regression, t-tests, ANOVA, MANOVA and selected nonparametric tests. The use of SPSS will be integrated into the course. This is an approved doctoral research tools course. Prerequisites: HIED 695 and HIED 617.

HIED 620 - The Adult Learner
Hours: 3
This course examines the unique nature of the adult learner in higher education in contrast with young learners in K-12 classrooms. Emphasis will be placed upon theories of andragogy and practices in adult learning.

HIED 621 - Teaching and Learning in Higher Education
Hours: 3
A study of diverse teaching strategies, learning paradigms and issues encountered by the professoriate.

HIED 622 - Internship
Hours: 3
Supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization. Prerequisites: Consent of instructor.

HIED 627 - Hist HIED in US
Hours: 3
History of Higher Education in the United States. Three semester hours. Examines the origin, development, and distinctive features of American higher education. Special emphasis is given to the traditional and contemporary roles of post-secondary institutions, and how political, economic, and social forces have altered the public and private college and university landscape

HIED 628 - Survey of Dev ED
Hours: 3
Survey of Developmental Education - Three semester hours A survey of best practices and current and emerging trends in the administration and delivery of effective developmental education programs.

HIED 637 - Institutional Effectiveness and Outcomes Assessment
Hours: 3
Examines the application of a variety of institutional assessment processes to the development, or improvement of the organization and to the measurement of accountability. Special attention will be devoted to accreditation.

HIED 640 - Policy Making in Higher Edu
Hours: 3
Policymaking in Higher Education. Three semester hours. Examines the development, implementation, and enforcement of policies by institutions of higher education, state higher education agencies, governing boards, and the government. Emphasis is placed on the impacts of policies on institutions and students.

HIED 650 - Writing a Literature Review
Hours: 3
Produces an extensive and integrative literature review related to the student's dissertation topic. Students will search, retrieve, summarize, and synthesize relevant studies, particularly journal articles. The role of theoretical or conceptual framework for writing the review will be also covered.

HIED 651 - Curriculum Development in Higher Education
Hours: 3
Design, implementation, and evaluation of curricula for general education and program majors with a consideration of trends, issues, problems, and variations

HIED 653 - Com Col Instr Lead
Hours: 3
Fundamental Theories in Community College Instructional Leadership. Three semester hours. Introduces prominent theories of administrative thought, including the theories of change, communication, role, and evaluation of personnel. Practical applications of these theories will be studied; and leadership strategies for the dean, division chair, and department chair will be emphasized.

HIED 654 - Leadership Theory and Practice
Hours: 3
Analysis and assessment of leadership in organizational or institutional settings.

HIED 655 - Issues in American Higher Education
Hours: 3-6
Provides an in-depth analysis of prevalent issues related to American higher education, such as academic freedom, administration and governance, intercollegiate athletics, philanthropy, and federal/state governments. Students will examine the context, challenges, and complexities of the American higher education system and apply ideas for possible resolutions for institutional sustainability, improvements, and continued progress in the 21st century.

HIED 656 - The Law of Higher Education
Hours: 3
Historical and contemporary legal issues that shape postsecondary institutions.

HIED 657 - Org & Govern in HIED
Hours: 3
Organization and Governance in Higher Education - Three semester hours Examines organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; and critical roles and responsibilities affecting a variety of college and university administrative and instructional units.

HIED 658 - Administration of Student Affairs
Hours: 3
Examines organizational structures, leadership, and management processes associated with college and university student affairs administration. Special emphasis is given to institutional policies, planning, and coordination to support students' development, growth, and engagement in areas, such as housing and dining, recreation, support groups, advising and counseling, career or multicultural centers, and how these resources contribute to the mission of higher education institutions.

HIED 659 - HIED Finance
Hours: 3
Higher Education Finance - Three semester hours Examines the complexities of higher education finance and how political, economic, and social forces impact budgetary decisions. Provides an overview of financial administration in public and private colleges and universities, with special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resource allocation concerns, and institutional fund-raising activities.

HIED 670 - Diversity in HIED
Hours: 3
Diversity in Higher Education - Three semester hours Provides historical and modern-day contextual frameworks for studying the presence, promotion, and refinement of diversity programs in American colleges and universities. Examines best practices employed by institutions of higher education to address challenges and opportunities in planning for and implementing diversity programs and related activities.

HIED 677 - Learning Community
Hours: 3
The study of instructor-selected topics and how such topics as well as ideas from previous coursework can inform research to improve community college teaching with an emphasis on discussing problem identification, design, and analysis. Regular, significant interaction between the instructor and students as well as among students will be required. Prerequisites: Candidacy required.

HIED 689 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

HIED 695 - Research Methodology
Hours: 3
An overview of research methodology including basic concepts, common design, and procedures of collecting and analyzing data employed in quantitative and qualitative research. Students will develop a research proposal applying learned concepts. This is an approved Level I doctoral research tools course. Prerequisites: Admission to the doctoral program.

