



William Howard Taft — U n i v e r s i t y —

The Boyer Graduate School of Education

Doctor of Education (Ed.D.) Program

REV. 10-2011

CATALOG SUPPLEMENT

(A Non-Resident Independent Study Degree Program)

The Graduate School of Education is dedicated to the memory of Dr. Ernest L. Boyer (1928-95), a compelling orator who never tired of his role as a spokesman for non-traditional education programs.

This catalog supplement should be carefully reviewed in conjunction with the University's *General Catalog* by individuals considering application to the *Ed.D.* program. Additional catalog supplements are available for other University degree programs.

Any questions on the information contained in this catalog supplement should be directed to the Admissions Office at the address or telephone numbers below:

William Howard Taft University
600 South Cherry Street, Suite 525
Denver, Colorado 80246

(877) 894-TAFT (8238)
(303) 867-1155

E-mail: admissions@taft.edu





The Doctor of Education (Ed.D.) Program

*Over three
decades of
service to
students.*

Message from the Dean

From its beginnings in July of 1995, the cumulative enrollment in the *Doctor of Education* program has totaled over 200 students from all regions of the United States.

Students tell us the one thing that stands out in their education from our *Doctor of Education* program is practicality – they use what they learn and learn from what they do. Many faculty members have **current** professional experience to draw upon making the *Program* relevant to today's changing educational climate – not yesterday's.

We believe the distance learning nature of the *Program* and tuition structure has opened educational opportunities to individuals who would otherwise find the commitment too great a burden on their personal and professional lives.

It is noted the *Program* is not designed for everyone. As more fully discussed in the *Advantages and Disadvantages of Distance Education* section of this catalog supplement, the advantages of distance education to most individuals can act as disadvantages to others. The *Program* is rigorous and you should assess your own goals and personal attributes before enrollment.

We hope you find the information in this catalog to be of interest. We invite you to contact our Admissions Office should you have any questions.

Barry P. Resnick, Ed.D.
Dean

Barry P. Resnick has been a Dean of William Howard Taft University's Boyer Graduate School of Education since its inception in 1995. He holds a Bachelor of Science degree from the University of Southern California, a Master of Arts degree in Occupational Studies from California State University, Long Beach, a Master of Arts degree in Counseling Psychology from National University, and a Doctor of Education degree from Brigham Young University.

(Dr. Resnick has over twenty years of higher education experience as an instructor, professor, and department chair for regionally accredited colleges. He has also served as President of the Board of Trustees of a public school district with a total student enrollment of over 27,000.)





The Doctor of Education (Ed.D.) Program

OVERVIEW OF THE PROGRAM

The *Doctor of Education* program is a practical, directed independent study program which emphasizes course work in leadership and management in a variety of educational and public service settings. It requires no classroom or seminar attendance.

The *Program* is of particular interest to individuals with public or private school teaching experience who seek administrative positions or middle level managers who are interested in moving into higher levels of administration.

OBJECTIVES

The objectives of the *Doctor of Education* program are as follows:

1. To offer a program of coursework and practical exercises in education, leadership, management, and human resources that will enhance the professional and personal lives of its students;
2. To prepare professional educators and administrators to serve the needs of both public and private institutions from the elementary to postsecondary level in their community and beyond; and
3. To employ faculty who are accomplished in their respective fields from both an academic and practical perspective.

The School acts to fulfill the objectives of the Doctor of Education program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, supervised and administered by qualified faculty.

PRESENTATION

The *Program* is presented utilizing a directed independent study learning modality.

Shortly after enrollment in the *Program*, the student in collaboration with administration or a faculty member agrees on a plan for the completion of the degree requirements. The plan will include a projected timetable for completion of the *Program*, selection of electives, and communications with faculty and staff.

While the plan is flexible and can be modified in the future, experience has shown this type of planning increases the student's probability of success.

