

COURSE DESCRIPTIONS FOR Ed. D. PROGRAM *(To be implemented in Fall 2021)*

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 instructional 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 equitable 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 NELP Standards and AASA professional standards for the superintendency are used to define the role of a superintendent/leader as scholar-practitioner. 3 Credit Hours

EDUC 801: SOCIAL JUSTICE, EQUITY AND CULTURAL RESPONSIVENESS: CRITICAL ANALYSIS OF CONTEMPORARY EDUCATIONAL ISSUES

This course assists advanced students to understand social justice, equity, and cultural responsiveness and to 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 diverse 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 Student Succeeds Act, state standards and teacher certification, state testing, full inclusion, school choice, charter schools, and accreditation are typical topics of consideration. Components that relate to strategic administrative handling of current issues, challenges in the educational system, and professional norms found in NELP and CAEP Standards are addressed. Credits, three hours

EDUC 802: Leadership in Higher Education: Theory & Practice

This course is designed to examine the emerging leadership perspectives and educational leadership theory. It will focus on seminal works, contemporary organizational theories, models, policies, governance and management processes. The course 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, economic, and

political environments and the current and future trends in higher education while providing a foundational grounding in the study of leadership practices and research. Credits, 3 hours.

EDUC-803: Human Capital & Resources Management/Personnel Administration

21st-century Human Resource (HR) department in educational organizations in general and higher education, in particular, serves as a strategic partner and an operational partner to the institution's leadership to navigate and solve the challenges and issues of equity, diversity, employee relations, and compensation, etc. HR decisions have a high impact on important organizational phenomena like professional learning and development, student and employee retention, and overall well-being of institutional stakeholders including, students, faculty, staff, and others. The students will analyze several pertinent HR topics like employee-related decisions, recruiting and hiring employees, managing the performance of employees, allocating rewards, and compliance with the law, etc. This course helps build critical thinking skills by analyzing how human resources practices can support an organization's strategic objectives and enhance long-term performance of staff for promoting student learning. Activities will be infused into the curriculum that will familiarize students with the challenge of sustainability facing today's higher education institutions that increases the role of human resource management practices.

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 on data-informed and equitable management, communication, technology, governance, and operation systems. This application and research focused course covers collaborative systems for district governance, cultural, social, economic, legal, and political interests. Leadership, decision-making, authority, power; communication, conflict management, advocacy, organizational culture, and major changes affecting the K-12 system will be other key topics of the course. Issues related to operation and management as well as advocacy and governance under NELP and CAEP standards, are addressed. 3 credit hours.

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 credit hours.

EDUC 807: LEADING CHANGE AT A TIME OF INCREASING DEMANDS, PRESSURES, AND SOCIETAL CHANGE

This 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. The students will learn the concept of adaptive leadership and apply a framework for building and distributing leadership in the schools, engaging and empowering others in solving their school's most challenging problems. They will develop the knowledge and skills to lead a diverse school community that supports all students in reaching their potential. Additionally, the course focuses on making staff development a worthwhile endeavor and using systems thinking as the key to continuous improvement. It focuses on envisioning desired results, defining reality through data, developing action plans while welcoming accountability. As change agents, the students will develop the District Change Plan. Students will learn to identify and address equity challenges by using data and learn how to build an equitable school culture that promotes excellence for all. Credits, Three Hours.

EDUC-808: ORGANIZATIONAL MANAGEMENT STRATEGIC PLANNING AND PROGRAM ANALYSIS

This course explores the steps of the strategic planning process in educational organizations for realizing district's mission and vision. The benefits of involving a broad range of personnel in the governance and operation systems at district level will be discussed. The doctoral student will examine the following strategic planning steps: the development and articulation of a mission statement; completion of an environmental scan; development of key objectives and initiatives; programs and activities to accomplish the key objectives; design of instructions, culturally responsive system of assessment and data collection; data-informed and equitable management practices; operational systems, resource plans for effective use; coordinated system for hiring, supervising and developing school staff and district professionals for better performance; and determination of performance measures to monitor and evaluate the organization's progress toward accomplishing its strategic goals. Credits Hr. 3

EDUC 812: INTERNSHIP: APPLIED EDUCATIONAL ADMINISTRATION

This course will enable the doctoral candidate to practice knowledge and skills acquired in coursework and professional experiences in an authentic setting. This internship includes both the process and the product. The purpose is to provide interns with coherent, authentic, and sustained opportunities to interact with

stakeholders within multiple district environments, synthesize and apply the content knowledge, develop, and refine the leadership skills identified in NELP 1 to 7 professional standards (NELP 8.1). This high impact hands-on supervised experience extends over 240 hours in addition to 60 hours of field experience spread across the program's curricula. The interns will complete 16 evidence-based authentic learning activities (NELP 8.2). In conjunction with the district administrator as a mentor and the program faculty as university supervisor, the candidates will (NELP 8.3). These activities will provide diverse opportunities for the candidates to experience the everyday life of an administrator.

