

# HAMPTON UNIVERSITY ONLINE

## College of Education and Continuing Studies PhD in Educational Management

### Program Overview

The accelerated 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. This unique program in executive educational leadership and management provides an attractive and viable alternative to "traditional" doctoral programs in educational leadership. As an alternative doctoral model, the program is designed to:

- Provide candidates with an advanced curriculum that focuses on relevant and current topics and issues in executive educational leadership.
- Focus on the core leadership competencies, dispositions, and applied research that executive educational leaders need to be effective in educational settings.
- Provide opportunities for candidates to focus their dissertation on actual problems in educational organizations, making the dissertation relevant and practical, and thereby encouraging organizational support.
- Provide candidates with access to a network of successful educational leaders and organizations to support their intellectual, professional, and career development .

### College of Education and Continuing Studies PhD in Educational Management (Higher Education Concentration)

Focuses on the challenges and addresses the rapidly evolving post-secondary environment including- finances, technology, access, sustainability, quality and outcomes. This concentration is geared toward practitioners seeking upper level positions in higher education and opportunities in academia.

#### FIRST YEAR

##### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 710	Leadership Theory & Practice in Educational Organizations*	3
EDUO 611	Techniques and Problems in Educational Research*	3
EDUO 716	History of Higher Education	3
<b>SubTotal Credit</b>		<b>9</b>

##### SPRING III

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 718	Policy, Ethics, and Politics in Education	3
<b>Subtotal Credit</b>		<b>6</b>

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### PhD in Educational Management

#### SPRING IV

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 723	Legal Issues in Higher Education	3
EDUO 719	Diversity and Equity in Education	3
EDUO 730	Qualifying Exam	0
<b>Subtotal Credit</b>		<b>6</b>

#### SUMMER V

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 714	Strategy and Strategic Planning	3
EDUO 720	Assessment, Evaluation & Accountability	3
<b>Subtotal Credit</b>		<b>6</b>

### SECOND YEAR

#### FALL I

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 732	Quantitative Research Methods*	3
EDUO 731	Qualitative Research Methods*	3
EDUO 737	Comprehensive Exam*	0
<b>Subtotal Credit</b>		<b>6</b>

#### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 722	College Student Development	3
EDUO 739	Dissertation Research Seminar	3
<b>Subtotal Credit</b>		<b>6</b>

#### SPRING III

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 715	Dynamics of Innovation & Change in Educational Systems	3
EDUO 721	Collaboration and Constituencies	3
<b>Subtotal Credit</b>		<b>6</b>

#### SPRING IV

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 724	Organization and Governance	3
EDUO 712	Higher Education Finance	3
<b>Subtotal Credit</b>		<b>6</b>

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### SUMMER V

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 738	Internship I	3
	<b>Subtotal Credit</b>	<b>3</b>

### FINAL YEAR

#### FALL I

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 738	Internship II	3
EDUO 610	Current Issues in Education	3
	<b>Subtotal Credit</b>	<b>6</b>

#### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 740	Dissertation Research	6
	<b>Subtotal Credit</b>	<b>6</b>

**TOTAL CREDITS** **66**

*\*Denotes courses to be taken in residence.*

### College of Education and Continuing Studies PhD in Educational Management K-12 Concentration (Superintendent Track)

Focuses on the challenges and addresses the major issues facing K-12 leaders – quality, outcomes, assessment, teacher quality, access, finances, technology, school choice, charter movement. Geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12.

### FIRST YEAR

#### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 710	Leadership Theory & Practice in Educational Organizations*	3
EDUO 611	Techniques and Problems in Educational Research*	3
EDUO 717	History of PK-12 Educational Reform	3
	<b>SubTotal Credit</b>	<b>9</b>

#### SPRING III

<u>Course Number</u>	<u>Course Title</u>	<u>Course</u>
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		<u>Credits</u>
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 718	Policy, Ethics, and Politics in Education	3
	<b>Subtotal Credit</b>	<hr/> 6

#### SPRING IV

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 726	Legal Issues in PK-12 Education	3
EDUO 719	Diversity and Equity in Education	3
EDUO 730	Qualifying Exam	0
	<b>Subtotal Credit</b>	<hr/> 6

#### FIRST SUMMER

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 714	Strategy and Strategic Planning	3
EDUO 720	Assessment, Evaluation & Accountability	3
	<b>Subtotal Credit</b>	<hr/> 6

### SECOND YEAR

#### FALL I

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 732	Quantitative Research Methods*	3
EDUO 731	Qualitative Research Methods*	3
EDUO 737	Comprehensive Exam*	0
	<b>Subtotal Credit</b>	<hr/> 6

#### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 725	Supervision and Professional Development	3
EDUO 739	Dissertation Research Seminar	3
	<b>Subtotal Credit</b>	<hr/> 6

#### SPRING III

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 715	Dynamics of Innovation & Change in Educational Systems	3
EDUO 721	Collaboration and Constituencies	3
	<b>Subtotal Credit</b>	<hr/> 6

#### SPRING IV

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 738	Internship I	3
EDUO 727	Instructional Improvement	3
	<b>Subtotal Credit</b>	<hr/> 6

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#### SECOND SUMMER

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 738	Internship II	3
	<b>Subtotal Credit</b>	<b>3</b>

#### FINAL YEAR

##### FALL I

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 610	Current Issues in Education	3
EDUO 713	School District Finance & Budgeting	3
	<b>Subtotal Credit</b>	<b>6</b>

##### FALL II

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credits</u>
EDUO 740	Dissertation Research	6
	<b>Subtotal Credit</b>	<b>6</b>

**TOTAL CREDITS**

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### 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 professional identity.

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

Develop the 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./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./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./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./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./Credit 3.**

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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./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./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./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./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./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

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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./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./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./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./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./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 NUR 730.

#### **EDUO 725      Supervision and Professional Development      Lec. 3./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 examines educators'



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professional learning in organizations and its contributions to organizational change, learning, and renewal.

**EDUO 726                      Legal Issues in PK-12 Education                      Lec. 3./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./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                      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 sociopolitical 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./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./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./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./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                      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.

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**EDUO 738 Internship Lec. 3./Credit 3.**

This course provides students enrolled in the doctoral program with a capstone internship experience in which the candidate will be immersed in an operational setting distinct from prior or concurrent work experience. The internship is designed to synthesize the various facets of leadership, organizations and

change in a way that will enable students to view issues related to these topics at a critical/deeper level of analysis while working on the dissertation. Specifically, students will be able to formulate, articulate and design a method to study their personal theory of leadership in action. The course will place special emphasis on issues of contemporary leadership in times of organizational and social turbulence.

**EDUO 739 Dissertation Research Seminar Lec. 3./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 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 802 Doctoral Comprehensive Examination Credit 0.**

This Examination is pass/fail.