

## **SCHOOL OF ADMINISTRATIVE LEADERSHIP**

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### **Departments**

Educational Leadership  
School, Community and Rehabilitation  
Counseling

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### **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

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### **Faculty**

Dr. C. Addison, Assistant Professor  
Dr. C. Bishop, Associate Professor  
Dr. S. Enwefa, Professor  
Dr. J. Franklin, Professor  
Dr. Z. Gaye, Assistant Professor  
Dr. L. Gentry, Assistant Professor  
Dr. L. Horton, Associate Professor  
Dr. D. Lander, Assistant Professor  
Dr. J. Maddirala, Associate Professor  
Dr. S. McLaurin, Associate Professor  
Dr. F. Okojie, Professor  
Dr. I. Omoregie, Professor  
Dr. S. Overman, Professor  
Dr. I. Phillips, Professor  
Dr. D. R. Robinson-Gardner, Professor  
Dr. J. M. Stevenson, Professor  
Dr. D. Thurston, Associate Professor  
Dr. R. Walker, Assistant Professor  
Dr. D. Watkins, Assistant Professor

### **Department Objectives**

It is the mission of the Department of Educational Leadership to support and to be involved in the implementation of the mission of both the University, the College of Education and Human Development and the School of Administrative Leadership by striving for excellence as responsive educators in the teaching and learning process, research, service, and all phases of university life. More specifically, the department is responsible for preparing personnel for leadership roles in traditional and non-traditional settings including the P-16 schools, P-16 administrative offices, corporate sector, governmental and social agencies. A major

emphasis is the preparation of leaders capable of managing and motivating people toward solving broad-based urban and metropolitan problems, especially those which emerge in response to the dynamics social order. The department is responsible for programs in foundations (research, statistics, social, cultural, historical, and philosophical); in higher education, administration, in teaching and learning assistance and varied areas in urban life. Guided by the motto "Involvement is the Cornerstone of Excellence," the department and its programs exist to prepare professional instructional personnel at levels appropriate to the degrees offered and to meet certification requirements at the AA, AAA, and AAAA levels for the State of Mississippi in the various fields. The program may also prepare faculty and mid/entry level executive personnel in higher education to serve as "Catalysts for Change".

The department's intention is to prepare candidates who:

1. demonstrate knowledge of and skill in applying basic principles under girding the selection and utilization of methods, techniques and devices facilitate effective program development;
2. locate, interpret and apply research pertinent to educational problems;
3. exhibit competency in doing independent original research;
4. derive the greatest benefits from classroom
5. experiences as prepared prospective teachers skilled in the techniques of instruction;
6. serve as facilitators for the total process of growing and learning;
7. develop competencies and professional leadership skills through the advancement of knowledge and research that enables him/her to assume major leadership roles in diverse communities;
8. are prepared teachers, principals, supervisors, superintendents, and other supervising and
9. administrative personnel for the Mississippi public schools and other similar schools and school system;
10. develop understanding of the basic logical processes and resources useful in information retrieval;
11. provide the student an opportunity to pursue advanced study in the Gestalt of education with emphasis in specialty areas, thus increasing skills and competencies to broaden his/her teaching and administrative efficiency;
12. foster the acquisition of advanced knowledge through mastery of research techniques and a desire for searching inquiry;
13. demonstrate through multidisciplinary and interdisciplinary comprehensive examinations a knowledge of new findings and trends in urban education;
14. demonstrate knowledge of how to utilize knowledge of the Social Sciences and Social Studies in planning and implementing effective leadership.

**Independent Study: Process and Procedures**

A student may enroll in independent study for 1-6 semester hours. The study will be supervised by a graduate faculty member with expertise in the student's area of interest. At the beginning of the semester in which a student enrolls for an independent study, he/ she confer with the instructor of record to develop a study plan. The plan shall include goals and objectives, activities required for achieving the objectives, a timetable for reporting progress and the criteria to be used in evaluating the course. Once the plan is fully developed, it becomes a contract and is signed by the student and the professor. The professor serves as a facilitator of learning, but also as a resource to the student. Please see College of Education and Human Development academic regulations for additional information.

**Program in Responsive Education with Clinical Experiences and Professional Training (PRECEPT)**

In keeping with the Responsive Educator Model (REM), the Professional Education Program includes a systematic five- stage strategy for the delivery of required, clinical and field- based experiences. At Jackson State the PRECEPT Program is sequenced to begin in the first or second semester of freshman studies and extend through doctoral level studies. Initially, at the basic level, campus-based classroom and clinical activities are most dominant, but over time clinical and field-based activities increase with an equivalent reduction in academic, seminar-type activities.

- PRECEPT III Masters Degree Level
- PRECEPT IV Specialist Degree Level
- PRECEPT V Doctoral Degree Level

The level of difficulty of the sequential experiences moves from the simple to the complex. In essence, PRECEPT stages are both inter and intra dependent while at the same time they are self-contained units of preparation. PRECEPT courses are identified in course syllable.

**Master of Science in Educational Administration and Supervision**

The Master of Science in Educational Administration and Supervision is a 39 hour degree program designed for students seeking careers in administration and supervision. A Bachelor of Science degree in Education is recommended for the student pursuing graduate study leading for this degree.

**Admission Requirements**

Students applying for admission to the Master of Science program must first obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the Master of Science program. Applications are accepted prior to January 15 each year for admission in the summer.

Admission requirements for the program:

1. A bachelor's degree from an accredited college or university.
2. An overall GPA of 3.0 or above (on a 4.0 scale) on the bachelor's degree.
3. A completed Master of Science program application.
4. Recommendations from three persons, one of whom must be the applicant's supervising principal or school district superintendent or assistant superintendent.
5. Acceptable evidence of the applicant's writing ability as determined by a writing sample completed under the supervision of the screening committee.
6. A successful interview with the program screening committee.
7. A recommendation for admission by the screening committee.

**Degree Requirements**

<b>Course Title</b>	<b>Semester Hours</b>
<b>Phase I: An Introduction to Urban Education</b>	
EDFL 512 Evolution of American Education	3
EDFL 513 Elementary Statistics for Urban Setting	3
EDFL 516 Becoming Skillful Consumers of Educational Research	3
EDFL 569 Approaches to Teaching and Learning in Urban Settings	3
<b>Phase II: Case Problems in Urban Education</b>	
EDAD 559 Challenges Facing Urban School Organizations	3
EDAD 560 Fiscal and Economic Leadership	3
EDAD 561 Educational Administration Internship I	1-3
<b>Phase III: Exemplary Approaches to Urban Issues</b>	
EDAD 553 Human Resource Leadership	3
EDAD 554 Legal, Ethical, and Policy Leadership	3
EDAD 555 Educational Administration Leadership II	1-3
<b>Phase IV: Effective Leadership in Urban Context</b>	
EDAD 556 School/Community Relations in Urban Setting	3
EDAD 557 Leadership Refinement	3
EDAD 558 Educational Administration III	1-3
<i>Total Hours</i>	39

Note: All students seeking Mississippi Class AA certificates must obtain the Mississippi minimum score on the School Leaders Licensure Exam (SLLA) in order to be recommended for certification.

