

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**

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

Dr. Joseph Martin Stevenson, Distinguished Professor and Founding Executive Director  
JSU Mississippi e-Center  
P.O. Box 17209  
Jackson, MS 39217  
Telephone: (601) 979-2434  
Fax: (601) 914-0074  
E-mail: ephd@jsums.edu  
URL:www.jsums.edu/~ed/ephd

#### **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.