

**Hampton University
Department of Education
Overview**

Excerpts from the Hampton University Academic Catalog, 2016-18, pg. 214.

Doctor of Philosophy in Educational Management (Online)

The Doctor of Philosophy degree in Educational Management program is offered online through the Graduate College and Hampton University Online. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven educational organizations. The program is designed to serve the advanced educational needs of top educational leaders by providing an executive hybrid program that allows individuals to pursue their degree without career interruption. The accelerated degree program is cohort based, with 15-20 students making up each cohort. The cohort model provides that students will matriculate together as they complete coursework and results in a deeper student support network. Internships are geared toward implementing action research dissertations addressing current issues and challenges in the education concentration areas.

Admission Requirements

Admission into the Doctor of Philosophy in Educational Management program is selective. Preferred prospective students have five or more years of professional experience working within an educational institution, with evidence of leadership roles garnering the highest rating. In reference to the concentration areas, preferred prospective students will hold teacher or administrator licensure or other educational certification (the PK-12 concentration), leadership experience in a higher education institution (the higher education concentration); a degree in a STEM field (the STEM concentration), or licensure in special education (the special education concentration). Students must have earned a master's degree and must submit two letters of recommendation and a prepared Statement of Career/Professional plans along with the application for admission. Students lacking a master's degree in Education must also take the GRE and earn a score of 150 or higher or the MAT with a minimum score for 42.

On-campus Residency

Candidates are required to attend two two-week long Summer Residency experiences as a component of their summer coursework. The Summer Residency provides face to face course content, mentoring, dissertation supervision and networking. Dissertation defenses must take place on campus as well.

Curriculum

All doctoral students in education take the core curriculum and the research core. The core curriculum is structured around two broadly defined themes: Leadership and Management; and Sociopolitical and Cultural Contexts of Education. The research and practice core consists of courses in research methods, an internship, and dissertation research courses. Internships are geared toward implementing action research to address current issues and challenges in educational settings that are reflective of the students' concentration areas. Students are required to take and pass a comprehensive exam prior to entering the dissertation phase of the program. Students work with a primary advisor and a dissertation advisory committee to formulate and conduct a culminating research project and to write the dissertation.

In addition to completion of common core courses, doctoral students must select one of four education concentration areas. The concentration areas are described below.

Higher Education

This concentration is focused on the challenges and means for addressing the rapidly evolving postsecondary environment including - finances, technology, access, sustainability, quality and outcomes. It is geared toward practitioners seeking upper level positions in higher education and opportunities in academia. Concentration courses include:

PK-12 Administration (District-level leadership and beyond)

This concentration is focused on the challenges and means for addressing the major issues facing K-12 leaders, such as outcomes assessment, teacher quality, access, finances, technology, school choice, charter movement. It is geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12. Concentration courses include:

STEM Leadership

This interdisciplinary program will prepare future college faculty whose research focuses on teaching and learning at the collegiate level and who can successfully teach at the undergraduate and graduate level in their selected STEM discipline. Candidates accepted into this concentration must hold a degree in a stem area.

Special Education Leadership

This concentration will provide career development for special education teachers for leadership positions in special education research (emphasis on data interpretation, conclusions and ramifications), practice (emphasis on empirically, research-based interventions) and policy

(emphasis on codifying research and practice for effective implementation) to best serve children, youth and adults with high-incidence disabilities.

The curricula for the program and each of the four concentration areas are outlined below.

Doctor of Philosophy in Educational Management – Higher Education Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory & Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 712	Higher Education Finance	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 716	History of Higher Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 722	College Student Development	3
EDUO 723	Legal Issues in Higher Education	3
EDUO 724	Organization and Governance	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
Total:		66

Doctor of Philosophy in Educational Management – PK-12 Administration Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 713	School District Finance & Budgeting	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 717	History of PK-12 Educational Reform	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 725	Supervision and Professional Development	3
EDUO 726	Legal Issues in PK-12 Education	3
EDUO 727	Instructional Improvement	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
	Total:	66

Doctor of Philosophy in Educational Management – STEM Leadership Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 742	STEM Curriculum and Instruction	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 728	History of STEM Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 743	Learning Sciences and Technology	3
EDUO 741	History of Math	3
EDUO 749	Grant Writing	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
	Total:	66

Doctor of Philosophy in Educational Management – Special Education Leadership Concentration (Online Program)