The candidates acquire practical skills on how everyday challenges are solved. Time management strategies, organizational techniques, successful secretarial relationships, interpersonal skills, communication practices, negotiation, culturally responsive instructional leadership, creative curricular design, evaluation of district vision and mission processes, equitable decision making, and strategic operational management conducive to district needs and priorities are the major experience areas. The candidates will engage in reflective practices, moral and ethical behavior in their personal conduct and relationship with others including community and family for strengthening student learning. Learn to collaborate with other administrative colleagues; and grow and mature, through the internship's challenges and rewards, into a competent and independent educational administrator. This experience is grounded in research and focuses on activities designed to solve high leverage district problems of practice. For these reasons, this internship is designed to be substantial, diverse, and meaningful, as articulated in NELP District Level Standards 1 to 7. (Credit hours 3)

EDUC 813: INTERNSHIP: APPLIED EDUCATIONAL ADMINISTRATION

This course is an extension of internship experience initiated as a part of EDUC 812. It enables the doctoral candidate to consolidate their internship experiences by allowing them to complete their mandatory internship hours and to collect artifacts to compile their internship portfolio. Under the supervision and guidance of the district administrator and the program faculty (university supervisor), the candidates will complete all the activities (NELP 8.3) and submit the portfolio on the assessment system for the final evaluation. The students will showcase their proficiency in professional dispositions, data-literacy, data analytics, and the use of technology as they develop their portfolio. This experience is grounded in strong research and focuses on activities designed to solve high leverage district problems of practice. For these reasons, this internship is designed to be substantial, diverse, and meaningful, as articulated in NELP District Level Standards 1 to 7. Credit three hours.

EDUC 814: PUBLIC POLICY AND HIGHER EDUCATION

Doctoral students will be introduced to the fundamental issues and topics in contemporary higher education policy. It will introduce students to the historic and contemporary debates, research, and theories that shape public policy in higher

education. Using an interdisciplinary perspective, the course offers a systematic overview of the key factors, structures, dynamics in the field of higher education in USA, and global and domestic higher education policy development trends. This course provides opportunity to critically review current policy issues and challenges in higher education. Students will examine the policymaking process through reviewing and understanding methods of policy analysis and policy research. Experiential learning will be an integral part of this course. Credits, 3 hours.

EDUC 816: ETHICS AND LAW IN HIGHER EDUCATION

Through this course, the students gain real-world perspectives on legal and ethical issues faced by higher education. The course aims to provide general familiarity with higher education law and recognize when a legal issue presents itself in situations involving students, faculty, or administration. The course covers topics such as the Family and Education Rights Privacy Act (FERPA), Title IX, civil rights laws, and affirmative action policies. Likewise, this theory-to-practice oriented course includes other topics such as free speech, copyright laws, and students' relationship with university. The course further expands to the ethical standards and decision-making process in higher education. Experiential learning is an integral part of this course. 3 Credits.

EDUC 824: GLOBALIZATION AND INTERNATIONALIZATION OF HIGHER EDUCATION – LEADERSHIP PERSPECTIVE

Over the last half century, the forces of globalization have impacted nearly every facet of life. This course will probe the rationale behind the rise of internationalization in higher education and will examine the historical and current development of globalization in higher education institutions. The students will learn the meaning, key concepts, theories, contemporary issues, and challenges of globalization of higher education. The students will understand social/political/economic factors, citizenship & immigration policies in a transnational context that impact students' identity, practices of student learning, and students' academic success.

In this increasingly globalized world, higher education professionals with intercultural competence must be well-versed of the trends of international higher education and prepared to operate in educational environment across borders and cultures. Hence, the higher education institutions are required to remodel not only their governance, operations, relationship with stakeholders but also to foster leadership that is essential for institution's success and effectiveness. In this course, the students will explore higher education administrative leadership characteristics, leadership styles, strategic organizational models, innovative policies, and practices in different types of higher education institutions. Credits 3

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 being an ethical educational leader who is able to cultivate professional norms and

culture. 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 by fostering safe, nurturing, equitable, and inclusive district culture. 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.