Students are enrolled in one course at a time. Each course in the *Program* contains a series of lesson assignments generally consisting of assigned reading and research/writing projects. Students conclude the *Program* with a traditional dissertation.

The University believes evidence of computer literacy is required to earn a credible doctorate degree in any discipline. Technology also plays an important part in a student's ability to submit assignments, communicate with administration, faculty, and fellow students. Accordingly, all students must have access to a computer with the minimum specifications set forth in the University's General Catalog. Students are not expected to be computer experts. However, all students must have a working knowledge of Microsoft Windows®, Microsoft Word®, access to the Internet, and e-mail.





The Doctor of Education (Ed.D.) Program

ADVANTAGES AND DISADVANTAGES OF INDEPENDENT STUDY

The advantages to independent study are obvious - flexibility in the study schedule - the ability to complete coursework from almost anywhere in the world and the ability to interact with instructors and students with common interests from all regions of the United States and many foreign countries. However, independent study education is not the best alternative for all students. The founders of the School of Education have over sixty years of combined experience in offering independent study programs. While there are exceptions and every individual is different, experience has shown certain personal attributes are often helpful or detrimental in the successful completion of distance learning courses.

Students who have been successful in independent study programs often have many of the following attributes:

- Are good at prioritizing tasks and often get things done ahead of time without being reminded and, as a result, are excellent time managers;
- Are highly motivated;
- Recognize independent study is an alternative means to achieve educational goals – not an “easy way” to achieve such goals;
- Have a strong desire to complete their educational goals.

Because students won't be sitting in a classroom on a regular basis and won't have an instructor or classmates nearby to remind them of assignments, a student must be fairly self-directed and conscientious about completing assignments to succeed in the *Program*. As with all things in life, the greater the motivation to do something, the greater the chance of success.

Individuals who possess the following attributes **may not** be a good candidate for an independent study program:

- Students who strongly prefer face-to-face interaction with instructors and classmates;
- Students who find classroom discussion is almost always helpful;
- Students who need feedback from their instructor immediately and often;
- Students with poor self-discipline and planning skills.

The first three points are not possible in our directed independent study modality. The flexibility that makes this type of program attractive to many students requires greater self-discipline and planning than in a traditional classroom program where the timing of the course is predetermined. While the University will assist the student in preparing a study plan, a student must exercise self-discipline in the completion of the degree requirements.

Commitment and self-discipline are the keys to success. No applicant will be admitted to the *Program* unless the University believes they have the academic ability to succeed. However, the degree of commitment and self-discipline cannot always be accurately assessed at the time of admission.

ADMISSION POLICIES AND REQUIREMENTS

A Master's degree from an accredited institution is generally required for admission. In the context of this statement, “accredited” for institutions within the United States requires they be a member of an accrediting body recognized by the United States Department of Education. Applicants with earned degrees from institutions outside the United States must obtain an evaluation from an approved evaluation service documenting that their education is equivalent to a master's degree from an accredited institution in the United States.

An applicant may be conditionally admitted into the *Program* based on a completed *Application for Admission* form, student copies of transcripts reflecting the applicant's highest relevant degree, documentation of the applicant's professional work experience, and the receipt of two completed *Doctoral Applicant Reference Forms*. Official copies of all relevant college level credits received directly from the institution of origin will be required within 60 days of enrollment.

While professional work experience is not a condition of admission to the *Program*, applicants need to provide evidence of any previous professional work experience prior to formal admission.



The Doctor of Education (Ed.D.) Program

ADMISSION POLICIES AND REQUIREMENTS - *concluded*

The vast majority of the *Program's* applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.

Applicants who do not possess a degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the paper based Test of English as a Foreign Language (TOEFL) Examination. (213 on the computer based examination.)

TRANSFER CREDIT AND CREDIT BASED UPON EXPERIENTIAL LEARNING

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Credits earned at William Howard Taft University may or may not be accepted by another institution depending upon its own programs, policies, and regulations.