**Specialist in Educational Administration and Supervision**

**Admission Requirements**

All students seeking admission to the Specialist in Educational Administration must hold a Masters' Degree from a regionally accredited college or university.

Students applying for admission to the Specialist program must first obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the Specialist program. Applications are accepted prior to January 15 each year for admission in the summer/fall.

Admission required for the program:

1. A completed Educational Leadership Specialist Degree Program application.
2. Recommendations from three persons, one of whom must be the applicant's supervising principal or a school district superintendent, assistant superintendent or educator.
3. Acceptable evidence of the applicant's writing ability as determined by a writing sample.
4. Satisfactory GRE or MAT scores.
5. A successful interview with the program screening committee.
6. A recommendation for admission by the screening committee.

**Retention Requirements**

A minimum grade point average of 3.00 (on a 4.00 scale) on all graduate work earned in the Specialist in Education degree program.

Course Title	Semester Hours
EDFL 601 Advanced Research and Statistics	3
EDFL 610 School and Community Relations	3
<i>Hours</i>	6
EDAD 603 Leadership in the Management of Human Resources	3
EDAD 604 Planning for Effective Professional Development	3
EDAD 615 Legal Issues in Educational Administration	3
EDAD 626 School Superintendency	3
EDAD 609 Administration of School Finance	3
EDAD 610 Seminar in Research and Curriculum	3
EDAD 611 Theories of Administration	3
EDAD 690 Thesis, <i>or</i>	
EDAD 691 Project	3
EDAD 613 Internship in Educational Administration	9

**Electives**

The additional hours needed to complete the program are to be selected in consultation with the student's advisor based on individual needs and previous educational experience. Students who hold a Master of Science in Educational Administration and Supervision will complete all of the Core and Concentration Courses which include 27 hours of coursework, EDAD 613 - Internship in Educational Administration for 9 hours of supervised internship experiences, and EDAD 690 Thesis for 3 semester hours.

*Total Hours = 39*

Students will complete all of the Core and Concentration Courses which include 27 hours of coursework, EDAD 613 - Internship in Educational Administration for 9 hours of supervised internship experiences, EDAD 690 Thesis or EDAT 691, Project, for 3 semester hours, and 9 hours of prerequisite courses, from among those listed below, as determined by the student's advisor. This option is for students who do not have a Masters' degree in Educational Administration.

*Total Hours = 48*

Students not currently holding the Mississippi Class AA certificate in Educational Administration and Supervision must obtain the Mississippi minimum score on the School Leaders Licensure Exam (SLLA), in order to be recommended for certification.

These students will also be required to choose 9 hours of electives for the following courses:

- EDAD 554 Legal, Ethical, and Policy Influences
- EDAD 556 School and Community Relations in Urban Settings
- EDAD 559 Challenges Facing Urban School Organizations
- EDAD 560 Fiscal and Economic Leadership
- EDAD 569 Approaches to Teaching and Leadership

**Graduation Requirement**

Students will be required to take and successfully pass the written comprehensive examination and obtain approval of the thesis/project by a major advisor and two faculty members. See departmental handbook for additional policies.

**The Doctor of Philosophy in Educational Administration**

**Program Objectives**

The Ph.D. degree has as its goal the training of executive type leaders capable of managing and motivating people toward solving broad-based educational problems, especially those which emerge in response to the dynamic social order of urban communities. This goal is supported by the following program objectives:

1. To provide a terminal degree which will prepare individuals for the highest level of leadership, educational practice, and research
2. To provide an increased number of qualified executives who can give leadership to traditional and nontraditional educational programs
3. To strengthen the capacity of executive leaders to conduct educational research and evaluation and translate findings into creative solutions for urban problems
4. To promote research and development activities which enhance the body of professional knowledge in the field of urban education management for the 21st century and beyond
5. To support the educational reform goal of improved educational administration.

This advanced program of scholarly study and training experiences will prepare graduates to assume leadership responsibilities in the areas of: school and general management and administration, curriculum and instructional development, research and evaluation, staff development and training, student affairs, educational media and technology or combination thereof.

### **Program Admission**

Students applying for admission to the Ph.D. program must first obtain general admission to the Division of Graduate Studies; however, this admission does not mean automatic admission to the Ph.D. Program. Applications are accepted year round for admission each fall. **Applications must be submitted prior to January 15.** All students seeking admission to the Ph.D. Program must meet the following criteria:

1. A Master's degree from an accredited university.
2. A completed Ph.D. program application.
3. An overall GPA of 3.5 or above (on a 4.0 scale) on the highest earned degree.
4. Transcripts for all post secondary work attempted prior to submitting a program application.
5. A satisfactory score on the GRE or on the Miller Analogies Test (MAT).
6. Recommendations from three (3) persons knowledgeable of the applicant's professional academic ability, job experiences, and leadership potential such as previous professors, supervisors, and others
7. Acceptable evidence of a student's writing ability as determined by a writing sample completed under the supervision of the screening committee member.
8. A successful interview with the program screening committee.
9. Recommendation for admission by the screening committee.

### **Conditional Program Admission**

Conditional admission may be granted to individuals who have obtained general admission to the Division of Graduate Studies but who do not meet regular program admission requirements. All students admitted via the conditional program admission will be required to take a common core of nine (9) semester hours of regular graduate courses during their first semester of enrollment. During this specified period, conditional students must earn a minimum 3.0 GPA on the program of study taken at Jackson State University (transfer hours will not apply) in order to achieve regular status. Once the nine hours are completed, conditionally admitted students will be interviewed a second time by the program screening committee before they are allowed to continue to matriculate in the Ph.D. program. The department screening committee will notify the chair of the department of the results of the second interview. The chair of the department will notify the student by certified mail and a conference with the student will occur before further enrollment. All conditionally admitted students will follow the "Time Limits" policy as stated in this Catalog. If a 3.0 GPA is

not attained in the first nine (9) hours attempted, the student will be discontinued from the program. Conditional route admission is based on the following criteria:

1. A Master's degree from an accredited university
2. A completed program application
3. Results of the GRE or MAT examination within a five year period.
4. A cumulative grade point average of 3.0 or above on all graduate work (4.0 scale)
5. Outstanding compensating strengths measured by the following criteria:
  - a. Earned Master's degree from an accredited institution.
  - b. Earned GPA on all graduate courses completed.
  - c. Writing ability
  - d. Success in current employment
  - e. Administrative experience and/or potential for administrative experience.
  - f. Teaching/work experience
  - g. Communication skills.
6. Transcripts of all post secondary work attempted prior to program application
7. Recommendations from three (3) persons knowledgeable of applicant's professional academic ability, job experiences and leadership potential such as previous college professors and supervisors
8. Acceptable evidence of student's writing ability as determined by writing a sample under the supervision of the screening committee member.
9. A successful interview with the program screening committee
10. Recommendations for admission by the screening committee

### **Curriculum and Program of Study**

The initiative in planning the program of study must be assumed by the student. After notification of acceptance, the student should prepare a definition of his or her professional goals and the rationale for desiring the doctoral degree. The statement will be used by the doctoral committee in assisting with the planning of the student's program of study.