Courses	Title	Semester Hours
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EDUO	610	Current Issues in Education	3
EDUO	611	Techniques and Problems in Educational Research	3
EDUO	710	Leadership Theory and Practice in Educational Organizations	3
EDUO	711	Dynamics of Managing Organizational Performance	3
EDUO	744	Special Ed. Admin. Teacher Supervision, and Evaluation	3
EDUO	714	Strategy and Strategic Planning	3
EDUO	715	Dynamics of Innovation and Change in Educational Systems	3
EDUO	729	History of Special Education	3
EDUO	718	Policy, Ethics, and Politics in Education	3
EDUO	719	Diversity and Equality in Education	3
EDUO	720	Assessment, Evaluation and Accountability	3
EDUO	721	Collaboration and Constituencies	3
EDUO	747	Current Issues in Special Education	3
EDUO	745	Special Education Law and Finance	3
EDUO	746	Special Education Curriculum and Instructional Strategies	3
EDUO	731	Qualitative Research Methods	3
EDUO	732	Quantitative Research Methods	3
EDUO	737	Ph.D. Comprehensive Exam	0
EDUO	738	Internship (I)	3
EDUO	738	Internship (II)	3
EDUO	739	Dissertation Research Seminar	3
EDUO	740	Dissertation Research	6
	Total:	66	

COURSE DESCRIPTIONS

EDUO 610 Current Issues in Education

Sem. 3./Credit 3.

Students analyze educational reform movements, the school environment, and instructional research findings as related to classroom strategies and the development of a professional identity.

EDUO 611 Techniques and Problems in Educational Research Lec. 3./Credit 3.

Develop skills necessary to read, analyze, interpret and criticize the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy and longitudinal research.

EDUO 710 Leadership Theory & Practice in Educational Organizations Lec. 3./Online/Credit 3.

The course is the foundation course for the Doctoral Program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration.

The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied. Candidates will develop a theoretical position regarding their personal administrative style.

EDUO 711 Dynamics of Managing Organizational Performance Lec. 3./Online/Credit 3.

The main goal of this course is to give aspiring educational leaders the knowledge of concepts and practices to effectively manage, measure, and improve organizational performance. Sample topics include establishing and communicating organizational expectations, the manager as coach and motivator, measurement methodologies, and performance improvement methods. Students will have an opportunity to increase their ability to be a better manager by developing greater understanding of the dynamics of personality and perception, attitudes and values, motivation, group work, leadership, power and politics, conflict, and organizational culture and change. Readings and class discussions, integrated with case studies, exercises, self-assessments, and other experiential activities will reveal links between theory, research, and practice.

EDUO 712 Higher Education Finance Lec. 3./Online/Credit 3..

The purpose of this course is to provide the student with an overview of the financial and budget elements that are essential to a higher education institution's existence. This course draws upon basic and applied literature in the economics and finance of higher education, including work on processes of individual choice (e.g., students' sensitivity to tuition and aid levels), on federal, state, and institutional approaches to financing higher education and students, and on financial management, including budgeting and cost-effectiveness analysis. Studies in fund raising, alumni relations, and foundation management are also included.

EDUO 713 School District Finance and Budgeting Lec. 3./Online/Credit 3.

This course offers a study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while

addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning.

EDUO 714 Strategy and Strategic Planning Lec. 3./Online/Credit 3.

This course offers a presentation of the principles and practices involved in strategic planning, including those of problem-solving and goal-setting as pre-requisites to strategic planning, as applicable to various institutional and school settings. Included in the course are issues relating to the perspective, prospects, and preparations needed for effective strategic planning.

**EDUO 715 Dynamics of Innovation and Change in
Educational Systems Lec. 3./Online/Credit 3.**

This course focuses on the development of leadership skills that will provide students with the ability to innovate and implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of self in leadership. Factors encompassed in politics of change, being a change agent, integrating staff development and school improvement, and changing organizational culture will also be explored.

EDUO 716 History of Higher Education Lec. 3./Online/Credit 3.

This course explores the administrative development of American higher education from 1636 to the present, including internal trends and external forces. It adopts the widely acknowledged view that knowledge of the history of higher education is important for successfully providing leadership and performing other professional responsibilities. History provides important perspectives for routinely resolving critical leadership issues and problems. This is the case because institutions and institutional systems over time develop customs, values and traditions that continually affect students, faculty, administrators and other stakeholders. History identifies institutional customs, values and traditions, and analyzes their origins and consequences.

EDUO 717 History of PK-12 Educational Reform Lec. 3./Online/Credit 3.

