



SCHOOL OF EDUCATION & HUMAN SERVICES

ED.D. PROGRAM IN ETHICAL LEADERSHIP

COURSE DESCRIPTIONS

The course descriptions are listed below:

EDUC 8310 Ethical Resource Allocation (3 hrs)

This course is designed to provide the student with a broad understanding of the political and economic forces that influence equitable acquisition and management of human, fiscal, and information resources. The role of ethics in policy development and behaviors of educational institutions throughout the budgetary cycle is explored. The ethical dimensions of leadership will further be examined through both traditional and nontraditional paradigms. Students will reflect on personal ethical stances, examine the influence of ethics and values on decision-making, and analyze and critique ethical issues in a variety of contexts to frame their professional ethical perspectives.

EDUC 8320 Ethical Leadership (3 hrs)

This course explores the qualities of an ethical leader and an ethical organization. Students will develop perceptions of self in relation to trust, respect, integrity, honesty, fairness, equity, justice and compassion in action using faith and reason. Students will develop the ability to build cross-cultural relationships across multiple constituents for the purpose of improving student performance, promoting social justice, and building community.

EDUC 8330 Social Justice Principles (3 hrs)

With an emphasis on human dignity and social movements for justice, this course surveys social justice through an examination of multiple perspectives, education theory, research and practice in historical and ideological contexts. Making the theoretical and conceptual argument that social justice matters, students explore primary themes of social justice such as: international perspectives of social justice, race, ethnicity, language, gender, sexuality, social inequalities as well as the politics of social justice. Students also investigate the role of power in society, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs.

EDUC 8321 Diversity-Equity Leadership (3 hrs)

This course is designed to engage students in the analysis of structural issues involved with diversity, equity, access, and excellence in complex organizations. Students will reflect and examine topics such as race and ethnicity, class, gender, language, and disability as they relate to equity. Students will gain knowledge and skills to effect positive changes in their respective organizations. Students will develop the ability to build cross-cultural relationships across multiple constituencies for the purpose of improving student performance, promoting social justice, and building community. By studying current research on diversity and equity, candidates will learn to advocate and promote excellence in educational institutions and complex organizations.

EDUC 8340 Policy Development & Advocacy (3 hrs)

This course engages students in critical analyses of educational policy at the local, state, national and international levels. Policy structures and processes are examined to understand how inequities are perpetuated in educational systems. In addition, examination of advocacy behind ethical consequences, moral dilemmas, social justice and equity issues resulting from policy are closely analyzed. Students will understand how public policy is generated using critical thinking and analytic reasoning in examining a current problem and recommending policy-framing skills for continued renewal

and change for the betterment of institutions.

EDUC 8350 Technology Leadership (3 hrs)

This course investigates the complex and rapidly changing nature of technology and how the digital divide impacts organizations and society in the 21st Century. The digital divide represents the gap between underprivileged members of society such as the poor, rural, elderly, and handicapped portion of the population who do not have access to computers or the Internet. An introduction to the study of technology leadership with an emphasis on leaders developing a shared vision, planning, and promulgating policies and utilizing resources for the comprehensive integration of technology to address the digital divide are addressed. Learned skills include technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation modeling responsible digital citizenship. Students will develop an understanding of how to create and support technological change through a systems approach by learning management systems, wikis, webinars, image repositories, document sharing, and bookmarking tools.

EDUC 8322 Leadership for Social Change (3 hrs)

This course conscientizes leaders to see beyond the four walls of their organization and examine the U.S. as a 'nation of immigrants' and the complex interactions of a linguistically and culturally pluralistic society in the USA. A focus is placed on individuals discarded by the global economy. This course aims to achieve the following: a) Reflect on the moral and ethical issues raised by examining their personal beliefs in relationship to social justice teachings to address and mitigate inequities; b) Examine, through Critical Pedagogy Lens, the decisions institutions make that perpetuate inequalities and disenfranchise individuals; and c) Advocate for all people through systematic change that promotes success for all stakeholders.