The student and major professor, using the statement of professional goals, transcripts of previous graduate work, results of preliminary exam (if taken), and minimum course requirements, will prepare a tentative program of study which sets forth proposed coursework, independent studies, practicum, and other experiences deemed important. The student's proposed program of study should then be presented to the full committee for review and approval or revision, if necessary.

Since a program of study is individualized based upon a student's needs, career goals, academic background, and present level of competence, the planned program of study is always subject to future additions, deletions and substitutions depending upon the needs of the student. These changes may be prescribed throughout the student's program of study by the student's doctoral

committee. Proposed changes must be agreed upon by the doctoral committee and approved by the Department Chair, and the Dean of the College of Education and Human Development.

### Degree Requirements

All programs of study must include a minimum of 60 semester hours of coursework beyond the master's degree, excluding the dissertation. At least one-half of this coursework must be at the 600 and 700 levels of study. At least 45 semester hours of coursework and the dissertation, must be completed at Jackson State. Subjects covered comprehensively in the student's previous education and in which the student maintains an acceptable level of competence need not be repeated. The typical student may expect to devote three years of full-time graduate study to earning the Ph.D. degree.

The doctoral program consists of five areas of study. These areas and the minimum semester hours required are:

Educational Administration Core	18
Professional Specialization	18
Evaluation, Research and Statistics	15
Cognate	9
Dissertation	12-15

Students with a master's or specialist degree in educational administration or leadership, who have been admitted to the Ph.D. program; AND, who have completed prerequisite requirements are expected to complete at a minimum the program specified below as well as other courses the doctoral committee may prescribe:

Course	Title	Semester Hours
<b>I. Educational Administration Core</b>		
*EDAD 700	Writing for Educational Leaders	3
*EDAD 701	Contemporary Contexts of Educational Programs and Services	3
*EDAD 702	Educational Leadership in Cross-Cultural Environments	3
*EDAD 703	Educational Policy Analysis and Research in Urban Education	3
*EDAD 704	Educational Futures Planning and Development	3
*EDAD 705	Educational, Government and Corporate Relationships	3
<b>II. Professional Specialization</b>		
*EDAD 720	Organizing and Managing Staff Development	3
*EDAD 721	Management of Organizational Change and Human Relations	3
*EDAD 798	Internship/Mentorship Experience	3
	Approved Electives	9

All students must demonstrate competence in using the computer or complete at least one computer course beyond the minimum electives requirement.

### III. Evaluation, Research and Statistics

EDAD 710	Advanced Statistical Concepts and Computer Analysis	3
EDAD 711	Studies and Practicum in Educational Assessments and Evaluation	3
*EDAD 712	Qualitative Research Designs and Methods in Education	3
EDAD 713	Information Management Systems for Educational Leaders	3
*EDAD 714	Experimental Designs in Education	3
*Required of all students		

### IV. Cognate (Minimum of 9 semester hours)

The cognate should represent a cohesive plan of courses related to and supportive of the student's specialization. These courses are normally taken outside of the Department of Educational Leadership. Although the cognate must show unity, it can be Interdisciplinary in nature and consist of courses offered by several different departments.

### V. Dissertation

EDAD 799	Dissertation	12-15
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## DESCRIPTION OF COURSES

### Educational Administration and Supervision

**EDAD 553 Human Resource Leadership** (3 Hours) This course provides the foundations for working with people within educational organizations and programs in an urban setting. Emphasis is placed on individuals within context, management theory, adult development and learning, communications in organizations, personnel issues, and professional development. Other foci are performance appraisal, effective oral and written communication (both within and external to the organization), group facilitation skills, and team building. The student will examine attitudes and an understanding that their own attitudes toward ethical and moral behaviors are critical in working with people in organizations. They will move toward a realization that human growth and development are lifelong pursuits, and toward an acceptance that effective administrators respect the attitudes and values of the people with whom they work. Students will exit this course with an understanding of group dynamics, how research relates to good management practices, how the contextual factors of an organization can affect people interacting both as colleagues and supervisors, identify and analyze the moral and ethical issues that arise in working with individuals in organizations, elements of effective work groups, staff meetings, committees, communication networks, processes of recruiting, hiring, developing, directing, and supervising staff within educational organizations, and explore how change processes relate to developing staff in educational organizations.

**EDAD 554 Legal, Ethical, and Policy Influences** (3 Hours) This course will help the student develop an understanding of the philosophical bases underlying the American system of law and develop an

understanding of the legal framework as it relates to education. Students will develop a knowledge of important legal terms and their application in school law and familiarity with and competence in the use of legal resources and tools. It will examine school law as it affects the organization, administration, and school policies and practices in American education with special emphasis on school law of Mississippi and other policies that govern Mississippi school such as Bulletin 171. External influences on educational policies and operations will be investigated in the context of ethical considerations.

**EDAD 555 Educational Administration Internship II** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 556 School and Community Relations in Urban Settings** (3 Hours) This course will examine the changing politics and administration of school-community relations. It will address topics in the areas of consensus building, marketing, use of marketing research, diversity, communication (internal and external), crisis management, the local politics of education, managing school-community relations, implementing site-based management, strategies of parental involvement, collaboration with the business community, and school outreach efforts in the community. The student will exit the course with positive and proactive strategies to engender collaboration among the school's internal and external stakeholders. The course offers the theoretical perspectives on school and community and the administrative insights to be gained. New administrative frontiers in the implementation of children's services and outreach programs will be included in these perspectives.

**EDAD 557 Leadership Refinement** (3 Hours) This course is designed to provide culminating experiences in a leadership preparation program. It will address in seminar form, various topics that are specific to the daily tasks of an educational administrator. Topics included will be decision making, time management, self

assessment, program evaluation, teacher evaluation, scheduling, facilities, safety and security, trends and issues, office management, school and personal image, and the sharing of a system of values that promotes student success. Additional topics that may arise as a result of the program evaluation component may be added.

**EDAD 558 Educational Leadership Internship III** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 559 Challenges Facing Urban School Organizations** (3 Hours) In this course students examine various styles of leadership for managing the organization from both a theoretical and application perspective. Primary topics to be explored include organizational development, the nature of leadership within organizations, the nature of managerial tasks, transformational and cultural leadership, organizational behavior, the application of research methods on organizations, structures of organizations, and the role and importance of strategic planning. Learning experiences in this course will contribute to the students understanding that human growth and development are lifelong pursuits that organizations are artifacts of a larger society, and that leaders can affect positive change in individuals and in the organizations served.