Transfer credit is limited to 15% of the total doctoral credits required to complete the degree (9 units). The courses considered for transfer must come from an appropriately accredited institution and be equivalent in both content and degree level.

No credit may be awarded for experiential learning (Portfolio Credit) in this program.

DEGREE REQUIREMENTS

To earn the Doctor of Education degree a student must complete the courses listed in the Curriculum section of this *Catalog Supplement* in good academic standing, pass the Comprehensive Examination, and present a successful oral defense of the dissertation. (The degree is not awarded until the student has incorporated all recommendations of the dissertation committee and presented the University with two bound copies.)

The requirements may be completed in as little as 27 months. All requirements must be completed within seven years from the date of initial enrollment.

FACULTY

The University employs faculty qualified to undertake the level of instruction or course development that they are assigned. They possess degrees or credentials appropriate to the degree program and level they teach. A complete listing of faculty and their qualifications is set forth in a separate *Catalog Supplement*.

HOW TO ENROLL

To apply for admission to the *Program*, an applicant must complete the University's *Application for Admission* form and mail it to the Admissions Office with a check in the amount of \$100.00. This application fee may also be paid online. It is not necessary to submit official transcripts of prior college work at the time of application. All applicants must include a résumé or vita, and the *Doctoral Application Reference* forms, at the time of application.

Applications are generally reviewed weekly. Should additional information be required the applicant will be contacted. If the applicant is accepted for admission to the *Program*, an *Enrollment Commitment* form will be prepared and sent to the applicant. At the time the commitment material and the \$100.00 commitment fee are received by the Admissions Office, a formal *Enrollment Agreement* will be prepared and sent to the applicant for review and signature. Matriculation becomes effective on the first day of each month.

Applicants are encouraged to call the Admissions Office if there are any questions regarding enrollment procedures.





The Doctor of Education (Ed.D.) Program

INCOME TAX DEDUCTIBILITY

Educational expenses are generally deductible (even if they lead to a degree) if the education that is undertaken maintains or improves a skill required by the individual in the individual's employment or meets the express requirements of the individual's employer. Accordingly, tuition, fees, and materials for this *Program* should generally be tax deductible as itemized deductions for students employed as educators. Employer-paid educational expenses related to an employee's employment are not treated as taxable income to the employee. Applicants and students are encouraged to contact their professional tax advisor to ascertain the income tax ramifications in their specific circumstances.

FINANCIAL INFORMATION

Tuition

Tuition is billed at the rate of \$420.00 per month during the term of enrollment. The obligation of students to pay tuition shall continue until the *earliest* of the following events:

- satisfaction of all degree requirements;
- 48 billing months (four years);
- withdrawal from the *Program*;
- academic dismissal from the *Program*.

Continuation Fee

If students have not completed all degree requirements after four full years of active enrollment in the *Program*, in lieu of tuition, they will be assessed a continuation fee of \$125.00 per month for the balance of the enrollment period or until they have satisfied all degree requirements.

Registration and Orientation Fee

This one-time fee of \$150.00 is charged at the time of a student's initial enrollment and is related to the costs associated with setting-up the student's file and developing a Degree Completion Plan.

Payment Options

Students may pay any of the above fees by check, Visa[®], MasterCard[®], American Express[®], or Check.

FEE SCHEDULE

Application Fee	\$100.00
Registration and Orientation Fee	\$150.00
Transfer Credit Evaluation Fee	\$55.00
Dissertation Defense Fee <i>(Payable when the Oral Defense is scheduled)</i>	\$450.00
Dissertation Fee <i>(Payable after the Oral Defense)</i>	\$350.00
Continuation Fee (per month)	\$125.00
Graduation Check/Diploma Fee	\$75.00
Transcript Fee <i>(Two Provided at No Cost)</i>	\$10.00
Late Payment Fee <i>(Returned Check/Declined Credit Card/ACH Per Item)</i>	\$25.00
Withdrawal Processing Fee <i>(Applicable to withdrawing students only)</i>	\$100.00

The cost of books and materials, other than each course syllabus, is not included in the tuition. Most books and materials may be purchased at local colleges, retail bookstores, directly from publishers or over the Internet. The cost is estimated to average approximately \$150.00 per course.