This course surveys the history of American education from the Colonial Era to the present. It treats the changing character of education in the context of broader social and cultural developments. The course attempts to provide both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education. Students will consider the creation, purposes, effects, and evolution of public schools in the United States, especially at the elementary and secondary level, as well as look at conflict over school structure, goals, and governance. By putting these debates in the context of American economic,

social, and cultural history, students will also ask about the effects of public schooling on particular groups that have experienced discrimination and will see what changes arose from such conflicts.

EDUO 718 Policy and Politics in Education

Lec. 3./Online/Credit 3.

This course surveys local, state, and federal legal, political, economic, and social factors that contribute to the processes of educational policy development, implementation, and evaluation. It explores current policy and governance issues. Students will examine a variety of recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization, and to the emergence of a select group of high performing charter schools and the views of their critics. Finally, students will consider questions of politics, with an eye towards how to move ideas into action. Includes a fieldwork requirement.

EDUO 719 Diversity and Equity in Education

Lec. 3./Online/Credit 3.

The course addresses changing demographics in our society that have created the need for educational and business leaders who are culturally competent change agents and policy makers, especially as they consider the impact that cultural variables such as race, ethnicity, gender, and age have on the overall performance of people within an organization. This course will focus on the Association of Multicultural Counseling and Development (AMCD) guidelines for the development of cultural competence. Course content deals with diversity both among the student body and the work force. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leaders might overcome resistance to change in this regard. Students will demonstrate the acquisition of specific multicultural awareness, knowledge and skills competencies that are necessary to become culturally competent policy makers within educational organizations. Emphasis will be placed on the student's ability to create environments within their institutions that foster the highest level of performance by those individuals who learn and work within the institution.

EDUO 720 Assessment, Evaluation and Accountability

Lec. 3./Online/Credit 3.

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and data driven decision-making processes. It will explore strategies and tools to collect, analyze, organize, and present comprehensible and useful data. Data driven decision-making exercises will address problems and issues in a variety of educationally related scenarios.

EDUO 721 Collaboration and Constituencies

Lec. 3./Online/Credit 3.

Students explore community attitudes, cultures, communication strategies, and resources to understand, evaluate and improve internal and external college/school-community relations. Students will explore community resources to form college/school partnerships for student success and community recognition and will learn how to set attainable goals for mutual beneficial outcomes. Includes a fieldwork requirement.

EDUO 722 College Student Development Lec. 3./Online/Credit 3.

This course will review research and literature on college students from freshman through graduate school. It will include a discussion of student subcultural patterns and a survey of the major areas of higher education law regarding the college student. The course will conclude with a study of the organization and administrative functioning components, concepts, and models of student personnel administration systems using a historical and topical approach.

EDUO 723 Legal Issues in Higher Education Lec. 3./Online/Credit 3.

This course serves as an overview of the legal issues that confront college and university personnel. Pertinent federal and state statutes as well as case law will be used to instruct about legal rights and responsibilities of university and college administrators. The legal relationships between the institution and the faculty, the student, the state government, and the federal government will be explored. In addition, the course focuses on the nature of framing issues, analyzing situations and cases, and providing sensible (sometimes innovative) recommendations/solutions.

EDUO 724 Organization and Governance in Higher Education Lec. 3./Online/Credit 3.

Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving. Taught with NURO 730.

EDUO 725 Supervision and Professional Development Lec. 3./Online/Credit 3.

This course offers an overview of personnel functions in educational environments with a focus on recruitment, selection, orientation, evaluation, and development; interpersonal skills; motivational theories; and the utilization of technology in the personnel process. Students examine educators' professional learning in organizations and its contributions to organizational change, learning, and renewal.

EDUO 726 Legal Issues in PK-12 Education Lec. 3./Online/Credit 3.

This course surveys the legal aspects of public K-12 education, including: legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline, special education; torts; contracts, religion. The impact of federal and state constitutions, statutes, and court decisions on education are also reviewed

EDUO 727 Instructional Improvement Lec. 3./Online/Credit 3.

This course promotes visionary P-12 instructional leadership with capacity to improve academic achievement. It surveys research-based models for educational improvement, particularly in high needs areas: literacy, second language learning, mathematics, science, and technology. Includes a fieldwork requirement.

EDUO 730 Qualifying Examination Online/Credit 0.