**EDAD 560 Fiscal and Economic Leadership** (3 Hours) The course will cover the dynamic development of school finance theory and practice from the early period in history of complete local school funding to present day educational practices that seek to promote equity and equality as linked to academic performance. It will examine the funding of schools from the national, state, and local levels. Within those funding structures, political influences and mandates will be covered. In addition the course will address emerging partnerships with business and industry and private sector contributions, ways to develop and implement local school budgets, the expanding role of the school business manager, and the depth and breath of the responsibilities that are part of that position. Students will learn about the implementation of budgets and the

importance of the evaluation of the budget and its effects on the organization.

**EDAD 561 Educational Leadership Internship I** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 587 Research and Independent Study In Education.** (1-3 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDAD 603 Leadership in the Management of Human Resources.** (3 hours) The course examines the management of human resources in educational organizations. Specific attention is given to personnel supervision and administrative responsibilities including human resource planning, recruitment and selection, implementation and evaluation of professional development.

**EDAD 604 Planning for Effective Professional Development** (3 hours) This course examines effective steps in designing professional development for all stakeholders in educational organizations. Candidates will examine research based practices proven successful in planning, implementing and evaluating professional development for educators

**EDAD 607 School Business Management.** (3 Hours) Development and Administration of the school budget; purchasing procedures; financial accounting and reporting; protecting property and persons; school plant operation and management.

**EDAD 608 Planning Educational Facilities.** (3 Hours) A study of problems involved in planning, programming, financing and construction, care and maintenance, problems with equipment.

**EDAD 609 Administration of School Finance.** ( 3 Hours) An examination of school finance theory and its application in P-16 schools. Prerequisite EDAD 560

**EDAD 610 Seminar In Research In Curriculum and Supervision.** (3 Hours) A critical analysis is made o the methods and results of current and recent research in curriculum and in supervision.

**EDAD 611 Theories of Administration.** (3 Hours) Topics include: Nature of theory, theory building, and current theories of administration.

**EDAD 612 Seminar In Educational Administration.** (3 Hours) Consideration of problems and issues in educational administration or case studies in educational administration as announced for a given semester.

**EDAD 613 Internship In Educational Administration.** (9 Hours) Cooperatively guided administrative experience in selected school, school systems, and educational agencies for advanced students.

**EDAD 615 Legal Issues in Educational Administration (3 Hours)** An examination of the statutory, regulatory and case law as related to the provision of educational programs in P-20 school districts. Prerequisite EDAD 554

**EDAD 625 Organization and Administration of Higher Education Institutions.** (3 Hours)

The purpose of this course is to study the problems in the organization and administration of institutions of higher learning. The focus will include administrative functions of planning, organizing, staffing, budgeting, evaluation, school accountability, accounting and auditing procedures, maintenance and operation of plant, and auxiliary services.

**EDAD 626 School Superintendency.** (3 Hours) Organization and management of the total school district.

**EDAD 630 College Teaching** (3 Hours) This course is designed to provide students with an overview of the various instructional strategies that are utilized by teachers on the college level.

**EDAD 634 Computers In Education.** (3 Hours) This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education No previous background in computers and programming is assumed.

**EDAD 638 The Community Junior College** (3 Hours) This course is designed to provide the graduate student with a comprehensive overview of the community junior college. Emphasis will be placed on the development, function, curriculum, and issues, regarding the community junior college.

**EDAD 668 Finance In Higher Education** (3 Hours) This course is designed to give students a comprehensive overview of finance in higher education. Emphasis will be placed upon sources of revenues, allocating, expenditures, and funding.

**EDAD 686 Special Topics In School Administration.** (1- 3 Hours) The study of current educational Issues in terms of curricula, personnel, finance, facilities, services, operation, transportation, management and law. Content will be developed around assessed needs, interests, goals or objectives of the group(s) involved.

**EDAD 687 Research and Independent Study In Education.** (1-3 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDAD 690 Thesis.** (1-6 Hours) A candidate for the Specialist in Education degree may choose to present a Thesis embodying the results of the individual's research. The candidate chooses his problem but approval by his adviser and committee is required.

**EDAD 698 Law and Higher Education** (3 Hours) Will deal with the constitution and the case law that has developed in applying the constitution to the public policy issues involved in the Higher Education institutions.

**EDAD 700 Writing for Educational Leaders** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. An advanced course in writing which examines the written communication skills required of educational leaders. Extensive exercises in writing clearly and persuasively in technical and specialized forms to include abstracts, formal reports, memoranda, performance evaluations

**EDAD 701 Contemporary Contexts of Educational Programs and Services** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Comparative studies of traditional and nontraditional educational programs and services. Field based observations in traditional and nontraditional agencies and institutions with emphasis on organizational structure, operations, clientele, and resources required.

**EDAD 702 Educational Leadership in Cross-Cultural Environments** (3 Hours)

Prerequisite: Official admission to the Ph.D. program in Educational Administration. Designed to provide educational leaders insights and background into the lifestyles, values, and aspirations of culturally different Americans as related to the administration process. Emphasis upon the culturally different in urban environments and their educational and human resource needs as well as responsive program models.

**EDAD 703 Educational Policy Analysis and Research in Urban Education** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Analysis of readings and research on problems related to urban education, learners, environments, institutions educational leadership.

**EDAD 704 Educational Futures: Planning and Development** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Concepts and skills to prepare educational leaders to anticipate and manage the future. Includes systems theory, futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century.

**EDAD 705 Educational, Governmental, and Corporate Relationships** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, the constraints imposed by Federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and

resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions.

**EDAD 710 Advanced Statistical Concepts and Computer Analysis** (3 Hours) Prerequisite: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 or their equivalent. Official admission to a doctoral level program. A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis canonical correlation, discriminate, and factor analyses; emphasis on educational research problems.

**EDAD 711 Studies and Practicum in Educational Assessment and Evaluation** (3 Hours) Prerequisite: Official admission to a doctoral level program. Current models and issues in educational assessment and evaluation as a professional practice are explored. Students must design, develop, and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format, and dissemination plans. Students are assigned to institutions, offices or agencies engaged in educational research.

**EDAD 712 Qualitative Research Designs and Methods in Education** (3 Hours) Prerequisites: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent. Official admission to the doctoral level program. Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in education. Field research techniques will be reviewed and utilized in projects by students.

**EDAD 713 Information Management Systems for Educational Leaders** (3 Hours) Prerequisite: EDAD 534 or EDAD 634 or equivalent demonstration of computer competency or one computer course. Official admission to a doctoral level program. Theory, design, and analysis of computer systems for the management of educational information systems. Survey of information requirements, construction and evaluation of systems, and operation of statistical packages necessary for developing educational management information systems.

**EDAD 714 Experimental Designs in Education** (3 Hours) Prerequisites: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent. Official admission to a doctoral level program. In-depth, advanced study of statistical techniques and experimental designs most appropriate for solving specific problems in the work place; emphasis on applied multivariate analysis, multiple regressions and factor analysis.

