

HAMPTON UNIVERSITY ONLINE

School of Education and Human Development

PhD in Educational Management

Program Overview

This 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.

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.

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.

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Annual Course Rotation

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 Organiz. & Governance	EDUO 716 History of Higher Ed.	EDUO 731 Qualitative Res. Methods
		EDUO 727 Instruc. Improvement	EDUO 717 History of PK-12 Ed.		
Second Year	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)
	EDUO 732 Quantitative Res. Metds	EDUO 715 Innovation & Change	EDUO 722 College Student Developmt	EDUO 723 Legal Issues in Higher Ed.	EDUO 712 Higher Education Finance
			EDUO 725 Professional Development	EDUO 726 Legal Issues in PK-12 Educ.	EDUO 713 School District Finance
			EDUO 737 PHD Comprehensive Exam		
Third Yr.	EDUO 740 Dissertation Research (Pre-requisite: Must have completed all coursework and passed comps)	EDUO 740 Dissertation Research (Pre-requisite: Must have completed all coursework and passed comps)	EDUO 740 Dissertation Research (Pre-requisite: Must have completed all coursework and passed comps)	EDUO 740 Dissertation Research (Pre-requisite: Must have completed all coursework and passed comps)	EDUO 740 Dissertation Research (Pre-requisite: Must have completed all coursework and passed comps)

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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.

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

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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 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

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

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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.

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

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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.