

Ed. D. PROGRAM COURSE DESCRIPTIONS:

CORE COURSES FOR K-12 AND HIGHER EDUCATION CONCENTRATIONS

(CORE COURSES UPTO 2017 COHORT)

EDUC-803. HUMAN RESOURCES MANAGEMENT/PERSONNEL ADMINISTRATION:

This course addresses the role and functions, strategic planning, information technology, recruitment, selection, and induction of employees, staff development, performance appraisal, compensations, employment continuity, and unionism from the human resource administrator's standpoint. Additionally, this course addresses the human relations aspects intrinsically involved in and through the human resource parameters. The relationship of the human resources office to the effective, safe, and efficient operation of an educational organization's vision for the promotion of student success is further examined. 3 credits.

EDUC-805. RESEARCH DESIGN AND QUANTITATIVE RESEARCH METHODS: This course is designed to prepare doctoral students to understand, interpret, evaluate and design quantitative research and to develop the ability to select and use appropriate research methods. This course integrates the major concepts and practices of quantitative research methodology and introduces descriptive and inferential statistics. This course focuses on the development and application of research for the purpose of writing the doctoral capstone. Topics addressed in this course include choice of research methods, developing a problem statement and proposal, preparing questionnaires, conducting research, tabulating data, and reaching conclusions from quantitative data. Additionally, this course includes readings on methodology, lectures, discussions, presentations, and in-class exercises that are designed to highlight various issues. 3 credits.

EDUC-808. ORGANIZATIONAL STRATEGIC PLANNING AND PROGRAM ANALYSIS:

The course explores the steps of the strategic planning process in educational organizations. The benefits of involving a broad range of personnel in the process are discussed. The doctoral student will examine the following strategic planning steps: the development of a mission statement; completion of an environmental scan; development of key objectives and initiatives; design of programs and activities to accomplish the key objectives; and determination of performance measures to monitor and evaluate the organization's progress toward accomplishing its key objectives. 3 credits.

EDUC-888. ACTION RESEARCH AND QUALITATIVE RESEARCH METHODS IN EDUCATION: This course addresses the role of action research in studying the underlying problems that occur in educational organizations. The role of action research as it relates to educational leadership roles in strategic planning, change management and organization development will be emphasized. Types of action research, their advantages and disadvantages, the action research process and the similarities and differences between action research and formal qualitative research will be examined. The Qualitative research paradigm will be further examined and explored. Participants will have hands-on opportunity to plan action research projects and apply action research planning techniques. 3 credits.

(This course has been revised with effect from Summer 2018)

CORE COURSES FOR COHORT 2018 ONWARD

EDUC 805: RESEARCH DESIGN AND QUANTITATIVE RESEARCH METHODS: This course is designed to prepare doctoral students to understand, interpret, evaluate and design quantitative research and to develop the ability to select and use appropriate research methods. This course integrates the major concepts and practices of quantitative research methodology and introduces descriptive and inferential statistics. This course focuses on the development and application of research for the purpose of writing the doctoral capstone. Topics addressed in this course include choice of research methods, developing a problem statement and proposal, preparing questionnaires, conducting research, tabulating data, and reaching conclusions from quantitative data. Additionally, this course includes readings on methodology, lectures, discussions, presentations, and in-class exercises that are designed to highlight various issues. Credits, Three Hours.

EDUC-808. ORGANIZATIONAL STRATEGIC PLANNING AND PROGRAM ANALYSIS: The course explores the steps of the strategic planning process in educational organizations. The benefits of involving a broad range of personnel in the process are discussed. The doctoral student will examine the following strategic planning steps: the development of a mission statement; completion of an environmental scan; development of key objectives and initiatives; design of programs and activities to accomplish the key objectives; and determination of performance measures to monitor and evaluate the organization's progress toward accomplishing its key objectives. Credits: Three Hours

EDUC 831: FOUNDATIONS OF DOCTORAL STUDIES: The purpose of this course is to provide an overview of the doctoral program and identify the skills required for students to become innovative leaders in the present-day education sector. The key features of this course will highlight the unique differences of each concentration. Doctoral capstone options will be discussed. The course will focus on writing style, grammar, and use of APA style and citations. Collaboration and individual assignments will ensure students have the scholarly writing, critical thinking, oral communication, and research skills essential for completion of their capstone experience and development of high level of leadership skills. Credit, One Hour.