**EDAD 720 Organizing and Managing Staff Development** (3 Hours) Prerequisite: Official admission to a doctoral program. Explores the processes, structures and procedures which facilitate inservice performance improvement. Examines the utilization of needs assessment data, the design of

experiences, the selection of consultants, scheduling and other related issues for consideration by administrators.

**EDAD 721 Management of Organizational Change and Human Relations** (3 Hours)

Prerequisite: Official admission to a doctoral level program Emphasizes relationships among individual and group behaviors; role of administrators; on-site analysis or organizations and change principles; enhances understanding of organizational theory and the appropriate techniques in decision making, communication and human relations required by the educational leader.

**EDAD 787 Research and Independent Study in Educational Administration** (Varied 1-6 Hours)

The purpose of this course is to provide the opportunity for students to undertake independent study research under the direction of a faculty member and focused toward the student's goal.

**EDAD 796 Special Topics in School Administration** (Varied 1-6 Hours)

The purpose of this course is to study the current educational issues in terms of curricula, personnel, finance, facilities, services, operation, transportation, management and law Content will be developed around assessed needs, interests, goals or objectives of each individual's doctoral program of study.

**EDAD 798 Internship/Mentorship Experience**

(3 Hours) Prerequisite: Consent of Program Coordinator. A well planned exercise of at least a 360 clock hour, semester long, supervised, administrative internship of uninterrupted and concentrated work in the area of specialization. Students who lack significant administrative experience prior to entering may be required to spend up to one full year on internship at the discretion of the doctoral committee. Locations for internships may include elementary, middle or secondary school settings, central offices or other educational settings. A written report and an evaluation of the internship are required at the end of the field experience

**EDAD 799 Dissertation** (12-15 Hours)

Prerequisite: Consent of Major Professor A dissertation showing power of independent research and skill in organization and presentation must be prepared on some topic in the major field. It must comprise a definite contribution to knowledge. Satisfactory completion of the dissertation requirement includes the passing of an oral examination on the dissertation.

**Educational Leadership**

**EDFL 511 History and Philosophy of Education.** (3 Hours)

This course is concerned primarily with the review of dominating ideals and institutions that have affected the course of educational development in the western world. Special emphasis is placed on the review of the leading philosophies of education and their implications for modern education.

**EDFL 512 The Evolution of American Education** (3 Hours)

This course is concerned primarily with the review of dominating ideas and institutions that have affected the course of educational development in urban settings. Special emphasis is

placed on the views or leading philosophies of education and the implications of these philosophies for modern education practices. The student will gain an understanding of relationships between major historical, political, and sociological, and philosophical shifts and the way we "do" schooling and education. The students will compare and contrast teaching practices that are influenced by these historical and political forces. At the conclusion of this course the student will understand and be able to analyze, discuss, and evaluate the implications of a personal set of beliefs on teaching and learning.

**EDFL 513 Elementary Statistics for Urban Settings** (3 Hours)

The purpose of this course is to give the educational leader skills in methods of collecting, tabulating, analyzing, and recording data. It will provide the educational leader with an understanding of the essential statistical concepts in order to read and understand current research and create new research in the field of educational leadership that focuses on problem solution

**EDFL 514 Elementary Statistics** (3 Hours)

This course is designed to enable students to determine appropriate statistical procedures for data analysis, to utilize the computer, and to have sufficient confidence in their understanding and not be intimidated by statistical experts.

**EDFL 515 Methods of Educational Research.**

(3 Hours) Prerequisite: EDFL 514, PSY 531 or its equivalent. Elementary Statistics or its equivalent. An introductory course which will consider the nature of problems in the field of educational research and the various techniques used in the solution of these problems. Emphasis will be placed on selecting appropriate statistical treatments in experimental and descriptive research. The applicability of the computer to educational research will be introduced.

**EDFL 516 Becoming Skillful Consumers for Educational Research** (3 Hours)

The emphasis in this course will be placed on identifying problems and on selecting the appropriate methodologies used for the various research investigations. The student will produce and develop research proposals which will aid in the solution to present day problems within the American school system. The student will exit the course as consumers of research and critical readers of research related to education and with the tools to make sound judgements on the appropriateness of transporting the research into practice.

**EDFL 534 Computers in Education** (3 Hours)

This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed.

**EDFL 566 Teaching In the Multi-Cultural Classroom.** (3 Hours)

This course will provide training in interaction analyses. Communication skills, discipline in the classroom, behavior modification and competency based education. The participants will be introduced to concepts through role playing, confrontations and simulation exercises and through the use of outside consultants.

**EDFL 568 Curriculum Methods.** (3 Hours) This course is designed to provide "educators" with a comprehensive understanding of Curriculum Methods. Special emphasis will be placed on the philosophical and historical antecedents of the various curricula in practice at the present time and possible future curriculum developments as related to specific disciplines.

**EDFL 568A Special Projects: Planning the Curriculum for Secondary Schools.** (3 Hours) This course is designed primarily for inservice personnel in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching K-12 grades.

**EDFL 569 Approaches to Teaching and Learning in Urban Settings.** (3 Hours) This course is designed to provide educational leaders with a comprehensive understanding of curriculum methods their design, implementation, assessment, improvement, and evaluation in urban settings. It will provide practical approaches to curriculum development and curriculum management. Special emphasis will be placed on the historical and philosophical influences on curriculum from the early stages to the present. It is also an assumption that students in this course are familiar with Mississippi State Curriculum Structures in the various disciplines and the curriculum standards from the different academic disciplines and can apply them. The student will become familiar with and skilled in the process of curriculum alignment-which is the correlation of the curriculum with state and national standards, state and national assessment programs and resources.

**EDFL 581 Principles of Measurement.** (3 Hours) A study of theoretical principles of measurement which are applicable to both teaching and research. Part of the course will be devoted to current issues in measurement and to practical applications of these theoretical principles.

**EDFL 587 Research and Independent Study in Secondary Education.** (Credit Varies 1-6 Hours) Prerequisite: Graduate standing. Research work in any area of secondary education. Approval of adviser is required.

**EDFL 590 Thesis.** (3 Hours) An independent investigative work in secondary education. Candidate chooses his problem but approval by the department is required.

**EDFL 592 Seminar in Supervision of Student Teaching.** (3 Hours) Prerequisite: Approval of instructor. Designed to assist supervising teachers in guidance of student teachers. In addition to rationale, and dominant ideas in the literature of supervision, the following topics will be studied: trends in teacher education, orientation of student teachers to student teaching, responsibilities of the supervising teacher and college personnel conference with student teachers and evaluation of student teaching

**EDFL 593 Advanced Seminar in Supervision of Student Teaching.** (3 Hours) A practicum for

inservice teachers who are preparing to be master teachers, interns, beginning teachers, or a teaching team.