The qualifying examination is a written examination. The purpose is evaluate the candidate's grasp of essential factors related to leadership and management and socio-political and cultural contexts of educational leadership. Students must pass this exam before being allowing to undertake coursework the cognate area of interest.

EDUO 731 Qualitative Research Methods Lec. 3./Online/Credit 3.

The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to continue to understand qualitative research methodologies, data collection techniques, analysis and communicating results. Some topics include: structured class inquiry, data collection, and data analysis; design of original qualitative studies; writing of research results. Emphasis on relationship between research and practice.

EDUO 732 Quantitative Research Methods I Lec. 3./Online/Credit 3.

This course focuses on the design of descriptive and correlational education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software. Taught with NURO 714

EDUO 733 Quantitative Research Methods II Lec. 3./Online/Credit 3.

This course focuses on the design of experimental education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software. Taught with NURO 715

EDUO 734 Action Research in Education Lec. 3./Online/Credit 3.

Action research is a qualitative approach to research that involves reactionary reflections and self-study with the support of a researcher who may be a more knowledgeable peer or expert. The researcher describes their practice-based reality, reflects upon it, analyzes that reality and through research and study of theory devise an action plan that is applied. In this way, practice becomes a dynamic process in which reflection and practice interacts to produce change. Course participants will actively engage in action research on a topic of their choosing and report on the outcomes of their study.

EDUO 737 Ph.D. Comprehensive Examination Online/Credit 0.

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

EDUO 738 Internship Trn./Online/Credit 3.

This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing for publication, and the development of a scholarly research agenda. Doctoral students are immersed in practical experiences in conducting research relevant to educational leadership. Students will participate in faculty-supervised research projects involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports that focus on improving educational practice. This course will place significant emphasis on research knowledge dissemination by preparing doctoral students to present research at national and international conferences and publish research results in peer reviewed academic journals.

EDUO 738 Internship II Trn./Online/Credit 3.

This course provides opportunity for doctoral students to engage in a planned program of advanced professional experiences designed to apply theoretical and conceptual knowledge regarding contemporary educational issues in a field-based setting. Through a collaboratively developed field-based internship experience, students will participate in a variety of authentic and research-based activities designed to provide a global overview of state and national standards, domains, and competencies necessary to lead schools and improve educational organizations. These field-based experiences occur under the joint supervision of a school leader and a university professor. The field-based internship requires 45 hours.

EDUO 739 Dissertation Research Seminar Sem. 3./Online/Credit 3.

This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through and exploration of the literature, critique of theories, and direct hands-on exercises, students will be able to build competency in integrating leadership theories and research methods into their own field project. Using her/his individual study to institute change in an organization, students will develop skills: to analyze the cultural characteristics of their

educational organization and describe the organizational behavior patterns reflective of the existing cultural characteristics; to identify a significant organizational change to be made or problem to be studied in her/his institution; to write a cogent statement or question to guide the project; and to choose appropriate methodology for data collection and analysis.

EDUO 740 Dissertation Research Pjt./Online/Credit 1-6.

Designed for candidates who are preparing a doctoral dissertation. Must be repeated until dissertation is complete. The preparation of the dissertation should begin early in the program and evolve over the course of study. The dissertation should reflect high-level analytical and research competence, and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first semester after completion of the coursework, students must register for three (3) credit hours of Dissertation Research. Each subsequent semester, students must register for three (3) credit hours until the dissertation is complete.

EDUO 728 History of STEM Education Lec. 3./Credit 3.

A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored. The course will also examine current problems, issues, research, and practice related to the teaching of STEM (science, technology, engineering and mathematics) subjects in school settings.

EDUO 741 History of Mathematics Lec. 3./Credit 3.

This course surveys the historical development of mathematics. Mathematical pedagogy, concepts, critical thinking and problem solving are studied from a historical perspective. The course aims at serving the needs of a wide student audience as well as connecting the history of mathematics to other fields such as the sciences, engineering, economics and social sciences.

EDUO 729 History of Special Education Lec. 3./Credit 3.

Theories of educational leadership will be explored. Federal regulations and state rules pertinent to special education programming will be examined. Students will participate in simulations, presentations and group discussions designed to provide information about, and insight into, effective leadership and management of special education programs and services.

EDUO 742 STEM Curriculum and Instruction Lec. 3./Credit 3.

This course will provide an interdisciplinary approach to integrating STEM into practice across the disciplines. The course will involve the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, and using technology to gain and display information. Students will practice backwards design to develop their own STEM learning activity. Graduate students will implement their activity in a classroom and monitor student learning outcomes.