EDUC 833: APPLIED ASSESSMENT AND DATA ANALYTICS: Education institutions must assess varied and extensive information to gauge institutional effectiveness and generate data-based decisions. Upon completing the course, participants will be able to locate, examine, and interpret qualitative and quantitative educational research and assessment data to determine areas of institutional effectiveness or concern. Students will also use this course to help solidify the data needed for their capstone experience and determine the most appropriate method to solve their research problem. At the completion of this course, students will select a preliminary capstone option and submit their decision to the School of Graduate Studies and Research. Credit, three hours.

EDUC 835: USE OF TECHNOLOGY IN ACTION RESEARCH AND DATA DRIVEN DECISION MAKING: While Applied Assessment and Data Analytics course (EDUC 833) focuses on interpreting data, this course emphasizes designing and evaluating assessment strategies. Students will synthesize appropriate assessment measures and appraise data collection methods; determine if the assessment methods generate the necessary data; and make recommendations for improvements in the assessment process. The class participants will draw conclusions based on the data presented, while discussing the limitations of data collection

designs and validity of the results. In addition, presenting results to stakeholders and effectively using data to persuade institutional decisions will be practiced. Students will find the concepts presented in this course valuable when writing discussion or application portion of their capstone experience. Credit, three hours.

EDUC 888. QUALITATIVE AND MIXED RESEARCH METHODS IN EDUCATION: This research course provides students with the opportunity to develop knowledge and skills for designing qualitative research at the doctoral level. Students will explore the nature of qualitative inquiry; field work strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research. They will practice using software to code data and interpret and present results. Course participants will apply their knowledge and skills by developing a possible qualitative research plan to examine their research interests. Credit, three hours.

RESEARCH COURSES

UPTO COHORT 2016

EDUC-817. RESEARCH SEMINAR I: Dissertation/Project Study/Case Study - Writing:

The research seminar is designed to address doctoral candidates' progress as they navigate through the doctorate program. Course familiarizes candidates with the importance of Form/Style (APA) and Scholarly writing. An orientation to the capstone process is discussed. Emphasis is placed on the Ed. D. course sequences and capstone products for each of the Research seminars. Special attention is given to literature review and the importance of understanding the complexity of conducting a search. Additionally, students are assisted on how to select a capstone topic, determination of their research format, and the chapter requirements. Doctoral candidates meet with the course professor as a cohort group. Discussion of policies and procedures of the capstone process takes place in this course/seminar. 1 credit hour.

EDUC-818. RESEARCH SEMINAR II: Dissertation/Project Study/Case Study - Prospectus Workshop:

The research seminar is designed to address doctoral candidates' progress in the choice of topic, determination of their research format, and the capstone chapter requirements. Assistance is given to clarify the candidate's research question(s), determine the appropriate research design, methodologies and analysis of data. Doctoral candidates meet with the course professor as a cohort group and on an individual basis. Discussion of policies and procedures of the capstone process and the qualifying exam are addressed in this course/seminar. 1 credit hour

EDUC-819. RESEARCH SEMINAR III: Dissertation/Project Study/Case Study – Final Research Document Preparation:

This course provides a comprehensive review and knowledge of educational leadership research and prepares students for the final research document preparation. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the Education Leadership curriculum. Instructions are given on how to complete the final research document. Doctoral candidates meet with the course instructor as a cohort group and on an individual basis with their respective advisory committee

chair. Discussion of policies and procedures of the dissertation/project study/case study process is addressed in this course. 1 credit hour