**EDFL 596 Special Topics in Education.** (1-6 Hours) This course is designed to meet the needs of teachers, students, administrators, community leaders and other personnel who have special needs and interests in selected areas of education. Content will be developed around assessed needs, interests, and goals or objectives of the group(s) involved. This course will deal with special topics which may be treated more effectively as a mini-course, institute seminar or as a workshop instead of as a regular course.

**EDFL 597 Diagnostic and Prescriptive Teaching of Mathematics.** (3 Hours) This course is designed for persons who teach students mathematical ideas in both the elementary and secondary schools. It will assist in identifying the disabled learner, developing curriculum for the disabled learner, and specifying activities for the disabled learner.

**EDFL 598 The Pupil and the Law.** (3 Hours) The Pupil and the Law will deal with the constitution and the case law that has developed in applying the constitution to the broad public policy issues involved in public school education. We will deal with topics such as the legal foundations of American Public education, student's rights and responsibilities, the power of public school authorities, discrimination in public education, and the rights and responsibilities of public school teachers.

**EDFL 599 Urban Education.** (3 Hours) This course is concerned with factors that have contributed to the present crisis in urban life and the status of urban schools. Attention is given to public school support, school organizational patterns, teaching personnel and staff, students, curriculum design, discipline, instructional and physical facilities.

**EDFL 601 Advanced Research and Statistics.** (3 Hours) Prerequisites: EDFL 514, EDFL 515 or their equivalent. This course is designed to promote understanding of research designs, the spirit of research, and the relationship that research bears to statistical trends and techniques. The computer is used extensively in the solution of statistical problems.

**EDFL 602 Comparative Education.** (3 Hours) A study of the historical and philosophical developments of the world's different educational systems. Major emphasis is placed on the role of these systems in the development and continuation of the social and governmental structure and their effect upon the educational process within different countries.

**EDFL 610 School and Community Relation.** (3 Hours) A study of the relationships of school administration to the community. The community school concept, public opinion, community analysis, public relations practiced, community characteristics affecting the quality of education, and public participation in educational planning.

**EDFL 621 Problems of Teaching in Secondary Schools.** (3 Hours) Prerequisites: Advisor's consent. A study of the philosophy, purposes and organization of

the secondary school in our modern social order. Special attention is given to the history of the modern secondary school.

**EDFL 627 Seminar in the Supervision of Instruction.** (3 Hours) The interpretation of research reports, the design of research plans, the development of instrumentation appropriate to the development of instructional programs.

**EDFL 630 Trends and Issues in Community College Curriculum and Instruction.** (3 Hours) Major issues in curriculum and instruction in the community/junior college with an analysis of recent trends. Exploration of historical and current alternative curriculum and instruction organization strategies.

**EDFL 631 Statistical Regression.** (3 Hours) Prerequisite: EDFL 514; EDFL 515 or their equivalent. Linear and multiple regression, nonlinear regression, analysis of variance, random fixed, mixed methods, expected mean square, pooling multiple comparisons, analysis of co-variance.

**EDFL 634 Computers in Education** (3 Hours) This course is designed to cover theory, techniques, and practices in using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed.

**EDFL 686A Special Projects: Planning the Curriculum for Secondary Schools.** (3 Hours) This course is designed primarily for inservice personnel in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching P-20 grades.

**EDFL 687 Research and Independent Study (Credit Varies).** (1-3 Hours) Opportunity for students to undertake study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDFL 690 Thesis** (1-6 Hours) Candidate for the Master of Science degree may choose to present a thesis embodying the results of the individual's research. The candidate chooses his problem but approval by his advisor and committee is required.

**EDFL 696 Special Topics in Education.** (3 Hours) This course is designed to meet the needs of teachers, students, administrators, community leaders and other personnel who have special needs and interests in selected areas of education. Content will be developed around assessed needs, interests, and goals or objectives of the group(s) involved. This course will deal with special topics which may be treated more effectively as a mini-course, institute seminar or as a workshop instead of as a regular scheduled course.

**EDFL 732 Nonparametric Methods In Statistics.** (3 Hours) Prerequisite: EDFL 514; EDFL 515 and 601 or their equivalent. Confidence intervals and tests of hypothesis when no functional form is postulated for the population Sign, orn, spread tests, tolerance limits, tests of independence, rank correlation, non-normal analysis of variance, consistency and power of various tests.

**EDFL 797 Research Design** (3 Hours) Prerequisites: EDFL 514; EDFL 515 and 601 or their equivalent. Theory and research in education, potentials and limitations of research, research design, tools and approaches used in inquiry, methods of research regarding educational decision making, Introduction to automated data processing, critical analysis of research studies in education.

### **Executive Ph.D. Program in URBAN HIGHER EDUCATION**

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Dr. William Rush, Professor and Chair, Department of Educational Leadership

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#### **Faculty**

(Interdisciplinary, listed by their primary college and department)

#### **College of Business:**

##### Accounting

Dr. R. Gupta, Associate Professor  
Economics, Finance & General Business

##### Entrepreneurship

Dr. M. White, Associate Professor  
Management and Marketing

Dr. A. Mosley, Assistant Professor

#### **College of Education and Human Development**

##### Educational Leadership

Dr. C. Bishop, Associate Professor  
Dr. J. Maddirala, Associate Professor  
Dr. D. Robinson-Gardner, Professor  
Dr. S. Overman, Professor  
Dr. D. Thurston, Associate Professor  
Dr. R. Walker, Assistant Professor

#### **College of Public Service**

##### Public Policy and Administration

Dr. F. Liddell, Associate Professor  
Dr. M. Mongkuo, Assistant Professor  
Dr. C. Moreland-Young, Professor  
Urban and Regional Planning.  
Dr. W. Harris, Professor  
Dr. J. Lowe, Assistant Professor

### **Mission**

The Executive Ph. D. Program (EPhD) in Urban Higher Education is intended to prepare executives, middle/senior managers and other institutional leaders in higher education and related human services agencies to respond effectively to the challenges posed by urban and metropolitan communities in a pluralistic society undergoing sustained social, economic and political change. It will do so by providing its leaders/students with a doctoral experience that is: (1) multi-disciplinary in format; (2) cohort-based, (3) problem-centered, (4) time-bound, (5) fully engaged and immersed and (6) integrative in nature.

The thematic term "urban" venue is unique to this particular program. The definition by Clarence N. Stone in "Changing Urban Education" is applied in this regard as "jurisdictions that are large and old enough to include socially and economically diverse populations. Typically these are central cities and mature suburbs. Within the broad category of urban communities, recent trends show a greater concentration of poverty and people of color."

The Program utilizes the newly-created Jake Ayers Institute for Research in Urban Higher Education as a setting within which management competencies and research skills can be applied to address complex urban and metropolitan problems that are both well-documented and longstanding in nature. The Jake Ayers Institute for Research in Urban Higher Education will support and serve as the program's research arm.

