

Ed.D. Course Descriptions

Year 1 Seminars

ED 8020 Seminar in Critical Issues in the Future of Education

In this seminar students will develop the skills and knowledge to answer the following essential questions: What critical issues will our students and educational leaders encounter and how can we prepare them to successfully face those issues? How will educational and other organizations have to change to meet the challenges of our changing world? Students will identify, analyze, and problem solve vital issues in education today to the critical issues we foresee in the future of education. This seminar will focus on critical issues in relation to educational organization, pedagogy, curriculum, policies, philosophies, mission, economics, and public policy. Students will begin to develop their critical issues to connect to their dissertations. **4 cr**

HEA 8020 Contemporary Issues in Higher Education

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. Students will explore the foundations of higher education through critical analysis of contemporary issues in the field. Students identify contemporary issues and assess potential implications of policy recommendations and administrative

decisions in areas such as affordability, access, student needs, and student success.

4 cr

ED/HEA 8010 Seminar in Educational Research I

The Educational Research Seminars combine the exploration of the research process with the development of specific qualitative and quantitative research skills. Students will develop fundamental in the use of the statistics, methods, and organizational strategies and data collection tools associated with educational research. The first seminar will also concentrate on developing competency in qualitative research methods. Students will be able to compare and contrast qualitative methodologies, implement data collection methods, and analyze qualitative data. In addition, students will develop the capacity to analyze a variety of types of literature critically. Students will continue to develop their research questions in order to apply their learning to their final research dissertation. Both K-12 and higher education students take this course together. **4 cr**

ED 8030 Seminar in Futuristic Organizational Theory

In this seminar students will build on their foundational ideas surrounding the critical issues in education and begin build the future face of education. In this seminar students will develop the skills and knowledge to answer the essential questions: How will educational and other organizations have to change to meet the challenges of our changing world? What do educators and other leaders say about the future of education in our nation and the world? If we do not know the future, how do we create a vision for it? Students will begin to define the concepts, knowledge and skills necessary for the future success of educational organizations of the future.

4 cr

HEA 8030 Organizational Leadership and Change

In times of scarce resources and great competition, colleges and universities face growing demands for greater accountability, entrepreneurial leadership, and pedagogical innovation. In this course students will examine organizational change in higher education, with emphases on organizational cultures, constituent perspectives, governance structures, and professional ethics. Students will critique current theories of change and will identify and critique strategies for addressing organizational leadership and change.

4 cr

ED/HEA 8040 Seminar in Educational Research II

Students in this seminar will continue in their process to develop their research skills and designs, with an emphasis on quantitative methods. Students will explore and critique various quantitative methodologies and will develop skills to collect and analyze quantitative data. Participants will also continue their review of the literature in relation to their dissertation topic. Students will formalize their research questions and connect their dissertation questions to specific research designs and techniques as well as articulate designs and corresponding data collection tools and analytical processes for their dissertations. Both K-12 and higher education students take this course together. **4 cr**

ED 8050 Seminar in the Creation and Implementation of Best Educational Practices

In this seminar students will identify, develop, implement, and critique best pedagogical and assessment practices for future educators and students. In this seminar students will address the following essential questions: What will be the best pedagogical practices in the next twenty

years? How do educational leaders incorporate research about the human brain into educational policy and daily practice? Students will develop a futuristic educational philosophy to use as the basis for their pedagogical and assessment endeavors in their work as future educational leaders. **4 cr**

HEA 8050 Advanced Student Development

The development of competencies needed to address and assist diverse populations of students is the focus of the course. In this seminar students will identify, critique, and evaluate student development theories, including those related to identity development, moral and cognitive development, and learning and engagement. Students will apply theoretical knowledge to the development of programs and services that facilitate student development and achievement. **4 cr**

ED/HEA 8060 Dissertation Seminar I

The dissertation presents an opportunity for students to develop in-depth expertise in a topic of professional interest and selected research methods. In the dissertation seminars students build on their coursework in educational inquiry and research methods and they structure the dissertation research and writing process. Students will then finalize their research questions, research design, data collection tools, letters of consent and formal proposal. Upon acceptance of the proposal by their committees students will complete their IRB requests for approval. Both K-12 and higher education students take this course together. **4 cr**

Year 2 Seminars

ED 8070 Seminar in Reforming Educational Practices

in this seminar, students will review educational reform from two perspectives: 1. What are the elements of successful education reform processes? 2. What will future successful schools, educators and students need to know and be able to do to become successful throughout the 21st Century and beyond? Students will examine and apply their learning to their philosophies of educational leadership and their dissertation work.