EDUC-820. RESEARCH COURSE I: Dissertation: IRB Prep & Developing Prospectus; Project Study: Identifying the Problem; Case Study: Selecting the Problem: This course provides candidates in the doctoral program of Educational Leadership with advisement and support while carrying out their doctoral research study. Doctoral candidates are required to address one or more ELCC/NELP standards through their choice of doctoral research. This course provides assistance with completing and presenting the prospectus. The overarching objective of this course is for students to demonstrate readiness to conduct doctoral research. EDUC 820 is designed as the culminating experience of the first-year experience of the Ed. D. leadership program. 3 credit hours

EDUC-821. RESEARCH COURSE II: Dissertation: Proposal Completion & Defense; Project Study: Development of Project; Case Study: Presentation of Analysis: This course provides a comprehensive review and knowledge of Educational Leadership research. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the educational leadership curriculum. 3 credit hours

EDUC-822. RESEARCH COURSE III: Dissertation/Project Study/Case Study – Research Doc. Finalization & Defense Prep: This course provides a comprehensive review and knowledge of Educational Leadership research and prepares students for the completion, defense and submission of the final research document. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the educational leadership curriculum. Instructions are given on how to write final research document. Doctoral candidates meet with the course professor as a cohort group and on an individual basis with their respective advisory committee chair. Discussion of policies and procedures of the capstone process is addressed in this course. 3 credit hours

EDUC-823. RESEARCH COURSE IV: Dissertation/Project Study/Case Study – Research Document Completion, Defense & Submission process: This course provides candidates in the doctoral program of Educational Leadership with advisement and support while carrying out their dissertation/project study/case study. Doctoral candidates are required to address one or more ELCC/NELP standards through their choice of dissertation/project study/case study research. 3 credit hours

RESEARCH COURSES

FOR COHORT 2017 ONWARD

EDUC-840. RESEARCH SEMINAR I: PROSPECTUS: All doctoral students are required to complete a capstone experience emphasizing innovation in K-12 & higher education leadership. In this course, students will officially begin focusing on their doctoral capstone experience while building on assignments from previous courses. The students will be provided with examples of each type of capstone option and will outline their individual experience. All students will complete Institutional Review Board training. At the completion of this course, students will provide a prospectus of their capstone experience to their committee members. 3 credit hours

EDUC-841. RESEARCH SEMINAR II: PROPOSAL WRITING AND DEFENSE: Doctoral students will continue independently progressing toward the completion of their capstone experience. Their experience must be approved by their committee members and students are encouraged to work closely with their committee chair as they develop a proposal. This course will involve extensive reading of research and writing. At the completion of this course, students are expected to have written and defended their capstone experience proposal. Students must have their capstone experience approved by their committee. 3 credit hours.

EDUC-842. RESEARCH SEMINAR III: DATA COLLECTION: Doctoral students will continue independently progressing toward the completion of their capstone experience. Their experience must be approved by their committee members and students should work closely with their committee chair as they develop and defend their proposal. This course will involve extensive reading of research and writing. By the end of this course, students must successfully collect any data required for their capstone experience. 3 credit hours

EDUC-843. RESEARCH SEMINAR IV: CAPSTONE WRITING: Doctoral students will continue independently progressing toward the completion of their capstone experience. Their experience must be approved by their committee members and students should work closely with their committee as they work on their experience. This course will involve extensive reading of research and writing. By the end of this course, students must demonstrate progress in their capstone experience and present a plan of completion to their advisory committee. 3 credit hours

EDUC-844. RESEARCH SEMINAR V: CAPSTONE DEFENSE: Doctoral students will continue independently progressing toward the completion of their capstone experience. Their experience must be approved by their committee members and students should work closely with their committee chair as they work on their experience. This course will involve extensive reading of research and writing. Students must defend their capstone experience by the completion of this course to receive course credit. 3 credit hours.

EDUC-829. SUSTAINING DISSERTATION RESEARCH: Students must maintain Capstone Sustaining Credits as they progress toward completion of their capstone experience. Students must maintain communication with the course instructor and their committee chair and submit a summary of progress made and plan; outlining the next steps and targeted completion dates for their capstone experience prior to the end of each course. Credit 6 hours.