HIED 696 - Qualitative Research Methods
Hours: 3
Introduce students to qualitative research methods, which includes ethnography, case study, phenomenology, grounded theory, biographical research, program assessment, hermeneutics and critical social science. By the end students will have an understanding of naturalistic fieldwork and develop skills in how to formulate appropriate qualitative research questions and collect qualitative data using five data gathering techniques, including observation, interviewing, document collection, participation, and artifact collection. Students will learn the basic steps of qualitative data analysis and reporting. Prerequisites: Completion of HIED 695.

HIED 697 - Special Topic
Hours: 1-4
Special Topics Hours: One to Four Organized class. Prerequisites HIED 595 or HIED 695 Note May be repeated when topics vary.

HIED 698 - Advanced Qualitative Research
Hours: 3
An intensive analysis of the theory and practice of qualitative research in Higher Education, including a review of primary methods such as narrative inquiry, phenomenology, grounded theory, case study, and ethnography. Emphasis will be placed upon practice in research design, multiple methods of data collection, exhaustive data analysis, and meaningful interpretation and application. Prerequisite: Completion of HIED 695 and 696 with a grade of B or better.

HIED 710 - Dissertation Prospectus
Hours: 3
The student will demonstrate his/her competence in using systematic research procedures through preparation of a dissertation prospectus. The prospectus can build upon the literature review produced in HIED 650 and previously developed research proposals for the student's dissertation topic. Prerequisites: Completion of four research tools with grade of B or above.

HIED 718 - Doct Dissertation
Hours: 3-12
Doctoral Dissertation. Twelve semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

LIS 512 - Info Ref & Mediographic
Hours: 3
Information, Reference, and Mediographic Services. Three semester hours. Includes a detailed study of the basic and most useful reference sources with strong emphasis on new computer technologies applicable to the school library situation.

LIS 515 - Cataloging/Classification
Hours: 3
Cataloging and Classification. Three semester hours. Descriptive cataloging of print and non-print materials for the school library. Emphasizes Anglo-America Cataloging Rules, Dewey Decimal Classification, and Sears Subject Heading.

LIS 520 - Foundations of Educational Technology
Hours: 3
This course will introduce the student to the history, theoretical foundations, critical issues, applications, diffusion and adoption of technology. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy. Crosslisted with: ETEC 524.

LIS 524 - Dev General/Spec Collectn
Hours: 3
Developing General and Specialized Collections. Three semester hours. Examines principles and practices in selecting print and non-print media for school library programs. Evaluates media for children and young adults.

LIS 527 - Books Child/Young Adults
Hours: 3
Books and Related Materials for Children and Young Adults. Three semester hours. In-depth study of leading examples of media as they relate to the curriculum and the role of the school librarian.

LIS 540 - Admin School Libraries
Hours: 3
Administration of School Libraries - Three semester hours Administration of a school library is a complex process that affects the entire school. The librarian must manage a many-faceted operation that involves staff, materials, equipment, facility, and furnishings. Application of management principles and state library competencies will be studied as they relate to the school library program. The course will cover the library in relation to curriculum, selection and acquisition of materials and equipment, scheduling, facility design, cooperative planning with staff members, censorship, and professional standards including laws and regulations.

LIS 550 - Practicum in a School Library
Hours: 3
Open only to graduate students applying for school librarian cetification, this course is designed to give the student experiences in organization, administration, selection, classification, cataloging, and reference work in a school library under the supervision of a certified librarian. Prerequisites: LIS 512, LIS 515, LIS 524, LIS 527, LIS 540, ETEC 579, and permission of the instructor.

LIS 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Department Head.

LIS 595 - Research Methods
Hours: 3
Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem working together to analyze, evaluate and apply information to for preparation of an individual research proposal.

LIS 596 - Capstone: Eportfolios & Program Evaluation
Hours: 3
This course is intended for students in the last semester of the ETLS master's degree program. In this course students explore ePortfolios as a means to support metacognition (inquiry, reflection, and integration) essential practices of lifelong learning, they will assess learning, and evaluate learning programs. Students will also submit their ETEC eportfolios for peer review and revise for final submission for graduation. Prerequisites: ETEC 524 Min Grade C and ETEC 527 Min Grade C and ETEC 562 Min Grade C and ETEC 579 Min Grade C, and LIS 512 Min Grade C, LIS 515 Min Grade C, LIS 524 Min Grade C, LIS 527 Min Grade C, LIS 540, LIS 550 Min Grade C. Crosslisted with: ETEC 596.

LIS 597 - Special Topics
Hours: 0-4
Organized class. May be repeated when topics vary.

OLT 510 - Utilizing Effective Instructional Technologies
Hours: 3
Provides instructional designers and trainers with knowledge and skills for selecting, applying, and evaluating basic instructional techniques and learning principles. Students will demonstrate competencies in presentations utilizing various instructional technologies and techniques.

OLT 514 - Organization Development
Hours: 3
This course familiarizes students with concepts, models, theories, and techniques for planning, facilitating, and evaluating Organization Development (OD) change efforts. Students will develop skills and competencies necessary to carry out a variety of roles and strategies for internally and externally implementing OD interventions.