4 cr

HEA 8070 Budgeting and Finance

This course provides an overview of strategic financial resource management in public and private institutions of higher education. Students will articulate various budgeting approaches, interpret financial statements, develop diversified sources of revenue including auxiliary enterprises and fundraising; analyze costs; and implement budget and control procedures. Simulation exercises will be used to illustrate principles and develop budgeting skills. **4 cr**

ED 8080 Seminar in Visionary Educational Leadership

In this seminar students will investigate existing leadership theories and theories about future leadership. Students will develop their own philosophy and theory of futuristic educational leadership. Students will create an educational philosophy based on sound theory of how to create transformational educational institutions. Students will also explore organization of decision-making systems used by institutions and develop their ideas in relation to communication and decision-making patterns for their organizations. **4 cr**

HEA 8080 Strategic Management in Higher Education

Demographic, social, legal, financial, and geographic factors all affect the educational capacity of higher education institutions. In this course students will explore the strategic use of institutional resources and planning to enhance college and university students. Students will increase their knowledge of topics will include enrollment management, external affairs, campus planning, and institutional research. Students will develop the skills to use assessment and other data to plan and facilitate change will also be addressed. **4 cr**

ED 8090 Seminar in Recreating Educational Policy

This seminar works from the premise that education policy development should be based in large part from the work done in the field by professional educators. Education leadership must be developed throughout the system and professionals have a responsibility to conduct and consume research in order to develop schools and colleges that will move students into the future. Students will articulate the role and processes of policy development and implementation. **4 cr**

HEA 8090 Public Policy in Higher Education

This seminar examines the roles of the states, the federal government, coordinating and governing boards, media, scholars, and other interested parties in shaping the public-policy context of higher education. Students develop the skill in knowledge regarding how to manage and address selected public policy issues and the dynamic political processes that affect higher education. **4 cr**

ED 8100 Seminar in Brain Research and Learning

Participants in this seminar will describe the latest research on the brain and articulate what the research means for motivation and learning. Students will develop applications for the use of brain research in the organization, culture and instructional practices in schools at the k-12 and higher education levels. During this seminar participants will also formulate strategies for raising the levels of pedagogical and student thinking, learning and academic achievement. **4 cr**

HEA 8100 Teaching and Learning in Higher Education—Innovative Pedagogies

This course will examine the philosophical, historical, sociological, and organizational issues that shape academic programs, curriculum development, and co-curricular initiatives in American higher education. The course will explore recurring tensions that drive curriculum reform and innovative pedagogies that support student learning. **4 cr**

ED/HEA 8150 Comprehensive Project

The comprehensive project challenges students to synthesize their learning in the doctoral program and their professional experiences. Students will work with their advisors to develop a project plan which integrates at least three areas of learning in the program and will produce a professional product (e.g., scholarly article, business or program plan, policy analysis, curriculum) which demonstrates integrative learning and advanced skill. In this seminar students will finalize their comprehensive project products. Upon acceptance of their comprehensive project proposal, students will prepare their final projects both in a written and presentation formats. Both K-12 and higher education students take this course together. **4 cr**

Year 3 Seminars

ED/HEA 8110 Dissertation Seminar II

In this seminar, students will focus on the organization and analysis of data and the writing of the dissertation. Students are expected to have completed their data collection by the beginning of year 3 of the program. In this seminar students will analyze their data and draft their findings and discussion chapters of their dissertation. **4 cr**

ED/HEA 8120 Promoting Access, Retention and Achievement

Building on previous coursework in educational policy, student learning and development, and organizational leadership, this course investigates the challenges of access, persistence, and completion from K-12 through postsecondary settings. Students from the K-12 and higher education administration concentrations will analyze collaboratively issues such as preparation and articulation. Effective strategies for the promotion of access and retention will be explored. Both K-12 and higher education students take this course together. **4 cr**

ED 8130 Seminar in Curriculum Development for the Information Age

In this seminar, students will develop concepts for the future curriculum processes for educational institutions. Since the world is an ever changing environment students will work to develop curriculum processes that will assist educators in maintaining a forward looking approach to teaching and learning and the recreation of important curriculum models. Students will answer these: How is technology going to help us change the face of education? What kind of curriculum and curriculum development process will be necessary to help our students be successful in the future of their world? **4 cr**

HEA 8130 Preventative Law

Legal issues influence educational and administrative practices on college campuses in direct and indirect ways. Students will articulate the broad scope of higher education law, the contemporary legal environment and general legal principles relevant to higher education, and the role of law and risk management on campus. Through discussion of a diverse range of case law, scholarly literature, and administrative problems and practices with legal implications, students will identify and analyze emerging legal issues and best practices and will develop their problem-solving, risk management, and supervision skills related to legal issues in higher education.

4 cr

ED/HEA 8140 Dissertation Completion, Presentation and Action Plan

(Prerequisite – successful completion of Seminars in Dissertation ED/HEA 8060 and 8110 and ED/HEA 8150 Comprehensive Project)

In this seminar students will finalize their dissertation and the final dissertation presentation for their committee and their peers. Both K-12 and higher education students take this course together. **4 cr**