Employer Acceptance/Tuition Reimbursement

Salary credits are generally a result of labor agreements in place between a school district and professional associations such as teacher groups. The agreements sometimes delineate eligible coursework and/or institutions where they can be taken. Past experience has shown that many districts will allow salary credit for *Program* coursework. Additionally, many school districts award salary credit on a case by case basis. The School of Education will assist students in applying for salary credit and will supply the student or the school with any reasonable documentation.

The University will similarly provide reasonable documentation to students seeking tuition reimbursement from their employer. However, if employer acceptance or tuition reimbursement is a material consideration, the University recommends applicants ascertain the policy of their employer prior to enrollment.



The Doctor of Education (Ed.D.) Program

Financial Aid/Loan Deferrals/Grants

Current information on financial aid is set forth on the University's website. Enrollment in the *Program* will generally qualify students for payment deferrals on existing federally insured student loans. Applicants seeking deferrals on existing student loans should check with their lenders prior to enrollment.

Academic Integrity

Academic integrity is fundamental to every facet of the scholarly process and is expected of every student in the University in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both one's self and others.

Ensuring integrity in academic work is a joint enterprise involving both faculty and students.

Among the most important goals of graduate education are maintaining an environment of academic integrity and instilling in students a lifelong commitment to academic honesty that is fundamental to good scholarship.

These goals are best achieved as a result of effective dialogue between students and teaching faculty regarding academic integrity and by the examples of members of the academic community whose intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

Standards of academic honesty are violated whenever a student engages in any action that jeopardizes the integrity of scholarly work. Such actions include cheating on any examination, the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence, fabrication of data, omission or concealment of conflicting data for the purpose of misleading other scholars; use of another's words, ideas, or creative productions without citation in either the text or in footnotes; paraphrasing or summarizing another's material in a way to misrepresent the author's intentions; and use of privileged material or unpublished work without permission.

Evaluation of Assignments Submitted By Students

Assignments are submitted by students directly to faculty members via e-mail. The faculty member is expected to respond to assignments lessons via email and issue a grade with fifteen days of receipt.

The Oral Defense

The oral defense of the dissertation is scheduled at the mutual convenience of the student and the three faculty committee members. (All committee members must be available.)

It is expected that the committee members have a considerable amount of time (up to 6 weeks) to review the final dissertation document and prepare for the defense discussion. The student is expected to present a 30 to 45 minute PowerPoint® presentation that includes the student's rationale for selection of the topic, a brief explanation of the Statement of the Problem, an explanation of the research methodology, a summary of the results of the research, and recommendations for further research and a plan for using the research results.

Following the presentation, the committee will have the opportunity to ask questions and discuss any issues that might have been raised in the presentation. The students and committee members may have guests attend the oral defense. Guests will only be in attendance as observers and do not enter into the discussion of the research. The oral defense is an opportunity for the student to display the knowledge gained as a result of doing the research and to confidently present that information in an organized manner. It is also an opportunity to make recommendations for further research not covered in the document. The oral defense will generally take place in the offices of the University.



The Doctor of Education (Ed.D.) Program

ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS

1. Q. How long does it take to complete the Program?

A. The minimum completion time for the *Program* is 27 months. Since all courses are self-paced, the number of weeks necessary to complete a course may vary considerably based on the amount of time per week a student devotes to study and the professional experience of the student. Students are officially enrolled in one course at a time. Students may not complete the first course in less than one and one-half months from the date of initial enrollment. Thereafter, a student may complete one course for every one and one-half months of cumulative enrollment. (e.g. a student who enrolled on January 1st could submit three courses by May 15th or four courses by July 1st, etc.) The above examples demonstrate minimum completion schedules. Experience has shown that the average student will progress at a slower pace. It is expected the average completion time of the *Program* will approximate 48 months. All degree requirements must be satisfied within seven years from the date of initial enrollment.