EDUO 743 Learning Sciences and Technology Lec. 3./Credit 3.

This course provides a fundamental understanding of learning sciences, an interdisciplinary field dedicated to studying learning and how learning may be facilitated in designed environments. Students will design a technology-based learning environment and conduct an evaluation of the embedded theories in an existing environment of their choice, such as digital media, games, or other innovative technologies.

EDUO 744 Special Education Admin., Teacher Supervision and Evaluation Lec. 3./Credit 3.

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. Major topics include a review of current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning, and administration of special services.

EDUO 745 Special Education Law and Finance Lec. 3./Credit 3. Federal and state laws governing the administration of special education programs and services will be discussed in detail. Review and analysis of special education funding sources and formulas at the local, state, and national levels will also be highlighted. Students will examine the impact and application of the laws, and strategies for complying with them in the P-12 setting.

EDUO 746 Special Education Curriculum and Instructional Strategies Lec. 3./Credit 3. An examination of the leadership role of the special education administrator in curriculum, instruction and assessment for students with disabilities. Students will engage in the study of current state curriculum content standards, the delivery of curriculum through effective instruction, and the assessment of student achievement.

EDUO 747 Current Issues in Special Education Lec. 3./Credit 3.

This course is designed to explore current trends and issues in special education, and examine the intent and extent to which federal and state laws. A review of current special education litigation and policies impacting the global society and the education process will be addressed as well. Same course as SPE 522.

EDUO 749 Grant Writing Lec. 3./Credit 3.

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the “how-to” of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course may be taught in conjunction with NURO 725 and/or COUO 825.

EDUO 750 Special Topics in Educational Management Lec. 3./Credit 3.

A seminar focusing on a variety of topics related to the advancement of knowledge in family nursing science. Topics arranged through student and faculty research interest. This is a Nursing Cognate course.

EDUO 736 Independent Study

Credit 3.

This course provides students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class.

Course Rotation

Doctor of Philosophy Program in Educational Management Revised 2/2/17

Concentrations: 1. HED-Higher Education - 2. SPED- Special Education – 3. P-K-12- 4. STEM

Doctor of Philosophy in Educational Management					
	Summer	Fall I	Fall II	Spring III	Spring IV
First Year	EDUO 710 Leader. Theory & Pract.	EDUO 711 Managing Org. Perfor.	EDUO 714 Strategy & Strat. Planning	EDUO 721 Collabor. & Constitu.	EDUO 720 Assemnt, Eval., & Acco.
	EDUO 611 Techniques & Problems	EDUO 718 Policy, Ethics, and Politics	EDUO 724 HED Organiz. & Governance	EDUO 716 HED History of Higher Ed.	EDUO 731 Qualitative Res. Methods
			EDUO 741 STEM His of Math	EDUO 728 STEM History of STEM	
			EDUO 727 PK-12 Instructional Improvement	EDUO 717 PK-12 History of PK-12 Ed.	
		EDUO 746 SPED Spec Ed Curriculum & Instruc	EDUO 729 SPED History of Special Ed.		
	EDUO 738 Internship I: Internal (Residency)	EDUO 610 Current Issues	EDUO 719 Diversity & Equity	EDUO 738 Internship II: External	EDUO 739 Dissertation Res. Sem. (Pre- requisite: Must have passed Comp. Exam)

Second Year	EDUO 732 Quantitative Res. Metds	EDUO 715 Innovation & Change	EDUO 722 HED College Student Development	EDUO 723 HED Legal Issues in Higher Ed.	EDUO 712 HED Higher Education Finance
			EDUO 742 STEM STEM Curriculum and Instruct	EDUO 743 STEM Learn Sci and Tech HED	EDUO 749 STEM Grant Writing STEM HED
			EDUO 725 PK-12 Professional Development	EDUO 726 PK-12 Legal Issues in PK-12 Educ.	EDUO 713 PK-12 School District Finance
			EDUO 747 SPED Current Issues in Special Ed PK-12 SPED	EDUO 745 SPED Special Ed Law and Fin PK-12 SPED	EDUO 744 SPED Special Ed Admn Tech Super and Eval PK-12 SPED
				EDUO 737 PHD Comprehensive Exam	
Third Yr.	EDUO 740 Dissertation Research (Pre- requisite: Must have completed	EDUO 740 Dissertation Research (Pre- requisite: Must have completed	Repeated as needed		