

Higher Education Courses

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

Polymaking 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.