The EPhD Degree aims to:

1. Offer the doctorate in an executive format that will enable institutional leaders and managers to complete their degrees without significant career interruption.
2. Provide a trans-disciplinary curriculum and related studies focused on advanced topics in higher education leadership, business, public policy and administration, and urban and regional planning.
3. Focus attention on core management competencies and applied research methodologies that address existing urban and metropolitan community concerns.
4. Require students to conceptualize and develop dissertation strategies at the onset of their doctoral careers, thereby enabling them to complete their doctoral studies in 24 months.
5. Create an intellectual context within ongoing professional development, research and service to assume a normative dimension in the lives of educational leaders in our urban and metropolitan communities.

### **The EPhD Cohort Model**

This program is designed on the cohort model which requires all admitted students to complete the same courses from beginning to end or a 24-month period.

Although culminating dissertation development is finalized in the latter stages of doctoral studies, the preparation, planning and refining of the dissertation is interwoven throughout the 24 months. Students will be required to develop a two-year plan which identifies a balance between their coursework and professional work duties at their home/host institution or agency. It is imperative that this plan is developed to facilitate high performance and sustainable productivity in the student's life during enrollment in this program.

The EPhD cohort model represents a cadre of committed colleagues who enroll in, and graduate from, an accelerated research-based doctoral program collectively-- matriculating in a rigorously planned and intensely prescribed academic program of study according to a signed agreement and a related pledge agreed upon by each student in the cohort.

The EPhD cohort model requires students to carefully and diligently plan ahead. The model promotes collegiality, interdependence, networking and camaraderie among students for a lifetime. The Cohort model has a "transdisciplinary" curriculum, allowing students to apply theories and practices in daily workplace situations in urban higher education settings. The model provides a setting in which faculty in the fields of higher education public policy and administration, business and urban and regional planning are brought together as colleagues and experts from the field. The Cohort model is designed for adult learners who are working professionals and can persevere as well as endure the rigors of the program toward personal and professional growth.

The EPhD cohort model informs students of expected outcomes and the academic program of study in advance and upon enrollment. Students receive personalized guidance from faculty to ensure completion of the academic program on time and on task. Toward this end, students will have access to the support of faculty resource coaches who are designated to help with dissertation preparation, comprehensive examination preparation, written and oral communication and other areas related to personal and professional guidance. Students learn academic theories as well as real world experiences from each other and the faculty who are either trained academicians, practitioners in the field or visiting scholars and leaders. The cohort model encourages extensive group work that follows a framework with: (a) a moderator/convenor (b) a recorder/reporter and (c) an observer/evaluator.

It is imperative that EPhD applicants recognize that this program requires dedication, commitment, focus and discipline; as well as recognize the common tenets in the program such as complexity theory, exchange analysis and generative learning.

### **Program Objectives**

1. To provide students with the knowledge, skills and dispositions required to lead higher education institutions and human services agencies in urban and metropolitan communities.
2. To enable students to master the theoretical, conceptual and research perspectives necessary to improve the quality of life in urban and metropolitan settings.
3. To support the development and implementation of clearly defined and focused action-research initiatives designed to address existing and pressing urban and metropolitan challenges, such as: (a) P-16 education, (b) human service delivery systems, (c) economic development, (d) urban and metropolitan renewal, (e) regional planning and (f) individual, group and community empowerment.
4. To create a culture of ongoing intellectual inquiry that supports professional development and lifelong learning.

### **Accreditation**

The EPhD program is offered in the College of Education and Human Development which is accredited by the National Council of Accreditation Teacher Education (NCATE). Both the College of Education and Human Development, and Jackson State University are accredited by the Southern Association for Schools and Colleges (SACS). To date, there is no agency or organization for accrediting programs in higher education at the doctoral level. Students who successfully complete the EPhD program will meet the standards and requirements set by NCATE and SACS.

### **Program Admission**

Students applying for admission to the EPhD Program must first obtain general admission to the Division of Graduate Studies; however, this admission does not mean automatic admission to the Program. Applications are accepted year round for admission each fall. **Applications must be submitted prior to January 15.** Admission will be limited to a cohort of typically 15-25 participants from higher education faculty and mid/entry level executive personnel in higher education and other related sectors. Admission to the EPhD Program will be guided by the following criteria:

1. A Master's degree from an accredited university.
2. A completed EPhD program application.
3. Transcripts for all post secondary work attempted prior to submitting a program application.
4. A satisfactory score on the GMAT, GRE or MAT.
5. Recommendations from three (3) professional persons who are knowledgeable of the applicant's professional academic ability, job experiences, leadership potential and availability to participate in the program. A letter of reference from the President or Chief Executive Officer will strengthen the application.

6. Acceptable evidence of a student's writing ability as determined by an on-site writing sample completed under the supervision of the screening committee member.
7. Clear statement on how previous graduate work relates to urban higher education and the proposed dissertation topic.
8. A successful interview with the program screening committee.
9. Recommendation for admission by the screening committee. Note: Students accepted in this program will transfer twelve (12) hours from previous graduate work to complement the core areas. Approval is required by the program faculty, before being admitted formally and officially to the program.

### **Dissertation Pre-Planning**

As part of the admissions process for the EPhD program, students are required to complete a dissertation framework for their anticipated research which covers the following:

1. The proposed research topic and problem statement
2. The preliminary results from a review of related literature
3. The proposed research design and methodology

### **Time Limits**

No student admitted to the Executive PhD program will be granted the doctoral degree unless all program and academic requirements are completed within the required 24 month (2 year program), from the time of admission to graduation from the program, with two consecutive calendar years.

### **Financial Aid**

Students admitted to the Executive PhD program are strongly encouraged to seek financial support from their home institution/agency. This is also reinforced in the Executive PhD degree agreement signed by the admitted student and his/her supervisor. Under special circumstances, and provided resources are available, graduate research and teaching assistantships or fellowships may be available and awarded on a competitive basis to highly qualified admitted students. Students admitted to the program are eligible to apply for the Stafford Loan.

### **Retention**

Students admitted to the EPhD program will be required to successfully complete all academic classes, program requirements and evidence toward dissertation to demonstrate student points of progress concerning enrollment to retention, and retention to graduation.

### **Residence Requirements**

Students admitted to the Executive PhD program will be required to spend approximately one week- end a month, defined as Thursday morning through Sunday morning, to actively participate in all required program classes, activities, modules, and other related field work. Wednesday is considered a travel transition day in

preparation for this required residence. Lodging and food expenses are incorporated in the tuition and participatory fees for this program.

**Candidacy Requirements**

To be successfully admitted to doctoral candidacy in the Executive PhD program, all students must successfully prepare for the qualifying/ comprehensive examinations, complete the comprehensive examinations, and present evidence of successful progress toward the development of the dissertation. In this regard, students must :

1. Successfully complete formal coursework and all instructionally related activities with a GPA of 3.0 or better following the completion of at least 2 semesters.
2. Successfully pass the qualifying/comprehensive examination.
3. Appropriately, and in a timely manner file with the Dean of the Division of Graduate Studies, the dissertation proposal approved by the student’s advisor, Department Chair, EPHD Executive Director, and College Dean.