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, high quality instructions, assessment, services, and instructional resources that support the need of each student in the district. 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 digital literacy, student learning and 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 – 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 equity leaders in K-12 and higher education sectors. The key features of this course will highlight the unique differences of each concentration. Doctoral capstone options will be discussed. Doctoral level core set of values and skills such as academic integrity, ethical decisions, time management, reflecting on the professional norms and dispositions, comprehending complex scholarly texts, research articles, and APA Style will also be discussed. Collaboration and individual assignments will ensure students have the competencies of critical thinking, creative writing, oral communication skills, and research abilities essential for completion of their capstone experience and development of high level of leadership skills. The students will begin the process of personal transformation by questioning assumptions and conventional patterns of thinking. 1 credit hour.

EDUC 832 CONTEMPORARY ISSUES IN HIGHER EDUCATION

This doctoral level course examines the concepts, contemporary issues, and critical elements affecting higher education that have contributed to or limited educational opportunities and possibilities today. 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 students, and inequitable practices. This course will enlighten the students to develop an

understanding of the historical, social, political, and transnational contexts of educational settings and how they inform practices of student learning/identity and affect organizational climate for student success. In this course, the students will evaluate data to analyze effectiveness of current policies and recommend strategies to address the gaps. This course provides the students with a solid knowledge base relating to the major trends and practices of higher education in the U.S. and affords students the opportunity to critically analyze these trends and practices collaboratively, formulate personal positions, and discuss future potential implications. Experiential learning is an integral part of this course. Credit, three hours.

EDUC 833: APPLIED ASSESSMENT IN EDUCATIONAL RESEARCH: QUANTITATIVE, QUALITATIVE, AND MIXED METHOD DATA ANALYTICS

Education institutions must assess varied and extensive information to gauge institutional effectiveness and generate data-based decisions. This course reviews a broad range of quantitative, qualitative, and mixed research methods to prepare the students to apply them to resolve a variety of research problems. The students will identify deductive and inductive research paradigms and learn to locate, analyze, and interpret qualitative, quantitative, and mixed-method research and assessment data in the field of education. Furthermore, this course guides them to solidify the data needed for their capstone experience, identify suitable research design, and determine the most appropriate method to solve their research problem. At the end of the course, the students will be able to declare their capstone option. Credit, three hours.

EDUC 834: STRATEGIC FINANCIAL MANAGEMENT

This course explores core financial analysis, strategic planning models, evaluation tools and teaches students how to apply them to their business, institution, or organization. It introduces key budgeting structures and processes that effectively utilize institutional resources to support continuous quality improvement, enhance capacity building, student learning and development. It contains a project that allows students to gain experience adjusting budgets for administrative and academic units including financial support services for the students. They would work on scenario, strategic financial risks, 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

EDUC-835: USE OF TECHNOLOGY IN RESEARCH AND DATA-DRIVEN DECISION MAKING

This course focuses on interpreting data and emphasizes designing and evaluating assessment strategies through technological applications. 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. Experiential learning forms an integral part of this course. Students will find the concepts presented in this course valuable when writing discussion or application portion of their capstone experience. Credit, three hours.

EDUC 836: ADMINISTRATIVE FIELD EXPERIENCE

Field Experience 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. The students will complete 120 hours under the expert supervision and guidance of the appointed Site Supervisor in collaboration with the university supervisor. This field-based experience will prepare the students to develop and mature, through the field activities practical experience, challenges, rigorous assessments, and rewards, into a competent and independent educational administrator. They learn 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 are encouraged to showcase their proficiency in research through data-literacy, data analytics, and the use of technology as they complete the field experience activities. The students will acquire skills and competence to demonstrate an in-depth understanding of leadership concepts that are deeply linked to the CAS professional standards, and an appreciation for reflective practices in an authentic setting. Credits, 3 hours