OLT 515 - Cultural Issues in Organizations
Hours: 3
This course covers major frameworks for analyzing and characterizing types and levels of culture that matter to organizations. Examples include types of national, regional, and organizational culture. Diversity and conflict resolution will be also covered. Students will design an effective training or learning solution by applying learned concepts and frameworks.

OLT 516 - Fundamentals of Work Engagement
Hours: 3
The course explores current organization development policies and practices in today's organizations. The focus will be on work engagement, an increasing area of interest that has implications for organizational culture, performance, work-life balance, and a host of employees' well-being and behaviors.

OLT 528 - Introduction to Presentation Design
Hours: 3
This course will cover how to design a professional presentation for commonly performed tasks by learning and development professionals, such as call to actions, task explanation, or career development. Students will develop and deliver a recorded or live presentation addressing needs for clarity, structure, and audience attention.

OLT 553 - Organizational Leadership
Hours: 3
This course includes topics related to the role of leadership in employee development and organizational changes. Included are major theories and principles of organizational leadership and skills to identify, measure, and evaluate leadership effectiveness.

OLT 554 - Principles of Adult Learning
Hours: 3
This course explores adult development to promote an expanded understanding of issues and practices in adult education. The course focuses on three core areas of concern in adult education: acknowledgment of learner experience, promotion of autonomy and self-direction, and establishment of teacher-learner relationships in the adult environment.

OLT 560 - Workplace Learning, Development, and Performance
Hours: 3
This course provides talent development professionals with knowledge and skills for identifying and combining organizational learning, development, and performance improvement solutions. Topics also cover how to evaluate a good balance or mix of various learning and performance solutions.

OLT 563 - Talent Development
Hours: 3
Survey of major talent development approaches to align human resources with organizational goals and workforce planning. Students will diagnose the current talent development or management strategies, analyze organizational and individual competencies, assess the current people development practices, and create a plan that aligns learning, leadership, and career solutions.

OLT 570 - Seminar in Human Resource Development
Hours: 3
One topic will be selected in consideration of workforce trends and demands. Exemplary topics include diffusion of innovation, people analytics, smart work, digital workplace, meaning of work, organization development, and leading changes.

OLT 575 - Performance Consulting
Hours: 3
Survey of human performance technology approaches and tools to improve the performance of individuals, work groups, work processes, and an organization. Students will collaboratively identify organizational performance problems, suggest instructional and non-instructional interventions based upon data-driven performance analysis, and design or evaluate programmatic solutions in cooperation with the clients throughout the entire process.

OLT 578 - Instructional Design and Development
Hours: 3
Same as ETEC 578. Students will utilize a systems approach to design and develop instruction. The five phases of instructional design: analysis, design, development, implementation, and evaluation are examined.

OLT 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

OLT 590 - Evaluation
Hours: 3
Methods of inquiry and analysis to evaluate the effectiveness of training, development, and performance improvement programs. Topics include various evaluation models, ways to assess satisfaction, learning, behavioral changes, and impacts, and how to integrate evaluation with planning or continuous improvements.

OLT 595 - Research Methodology
Hours: 3
This course provides an overview of research methodology to include core concepts and common procedures employed in quantitative and qualitative research methods.

OLT 597 - Special Topics
Hours: 3
Organized class. May be repeated when topics vary.

WLD 501 - Foundations of Human Resource Development
Hours: 3
This course provides an introduction to the organization and implementation of work-based learning programs. Topics include the organizational environment and an analysis of the types of organizational programs needed to address organizational culture and needs. The course also includes an overview of legal issues. The process for conducting and implementing a needs assessment will be examined. Specific legal issues to meet the training needs of specific organizations will be identified.

WLD 502 - Instructional Technologies for E-Learning
Hours: 3
This course provides an overview of instructional technologies that may be integrated into teaching educational content in a digital format. Students will create an Online Course to develop their skills in building learning materials to be integrated for online delivery. Students will learn how Web 2.0 technologies are impacting education. Students will analyze some innovative ways to integrate Web 2.0 technologies for education. A description of the paradox of utilizing technology for education will be given. Innovative examples of integrating Web 2.0 Technology for education will also be examined.

WLD 503 - Online Delivery Skills
Hours: 3
This course is designed to help students move their presentation design and online delivery skills to the next level of performance. The purpose of this course is not to provide general knowledge about presentation design and delivery in a lecture format. This course will provide an opportunity to practice and receive feedback on their delivery skills to be a successful workplace learning practitioner or a future researcher.

WLD 504 - Human Performance Technology
Hours: 3
This course surveys performance technology approaches and tools to improve the performance of employees, work groups/processes, and the organization. Students will collaboratively identify the type of performance analysis opportunities (e.g., a new technology/program/policy roll out, problem fix, people development, strategy development), conduct a performance analysis gathering related information/data, examine popular instructional and non-instructional performance solutions, suggest interventions based upon the result of the performance analysis, and plan for implementation and evaluation of programmatic solutions – doing all or most of these in close cooperation with the clients.