INTERNSHIP / FIELD EXPERIENCE COURSES

EDUC-812. INTERNSHIP: APPLIED EDUCATIONAL ADMINISTRATION: The internship experience (240 hours including EDUC 813) is a supervised field experience that enables the doctoral candidate to practice knowledge and skills acquired in coursework and professional experiences in an authentic setting. The doctoral candidate experiences the everyday life of an administrator and how everyday challenges are solved, such as time management strategies, organizational techniques, successful secretarial relationships, appropriate interpersonal skills and human relations, communication vehicles, problem solving, negotiation, instructional leadership, management, professional dispositions, and leadership. In conjunction with the field-based administrator, doctoral candidates will identify an educational problem in the organization and design an action-based research project to examine possible solutions. 3 credits.

EDUC-813. INTERNSHIP: APPLIED EDUCATIONAL ADMINISTRATION: This internship experience is an extension of the supervised experience that enables the doctoral candidate to

demonstrate their internship experiences by presenting their field-based experiences. Students must also present their portfolio. 3 credit hours.

EDUC-836. ADMINISTRATIVE FIELD EXPERIENCE: Field Experience (120 hours) is a series of rigorous, substantial, high quality, supervised clinical experiences that enable the students to synthesize the theoretical and research-based content of the course offerings with practical and professional experiences of the internship. It prepares the students to face the everyday administrative challenges and devise an operational framework from which concepts, plans, and strategies for institution's improvement can be made. The students will acquire skills and competence to demonstrate an appreciation for reflective practices in an authentic setting. 3 credit hours

CONCENTRATION SPECIFIC COURSES

COURSES FOR K-12 CONCENTRATION

EDUC-800. THE SUPERINTENDENT AS A SCHOLAR-PRACTITIONER EDUCATIONAL LEADER: This course gives an overview and provides the foundation for developing and cultivating the leadership skills and values that superintendents and K-12 leaders will find helpful to move from a theoretical base to becoming an effective scholar-practitioner educational leader. This course addresses district/ institution vision, school culture, politics and governance, internal and external communication, organizing for high performance, curriculum design and delivery, and human resource management for student learning. The course also provides insights on how to utilize leadership and organizational theories as a theoretical framework and foundation for research in leadership studies. Students are encouraged in this course to be grounded in leadership theories in order to use them as a foundation for research or to critically evaluate empirical research studies. Methods and practices that influence leadership and organizations will be explored based on the theory used. Emphasis on leadership and organizational performance outcomes and how implementations impact emerging global markets will be presented. The ELCC Standards and AASA professional standards for the superintendency are used to define the role of a superintendent/leader as scholar-practitioner. Credit, Three Hours.

EDUC-801. SOCIAL JUSTICE, EQUITY AND CULTURAL RESPONSIVENESS: CRITICAL ANALYSIS OF CONTEMPORARY EDUCATIONAL ISSUES: This course assists advanced students to further understand social justice, equity and cultural responsiveness and analyze current trends, problems and theories based upon an examination of recently surfacing educational events and/or topics from a historical perspective. Discussions will focus on a critical exploration of topics related, but not limited to, the formation of curriculum, instructional policy and methodology, cultural responsiveness, social justice and assessment of student success in education. Additionally, current issues that involve students with challenges, Every Child Succeeds Act, state standards and teacher certification, state testing, full inclusion, school choice, charter schools, and accreditation are typical topics of discussion. Components that relate to administrative handling of current issues and challenges in the educational system, found in ELCC Standards and CAEP Standards are addressed. Credits, three hours.

EDUC-804. EFFECTIVE ADMINISTRATION: MANAGEMENT OF PEOPLE, FINANCE, FACILITIES AND THE RESOURCES: The course explores the major issues that impact administrative policies, decisions, and one's effectiveness as a school leader. The emphasis is research and applied oriented. The following topics are examined: leadership; decision-making,

authority, power; communication; conflict management; organizational culture; and major changes affecting the K-12 and to some extent the higher education environment. Components that relate to administrative handling of current issues and challenges in the educational system, found in ELCC and CAEP Standards, are addressed. Credits, Three Hours.