**Cognate Component (12 Hours).**

Students accepted in the EPhD must be able to transfer 12 hours of approved previous graduate work before admission is granted to enhance the cognate area of interest and to complement the cores.

**Degree Requirements**

This executive program requires approximately 24 months or two years of coursework and related activities, resulting in a minimum of 72 hours, including a minimum of 12 hours toward dissertation. Additional requirements of this program include: (1) completion of the EPhD agreement, (2) satisfactory performance and completion of the qualifying/comprehensive examinations, following the completion of required course work and (3) successful preparation and defense of the dissertation.

The final basis for granting this degree shall be the candidate’s evidence of gained knowledge, skills, and dispositions from the collective course work, mastery of theoretical, conceptual and research perspectives and completion of the dissertation.

**Course Requirements**

The Program offers courses on a cohort basis.

Course	Title	Semester Hours
<b>Professional Specialization Core</b>		
EDHE 814	Ethics in Planning, Change and Leadership Seminar	3
EDHE 824	Theoretical Perspectives in Planning and Building Community Groups	3
EDHE 825	Methods of Urban and Regional Analysis and Planning	3

EDHE 865	Seminar in Governmental and Not-for-Profit Accounting	3
EDHE 877	Public Policy Formulation	3
EDHE 882	Seminar in Program Development, Implementation, and Evaluation	<u>3</u>
	<i>Hours</i>	18

**Higher Education Core**

EDHE 800	Philosophy and History of Higher Education	3
EDHE 802	Higher Education Leadership and Organization in Cross-Cultural Environments	3
EDHE 804	Educational Futures: Planning and Development	3
EDHE 805	Educational, Governmental, and Corporate Relationships	3
EDHE 829	Seminar in Legal Aspects of Higher Education	<u>3</u>
	<i>Hours</i>	15

**Statistics and Research Methods Component**

EDHE 812	Quantitative Research Methods	3
EDHE 813	Qualitative Research Methods	3
EDHE 820	Advanced Statistical Methods	3
EDHE 830	Research Seminar: Intellectual Capital and Human Resources	3
EDHE 833	Research-based Teaching Methods	3
	<i>Hours</i>	<u>15</u>

EDHE 899	Dissertation	12
	Cognate Transfer Component	12
	<i>12 hours of previous graduate work must be approved for transfer before admission is granted to enhance the cognate area of interest and to complement the cores.</i>	
	Total Hours	<u>72</u>

**DESCRIPTIONS OF COURSES**

**EDHE 800 Philosophy and History of Urban Higher Education (3 Hours).** This course is designed to meet the needs of administrators, community leaders, directors and other students to review, and analyze the philosophical and historical events and occurrences that have contributed to challenges in urban and metropolitan communities.

**EDHE 802 Higher Education Leadership and Organization in Cross-Cultural Environments (3 Hours).** Designed to provide educational leaders with insight and abackground into the life styles, values, and aspirations of culturally different Americans as related to the administrative process. Emphasis upon the cultural differences in urban environments and their educational and human resource needs as well as responsive program models.

**EDHE 804 Educational Futures: Planning and Development (3 Hours).** Concepts and skills to

prepare educational leaders to anticipate and manage the future, includes systems theory, futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century

**EDHE 805 Educational, Governmental, and Corporate Relationships** (3 Hours). Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, and the constraints imposed by federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions

**EDHE 812 Quantitative Research Methods** (3 Hours). This course provides an exploration of current models and issues in educational assessment and evaluation as an professional practice. Students must design, develop and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format and dissemination plans. Students will research, summarize and present current multivariate journal publications about issues, practices, and innovations in higher education related assessment and evaluation.

**EDHE 813 Qualitative Research Methods** (3 Hours). Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in higher education. Field research techniques will be reviewed and utilized in projects by students.

**EDHE 814 Ethics in Planning, Change and Leadership** (3 Hours). In this course students will examine the theory and practice of professional ethics. The principles of ethical thinking and behavior in the planning profession are covered extensively. The human aspect of problem arising in technical, social and organizational areas will be explored as change occurs and thorough analysis of organizations as systems

**EDHE 820 Advanced Statistical Methods** (3 Hours). A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis, canonical correlation, discriminate, and factor analyses; emphasis on higher educational research problems.

**EDHE 825 Methods of Urban and Regional Analysis and Planning** (3 Hours). This course analyzes microeconomic theory as it applies to business operations. Topics include demand theory and estimation; production and cost theories and estimations; capital budgeting theory and analysis; pricing policies, and productions under uncertainty.

**EDHE 829 Seminar in Legal Aspects of Higher Education** (3 Hours). The course focuses on the role of law in the governance and management of American higher education institutions. It will use universities and colleges as a lens to better understand

non-profit organizations more generally, what constitutes the law, how litigation works, the roles of counsel, employment relationship between organizations and individuals, particularly the relationship between faculty and higher education institutions with a concentration on higher education, the students in academic and social settings.

**EDHE 830 Research Seminar: Intellectual Capital and Human Resources** (3 Hours). By reviewing theoretical and practical grounds for knowledge management, this seminar will help students understand emerging issues, provide present and prospective leaders with elements for leveraging intellectual capital as a human resource.

**EDHE 833 Research-Based Teaching Methods** (3 Hours). This course is an introduction to the principles and philosophy of teaching. Selected topics include concepts and techniques relating to various instructional strategies used by colleges and university teachers, and the development of media-based courses for web courses and distance instruction.

**EDHE 842 Theoretical Perspectives in Planning and Building Community Groups** (3 Hours). Study of the advanced theoretical concepts in urban planning and the relationship between planning theory and social science precepts. Comparative analysis of theories that stimulate planning thought and philosophy.

**EDHE 865 Seminar in Governmental and Not-for-Profit Accounting** (3 Hours). A study of generally accepted accounting principles of state and local governments and selected nonprofit entities with an emphasis on current developments in these areas.

**EDHE 877 Public Policy Formulation** (3 Hours). This course focuses on problems of policy formulation, implementation, and evaluation. The participants will be exposed to policy issues, thinking through goals and objectives, policy adoption, problems of implementation (including perceptive and real gaps between congressional intent and bureaucratic interpretations of congressional intent), and evaluation.

**EDHE 882 Seminar in Program Development, Implementation, and Evaluation** (3 Hours). This course is to teach class participants the principles of program development and provide an understanding of how evaluators can help make government more effective by producing timely information on the promise and performance of existing programs.

**EDHE 899 Dissertation** (12 Hours). Students in the EPhD Program in Urban Higher Education will begin to define and develop a quantitative and/or qualitative dissertation upon entrance into the program. Credit per academic session allowable is 1 hour. The dissertation will address issues of substantive concern in the students "home" institution, agency and/or community. The completed dissertation will offer evidence of significant independent research ability, and will contribute to knowledge in the chosen area. Satisfactory completion of the dissertation requirement includes passing an oral examination in defense of the dissertation.