2. Q. What is the Degree Completion Plan?

A. Shortly after enrollment in the *Program*, the student in collaboration with administration or a faculty member will agree on a plan for the completion of the *Program* including a tentative selection of electives and a discussion of time management. The main purpose of the *Degree Completion Plan* (DCP) is to help the doctoral student establish learning goals while maximizing their personal time management. Experience has shown one of the biggest challenges faced by students when embarking on a distance learning program is the proper management of time and self-discipline. The DCP will assist the student by planning a method of study, which can be followed up to the time of the Dissertation or MPP. While the plan can be modified in the future, experience has shown this type of planning increases the student's probability of overall success in the *Program*.

3. Q. Will I be required to attend seminars or other classroom instruction?

A. No.

4. Q. What are "qualifying courses"?

A. The first three courses in the curriculum are known as qualifying courses. A student must successfully complete these courses and take and pass a Qualifying Examination before they proceed on to the core and elective courses. The Qualifying Examination is a three hour proctored test that covers material covered in the qualifying courses.

5. Q. How many hours does it take to complete a course?

A. The amount of time it will take an individual to complete a given course will vary depending upon the background of the individual. For most individuals the amount of time necessary to complete a course will approximate the amount of time students in a classroom program covering the same subject.

7. Q. In terms of educational quality, is DETC accreditation equivalent to regional accreditation?

A. Yes, the official at the United States Department of Education responsible for the recognition of accrediting bodies has written that recognition granted by the Secretary of Education to DETC is "identical" to regional accrediting bodies. We can provide employers or other interested parties with a copy of this letter. The Council on Higher Education Accreditation (CHEA) holds a similar view.

8. Q. Will the completion of any of these courses apply towards a teaching and/or administrative credential?

A. Each state has its own set of criteria for the issuance and renewal of credentials. *Prospective students interested in the credential process should check with the Credential Commission within their State's Department of Education for detailed information before enrollment.* The University will assist students in providing any reasonable information that may be required in the credential process.



The Doctor of Education (Ed.D.) Program

ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS – *concluded*

9. Q. I work for a school district. Can I receive salary credit for completion of the entire Program or for individual courses?

A. Salary credits are generally a result of labor agreements in place between a school district and professional associations such as teacher groups. The agreements sometimes delineate eligible coursework and/or institutions where they can be taken. Past experience has shown that the great majority of districts will allow salary credit if you complete coursework at the University. Additionally, many school districts award salary credit on a case-by-case basis. The University will assist you in your efforts in applying for salary credit and will supply you or your school district with any reasonable documentation.

10. Q. Does the University recommend a minimum number of years of occupational experience in education before commencing the Program?

A. Yes, it is recommended that an applicant have a minimum of five years of occupational experience before enrolling. The *Program* emphasizes real world experience in educational settings. Therefore, those with related experience will find the coursework very relevant. Without such experience, students may find it more difficult to relate the coursework to their professional settings.

11. Q. How soon can I get started?

A. The *Program* utilizes an open enrollment policy. Accordingly, students may commence study on the first day of any month. Approved applicants may, after payment of the Enrollment Commitment Fee, delay enrollment for a maximum of six months. If an approved applicant has not enrolled within six months of acceptance, a new application will be required.

CURRICULUM

Students are required to complete the courses in good academic standing, pass both Qualifying and Comprehensive Examinations, and present a successful oral defense of the dissertation.