EDUC 837: ORGANIZATIONAL DYNAMICS AND RISK MANAGEMENT STRATEGIES

Successful leaders are able to develop and communicate a vision while managing resources to effectively meet the goals of their organization. In this course, students will explore an organization's culture, trends, and opportunities for change, then discuss leadership strategies based on desired outcomes. They will analyze models used to create a diverse and inclusive culture, and their integration into institutional strategic plans. This course provides insight into the continuous process of examination and evaluation of an institution's external environment (economic, social, demographic, political, legal, technological, and international factors), internal organizational factors and future prospects, to set out a coherent plan to adjust the "business strategy model" to build a stronger, more effective institution of higher education. The students will be introduced to the theories and practices related to risk management and mitigation, and crisis leadership including decision-making, communication, and crisis as an opportunity for institutional change. The students will engage in active discovery of risk management principles and develop an awareness of the challenges, the tools, and the process of designing and implementing the risk management strategies. To develop a deeper understanding

of institutional cultures and the professionals' role within those cultures, the students will further examine the integration of student affairs functions with administration for better organizational design, culture, and effectiveness. The experiential learning is an integral part of this course. Credit, three hours.

EDUC-840 –RESEARCH SEMINAR I: DEVELOPING PROSPECTUS

Educational professionals expand their knowledge of capstone research by reviewing the related literature, data collection tools, and resources to develop a research outline. Emphasis is placed on understanding of a variety of leadership paradigms, quantitative and qualitative research competencies, ethical research practices and how to effectively analyze data using multivariate statistics. The students acquire an in-depth knowledge about the essential components of a research capstone including, but not limited to elements such as Research Problem, Purpose, Framework, Assumptions, the Thematic Issues, Literature Review, Research Questions, and Study Design. By the end of the course, the students will be able to develop a solid outline of their anticipated area of research inquiry that might comprise at least a portion of their research capstone work. At the end of the course, the students will pass through the Qualification Exam that ascertains the students' knowledge and skills needed to conduct the research inquiry. Credits: Three Hours.

EDUC 841: RESEARCH SEMINAR - II: PROPOSAL WRITING AND DEFENSE

Seminar II builds upon the course Seminar I and supports students in developing their prospectus into a specific three-chapter research proposal of their final capstone/dissertation. The course provides students input on research conceptualization, chapter structures, and organization. Emphasis will be placed on the refining of research questions and further development of research methodology. The students will work independently to complete writing the first three chapters (introduction, literature review, and methodology) and have an in-class defense/presentation. The course fosters a collective conversation about writing and proposal defense that aims to support the writing process and timely completion of the research project. The students must have their capstone experience approved by their committee. (3 Credits)

EDUC 842- RESEARCH SEMINAR- III: DATA COLLECTION

Doctoral candidates will continue independently progressing toward the completion of their capstone experience. Their experience must be approved by their committee members and candidates should work closely with their committee chair to discuss ethical feasibility issues as related to their capstone development and proceed to data collection and analysis. This course will involve extensive reading of research analysis and writing. The candidate will practice collecting, organizing, analyzing, and projecting the data in their research. By the end of this course, candidates must have successfully

collected and analyzed the data required for their capstone experience. Credit, three hours.

EDUC 843: RESEARCH SEMINAR - IV: CAPSTONE WRITING

This course requires independent application of requisite knowledge on conducting and writing research under the guidance of the committee chair and the course professor. The candidates continue progressing toward the completion of their capstone experience with the goal of developing a working draft of chapters 4 & 5 of the research and submit it to their committee chair. They will make statements of the results, write interpretations, and discuss the research findings to present conclusions, suggest implications of the study and make recommendations for future research. Their research product must be approved by their committee chair and the course professor. This course will involve extensive reading of research and writing. By the end of this course, candidates must demonstrate progress in their capstone experience to move on to their final capstone defense in the course EDUC 844. Credits Three Hrs.

EDUC 844: RESEARCH SEMINAR V: RESEARCH CAPSTONE DEFENSE

This research seminar is designed to address doctoral candidates' progress in the choice of topic, determination of their research format, and dissertation/capstone chapter requirements. Assistance is given to clarify the research findings and conclusions. Doctoral candidates meet with the course professor as a cohort group and on an individual basis with their respective advisory committee chairs. Discussion of policies and procedures of the dissertation submission process is also addressed in this course. The candidates will have an opportunity to practice defending their capstone. Emphasis is placed on editing of the complete manuscript. The candidate's committee chair along with committee members work diligently to review the final manuscript. The target for the candidates is to complete their final defense and publish their manuscript on ProQuest to receive course credit. Credits Three hours.

EDUC 888: DEMYSTIFYING QUALITATIVE 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.