EDUC 8323 Politics & Leadership (3 hrs)

With a focus on scrutinizing how the larger political economy of educational systems, popular culture and politics of a society impact the dynamics of how educational environments are constructed, this course engages students in a sustained debate about the core questions of political power in education and other education-affiliated public sector agency relationships. Calling for the redirection of the dominant political paradigm governing the U.S., this course examines how relations of power in the context of community pressures and needs shape and impinge upon the internal workings and purposes of educational institutions. This course also familiarizes students with community power structures and how these political forces shape education legislative provisions leading to a call for political advocacy for enabling the less privileged.

EDUC 8360 Proposal Seminar (3 hrs)

This course navigates the student through the proposal development process. With a focus on describing the problem statement, critically exploring the multiple perspectives in the literature and presenting a discussion on the appropriate methodology to conduct inquiry. During this course, the student demonstrates a command of both the topic area and the methodologies involved in conducting the research project. The student is guided to bring together the knowledge, skills and insights to develop a full dissertation research proposal. This course is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the gap in the literature that is being addressed with the research.

EDUC 8361 Quantitative Research Methods (3 hrs)

This course focuses on descriptive and quasi-experimental methods design with mention of experimental design. Students learn the purpose, appropriate research questions and hypotheses associated each method, and strengths and weaknesses of each method. **[Pre-requisite: EDUC 8362]**

EDUC 8362 Qualitative Research Methods (3 hrs)

This course examines the qualitative strategies of inquiry (case study, participatory action research, interpretive practice and social action, grounded theory, narrative theory, ethnography, clinical research) and acquaints students with various qualitative designs and methods. The course will familiarize students with the debates around qualitative inquiry; address ethical dimensions of doing qualitative studies; and students will explore methods for collecting and analyzing qualitative data by conducting a small-scale study. **[Pre-requisite: EDUC 8364]**

EDUC 8363 Statistics (3 hrs)

This course provides a survey of fundamental descriptive and inferential statistics through an introduction of basic concepts and terminology, including chi-square, analysis of variance, Pearson correlation, and regression analysis. Using statistical software as an analytical tool, students investigate educational issues and phenomena applying a variety of statistical methods resulting in understanding the difference between significance and meaningfulness of data.

EDUC 8364 Mixed Research Methods (3 hrs)

This course introduces the student to a way to integrate both quantitative and qualitative methods to study complex research questions that require a multi-faceted, multi-perspective approach. Students learn how mixed methods complement each other and be able apply mixed methods approaches to data collection and analysis.

EDUC 8370 Residency I (3 hrs)

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

EDUC 8371 Residency II (3 hrs)

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

EDUC 8380 Dissertation I (3 hrs)

Dissertation I – Data collection - After preliminary defense of research plan (Chapters 1-3), approval by university Human Subjects Committee, and other required approvals, the student begins the data collection process and begins to revise Chapter 3 to reflect the actual research process. **[Pre-requisite: EDUC 8360]**

EDUC 8381 Dissertation II (3 hrs)

Dissertation II – Data analysis – Based on the findings, the student revises Chapters I and II as necessary. Student writes Chapter 4. **[Pre-requisite: EDUC 8380]**

EDUC 8382 Dissertation III (3 hrs)

Dissertation III – Dissertation completion and final defense – Student finalizes Chapters 1-4 and writes and revises Chapter 5. Student successfully defends dissertation and revises as necessary. **[Pre-requisite: EDUC 8381]**

EDUC 8390 Independent Study (3 hrs)*

The purpose of this course is to afford students an opportunity for self-directed inquiry. Designed as an academic transaction between individual students and instructors, the students read assigned materials, prepare papers, or engage in projects and report frequently to the instructor of record. Independent study is deliberately arranged to promote the student's self-direction and independence in conducting scholarly work. This course will require prior approvals prior to enrolling as outlined in Independent Study Guidelines. **(*Note: This course is not included in the 54-hour count).**

Total: 54 hrs