EDUC-806. EDUCATIONAL POLICY: POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL ISSUES: The course provides the framework and content by which the doctoral student as an aspiring administrator can affect school governance and policy. Major issues influencing administrative practices are addressed, including, but not limited to, school autonomy versus government control, state legislated learning effects on the teaching profession, democratic versus professional authority in the teaching profession, lack of minorities in administration, the effects of economics on the educational system, society's cultural views, desires, and ramifications, and comprehending the diverse theories of school change. In this course, doctoral students have opportunities to develop their skill sets that will enable them, as aspiring administrators, to build the requisite interlocking and collaborative relationships among school personnel, the community, the state and federal agencies for the purpose of creating better schools. Advanced students will focus upon current issues and challenges that impact the formation of educational policy in today's ever-changing society. 3 credits.

EDUC-807. EDUCATIONAL LEADER AS A CHANGE AGENT: LEADING DISTRICT COMMUNITY PARTNERSHIP: The course focuses on a review and discussion of current methods used to change school cultures, curriculums, and parent/community involvement. The course is used to enhance collegiality, professionalism, instructional strategies, classroom management techniques, effective classroom designs, student motivational techniques, and to create a safe and orderly environment. Additionally, the course focuses on making staff development a worthwhile endeavor and using systems thinking as the key to continuous improvement. The course focuses on envisioning desired results, defining reality through data, developing action plans while welcoming accountability. Credit, Three Hours.

EDUC-809. TECHNOLOGY APPLICATIONS The course addresses the latest technologies from a practitioner's point of view. The Internet and World Wide Web are used with the intent to make informed decisions. Fifty percent of the semester is assigned to an on-site field experience, in which the student demonstrates the ability to report research, security, data collection, etc. Doctoral candidates complete a project focusing on the applications of technology to the unique area of their administrative interest within educational administration, leadership or supervision and teaching fields. Doctoral candidates will have the opportunity to focus on emerging technologies and their applications from the viewpoint of planning, enhancing communications, managing information and the latest technologies used by professionals in their respective fields. 3 credits.

EDUC 830. INSTRUCTIONAL LEADERSHIP IN LEARNING ORGANIZATION: LEARNING SYSTEM, CAPACITY BUILDING, AND EVALUATION: Doctoral students will be engaged in critical and reflective analysis of instructional leadership practices in schools. They develop understanding and skills of leading and managing curriculum, instruction, assessment, services, and resources. Using scholar practitioner philosophical stance and practical cases and examples, the course offers district/building capacity development approaches and the critique of them. Topics like instructional leadership, professional learning communities in leading instruction, district-building collaboration for teaching learning transformation in K-12 systems will be addressed. Credit, three hours.

EDUC 826. LEGAL, ETHICAL AND MORAL FOUNDATIONS OF EDUCATIONAL LEADERSHIP: This course explores legal, ethical and moral issues governing PreK-12 education and identifies the fundamental principles that are central to be an ethical educational leader. This course also examines the characteristics, principles, and practices of an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Legal theories and case studies will be used to cover such topics as constitutional mandates of due process and equal protection, nondiscrimination in employment and educational programs, privacy and openness, tenure and academic freedom, contractual obligations, and program discontinuance and their applications in the real-life settings. Credit, three hours.

COURSES FOR HIGHER EDUCATION CONCENTRATION

EDUC-802. LEADERSHIP IN HIGHER EDUCATION: THEORY & PRACTICE: This course will focus on seminal works, contemporary theories and models, and emerging perspectives of educational leadership. Adopts a cross-disciplinary and integrative view of the leadership phenomenon that highlights how different disciplines inform leadership study and illustrates various research methodologies used for understanding and assessing the concept of leadership. It will examine the complex social and political environments and the current and future trends of higher education while providing a foundational grounding in the study of leadership theory and research. 3 credits.