Total units required for graduation = 60

The following courses are required in the Ed.D. program	Unit Value
Qualifying Courses	
EDU501 Educational Administration	4
EDU503 Leadership in Institutional Settings	4
EDU507 Educational Finance	4
Core Courses	
EDU504 Psychological Foundations of Education	3
EDU505 The Laws and Politics of Education	4
EDU506 Organizational Behavior in the Educational Setting	4
EDU508 Principles of Curriculum Development	4
EDU509 Societal Diversity	4
EDU511 Research Methods	4
EDU512 Social and Philosophical Foundations of Education	3
<i>Electives (From the 600 Series)</i>	6
EDU700 Comprehensive Examination	1
EDU701 Dissertation Proposal	3
EDU702 Dissertation	12





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COURSE DESCRIPTIONS

Qualifying Courses

EDU501 - Educational Administration (4 Units)

The objectives of the course are based upon assisting students to enhance and expand their knowledge, skills, and conceptual awareness as related to current and future leadership roles. Course objectives underscore a belief in the value of informed "reflection on practice" both individually and collectively.

By the conclusion of this course, students will be able to:

- Understand different philosophical and theoretical constructs for viewing educational leadership;
- Analyze and assess conflicting philosophies and viewpoints regarding educational issues, policies, and reform initiatives;
- Analyze and articulate personal positions and values regarding educational issues, policies, and reform initiatives;
- Develop reasoned responses to leadership dilemmas with a focus on ethical considerations; and

EDU503 - Leadership in Institutional Settings

(4 Units)

Concepts of leadership and leadership styles will be examined. This course also explores the various concepts of effective management in the institutional setting.

By the conclusion of this course, students will be able to:

- Have an understanding of the problems facing leaders in our society;
- Understand what followers expect of their leaders;
- Know how leaders can turn vision into action by overcoming resistance to change; and
- Identify ways successful leaders are able to lead by doing.

EDU507 - Educational Finance (4 Units)

The economic theories of institutional finance. Emphasis on the management and evaluation of fiscal operations in an institutional setting.

By the conclusion of this course, students will be able to:

- Have an understanding of the budgeting process in a public entity;
- Compare categorical expenses on a year to year basis for public budgets;
- Have an understanding of revenue sources for the funding of public entities; and
- Identify the functions of budget departments in public entities.

Core Courses

Prerequisites: Successful Completion of all Qualifying Courses and the Qualifying Examination.

EDU504 - Psychological Foundations of Education (3 Units)

The study of psychological principles as related to learning. Discussion on learning theory, motivation and quantitative methods will be explored.

By the conclusion of this course, students will be able to:

- Describe how students learn from several theoretical perspectives;
- Explain how student behavior and motivation influence school success;
- Describe how human development from childhood through adolescence influences teaching and learning;
- Effectively plan and implement several instructional models; and
- Assess learning using several strategies.

EDU505 - The Laws and Politics of Education

(4 Units)

This course provides an overview of the legal and political framework of education in the nation. Emphasis is on current issues and how they affect the learning environment.

By the conclusion of this course, students will be able to:

- Understand the various sources of law and their relative weight;
- Understand the legal issues that affect education in the United States;
- Understand the basic constitutional principles impacting education, particularly the First, Fourth and Fourteenth Amendments;
- Understand the leading education law cases and the significance of precedent;
- Have a preliminary knowledge of legal research;
- Be generally familiar with the role of government in education, including the role of state and federal agencies; and
- Understand political issues relevant to education.



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COURSE DESCRIPTIONS

Core Courses - *continued*

EDU506 - Organizational Behavior in the Educational Setting (4 Units)

Theory, strategies and techniques of effective organizational behavior in educational/institutional settings. Intervention techniques will be studied to improve organization effectiveness.

By the conclusion of this course, students will be able to:

- Have an understanding of organizational behavior in schools;
- Be familiar with the organizational culture of school systems;
- Identify effective organizational communication; and
- Diagnose an organizational environment in terms of targeting for change.

EDU508 - Principles of Curriculum Development

(4 Units)

An analysis of the influences of curriculum and instruction from a philosophical, psychological and sociological perspective. Various approaches to the design and evaluation of curriculum and instruction will be examined.

By the conclusion of this course, students will have:

- Reviewed curriculum development from the mid-1900's to the present;
- Examined the source and influences of conflicting educational theories and changing conceptions of curriculum throughout the 20th century;
- Studied models of curriculum design, development and evaluations; and
- Examined the role of teacher and administrator in curriculum improvement and school renewal.

EDU509 - Societal Diversity (4 Units)

An examination of diversity in the workplace and society. Emphasis will be on the understanding of the differences and similarities of a variety of cultures prevalent in the workplace.

By the conclusion of this course, students will be able to:

- Have a thorough understanding of three different cultures that have assimilated into our society;
- Compare their own cultural backgrounds with other cultures;
- Understand the needs and goals of different societal groups relating to education and work; and
- Have an appreciation of their own culture as well as the differences from other members of society.

EDU511 - Research Methods (4 Units)

Emphasis on types of research designs and the skills in developing and organizing research studies in institutional settings.

By the conclusion of this course, students will be able to:

- Have an understanding of the role of research;
- Identify the steps required in conducting a computer literature search;
- Have an understanding of the process involved in evaluating research; and
- Demonstrate knowledge of the different types of research.

EDU512 - Social and Philosophical Foundations of Education (3 Units)

Major social influences will be reviewed and applied to current movements in educational instruction, research and curriculum.

By the conclusion of this course, students will be able to:

- Have a historical perspective of education in a democratic society;
- Have an understanding of social influences and trends in American education;
- Have knowledge of various theories of thought that impact upon today's educational reform movement; and
- Understand how the philosophical foundations of educational ideologies influence contemporary practice.





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COURSE DESCRIPTIONS

Elective Courses

EDU602 - Contemporary Topics in Educational Policy (1 to 4 Units)

An examination of several broad range contemporary topics in institutional management.

By the conclusion of this course, students will be able to:

- Have a thorough understanding of a current educational issue;
- Identify specific literature on the issue; and
- Identify individuals and/or institutions that are involved with the issues examined.

EDU603 - Fieldwork (1-6 units)

This elective course consists of a planned field experience under the supervision of an approved advisor. Fieldwork may include experience in a variety of settings as an adjunct to the student's current employment.

By the conclusion of this course, students will be able to:

- Have broad exposure to a professional work setting that is related to the student's permanent assignment;
- Identify workplace requirements as it relates to job functions in an environment other than their present assignment; and
- Understand how the student's permanent assignment relates to the job functions of their fieldwork assignment.

EDU604 – Management of Adult/Occupational Programs (4 Units)

An examination of the social forces involved with adult education. The history and philosophy of adult and occupational training will be reviewed, as well as training and development programs in both public and private sector settings.

By the conclusion of this course, students will be able to:

- Have a thorough understanding of the adult learner;
- Learn how adults learn by memory, cognition and styles;
- Understand the social and political issues regarding the adult learner; and
- Have an understanding of the future challenges in adult/occupational education.

EDU607 - Principalsip (4 Units)

This course contains an overview of the principalsip at all levels. The emphasis is on expectations for principals as well as the practical aspects of the principal's job.

By the conclusion of this course, students will be able to:

- Identify the characteristics of an effective principal;
- Understand what are the requirements to be an effective instructional leader, and the importance of the principal being viewed as an instructional leader;
- Have an appreciation for the multitude of decisions the principal must make and how those decisions are best made;
- Develop a sense of one's ethics and professional responsibilities as a principal;
- Have an understanding of the many roles of the principal, especially as they pertain to the students, staff, parents, and the community; and
- Understand how the value of one's sensitivity, strengths, and growth lead to the development of an effective principal.

Comprehensive Examination

EDU700 - Comprehensive Examination (1 Unit)

This proctored examination, which can be taken anytime between the completion of the core courses and the Dissertation Proposal, is designed to measure a student's knowledge and understanding of the curriculum content that has been covered in the Program. Students must pass the examination prior to advancement to candidacy.

Prerequisites: Successful Completion of all Required Courses.