EDUC-803. HUMAN RESOURCES MANAGEMENT/PERSONNEL ADMINISTRATION: The course addresses the role and functions, strategic planning, information technology, recruitment, selection, and induction of employees, staff development, performance appraisal, compensations, employment continuity, and unionism from the human resource administrator's standpoint. Additionally, this course addresses the human relations aspects intrinsically involved in and through the human resource parameters. The relationship of the human resources office to the effective, safe, and efficient operation of an educational organization's vision for the promotion of student success is further examined. 3 credits.

EDUC-814. PUBLIC POLICY AND HIGHER EDUCATION: Doctoral students will be introduced to the fundamental issues and topics in contemporary higher education policy. Using an interdisciplinary perspective, the course offers a systematic overview of the key factors, structures, and dynamics in the field of higher education. Global and domestic higher education policy development trends will be addressed. 3 credits.

EDUC-816. ETHICS & LAW IN HIGHER EDUCATION: The purpose of this course is to allow doctoral students to explore basic legal theories and their application to higher education. Case studies will be used to cover such topics as constitutional mandates of due process and equal protection, nondiscrimination in employment and educational programs, privacy and openness, tenure and academic freedom, contractual obligations, and program discontinuance. 3 credits.

EDUC 824. GLOBALIZATION OF HIGHER EDUCATION - INTERNATIONAL PERSPECTIVES: This course examines the related concepts of globalization/internationalization from an interdisciplinary perspective and probes their interlocks in the context of higher education policy and student identity/learning in a transnational context. The students will also explore a number of current issues and key concepts relevant to higher education in a transnational context, in relation to how they inform practices of student learning/identity and every day social relations (e.g., knowledge production,

transnational organizations, global trade policies, study abroad, citizenship, immigration, policy, media, language, power, and curriculum). 3 Credit hours.

EDUC 825 - INSTITUTIONAL STRATEGIC PLANNING IN HIGHER EDUCATION: This course will examine the conceptual framework for developing an integrated and comprehensive institutional strategic plan, while suggesting guidelines intended to assure its successful implementation. The students will explore the environmental challenges and trends, ways to examine institutional strengths and weaknesses within a broader competitive context, the function of major components within a plan and the ways the institutional direction and priorities may be determined. 3 Credit hours.

EDUC 832. CONTEMPORARY ISSUES IN HIGHER EDUCATION Higher education faces many challenges, such as the increasing importance of higher education in American and global societies, a lack of financial resources, disparities in the educational preparation of candidates, and much more. In this course, candidates will evaluate data to analyze effectiveness of current policies and recommend strategies to address these issues. They will also formulate research questions to generate information for possible solutions. Candidates will build upon the discussions of these contemporary issues in higher education to identify their research interests. 3 credits.

EDUC-834 STRATEGIC FINANCIAL MANAGEMENT: This course explores core financial analysis and evaluation tools and teaches students how to apply them to their business or organization. They would do scenario and other types of financial analysis to determine which operating decisions will drive the greatest value. They will learn to anticipate how decisions such as tuition increase, changes in state and federal funding, interest rate fluctuations etc. affect financial performance and create value. The discussions, presentations, and case studies will teach students the jargon to communicate with finance leaders in their own language. 3 credits.

EDUC-837. ORGANIZATIONAL DYNAMICS: Successful leaders are able to develop and communicate a vision while managing resources to effectively meet the goals of their organization. This summative course allows students to connect concepts from all previous courses. This course will present different leadership styles. Students will analyze an organization's culture, trends, and opportunities for change, then discuss leadership strategies based on desired outcomes. In addition, students will identify different resources and strategies to work with diverse groups. Case studies will be utilized for students to discuss implementation and communication of leadership decisions in a variety of contexts, including times of crisis or chaos, lack of resources, disengaged unit members, change, and challenges. 3 Credits.