

Hampton University
Department of Education
Overview 5/4/2020

Doctor of Philosophy in Educational Management (Online)

The Doctor of Philosophy degree in Educational Management program is offered online through the Graduate College, Hampton University Online and the Department of Education. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge required in today's increasingly complex, diverse, and information-driven educational organizations. The program is designed to serve the advanced educational needs of top educational leaders by providing an executive program that allows individuals to pursue their degree without career interruption. The accelerated degree program is cohort based, with 15-20 students making up each cohort. The cohort model provides that students will matriculate together as they complete coursework and results in a deeper student support network.

Admission Requirements

Admissions into the Doctor of Philosophy in Educational Management program is selective. Preferred prospective students have five or more years of professional experience working within an educational institution, with evidence of leadership roles garnering the highest rating. In reference to the concentration areas, preferred prospective students will hold teacher or administrator licensure or other educational certification (the PK-12 concentration) and leadership experience in higher educational institutions (the higher education concentration). Students must have earned a master's degree and must submit two letters of recommendation and a prepared Statement of Career/Professional plans along with the application for admission. Students lacking a master's degree in Education must also take the GRE and earn a score of 150 or higher or the MAT with a minimum score for 42.

Summer Orientation and Summer Term/ Program Start Date

Candidates are required to attend an Online Orientation occurring over weeks using Collaborate Ultra [Blackboard] that mirrors all components of a face-to-face residency. The Summer Orientation and Summer Term/ Program Start date occur simultaneously and provides synchronous and asynchronous course content, mentoring, dissertation supervision and networking.

Curriculum

All doctoral students in education take the core curriculum and the research core. The core curriculum is structured around two broadly defined themes: Leadership and Management; and the Sociopolitical and Cultural Contexts of Education. The research and practice core consists of courses in research methods and dissertation research courses. Students are required to take and pass a comprehensive exam prior to entering the dissertation phase of the program. Students work with a primary advisor and a dissertation advisory committee to first develop and defend a prospectus and then conduct a culminating research study [dissertation] that reflects high-level analytical and research competence, and represent an original contribution to the field. The preparation of the dissertation should begin early in the program and evolve over the student's course of study. Dissertation is the capstone project of the doctoral program. In addition to completion of common core courses, doctoral students must select one of two education concentration areas. The concentration areas are described below.

Higher Education

This concentration is focused on the challenges and means for addressing the rapidly evolving postsecondary environment including - finances, technology, access, sustainability, quality and outcomes. It is geared toward practitioners seeking upper level positions in higher education and opportunities in academia.

PK-12 Administration (District-level leadership and beyond)

This concentration is focused on the challenges and means for addressing the major issues facing K-12 leaders, such as outcomes assessment, teacher quality, access, finances, technology, school choice, charter movement. It is geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12.

The curricula for the concentration areas are outlined below.

Higher Education Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory & Practice in Educational Organizations	3
EDUO 712	Higher Education Finance	3
STAO 600	Statistics	3
EDUO 714	Dissertation Literature Review	3
EDUO 716	History of Higher Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 722	College Student Development	3
EDUO 723	Legal Issues in Higher Education	3
EDUO 724	Organization and Governance	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 733	Advanced Qualitative Research Methods	3
OR EDU 734	Advanced Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research I	4
EDUO 741	Dissertation Research II	4
EDUO 742	Dissertation Research III	4
EDUO 743	Dissertation Defense	0
TOTAL CREDITS:		60

PK-12 Administration Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 713	School District Finance & Budgeting	3
STAO 600	Statistics	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 717	History of PK-12 Educational Reform	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 725	Supervision and Professional Development	3
EDUO 726	Legal Issues in PK-12 Education	3
EDUO 727	Instructional Improvement	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 733	Advanced Qualitative Research Methods	3
OR EDUO 734	Advanced Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research I	4
EDUO 741	Dissertation Research II	4
EDUO 742	Dissertation Research III	4
EDUO 743	Dissertation Defense	0
TOTAL CREDITS:		60

STAO 600 Statistics**Lec. 3./Credit 3.**

An interdisciplinary course for graduate students. Procedure of data reduction presentation and measures of central tendency, variability, and relations are presented to develop both an understanding of and an ability to utilize descriptive and inferential statistics. Permission of the instructor.

EDUO 611 Techniques and Problems in Educational Research**Lec. 3./Credit 3.**

Develop skills necessary to read, analyze, interpret and criticize the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy and longitudinal research.

EDUO 710 Leadership Theory & Practice in Educational Organizations Lec. 3./Online/Credit 3.

The course is the foundation course for the Doctoral Program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied. Candidates will develop a theoretical position regarding their personal administrative style.

EDUO 712 Higher Education Finance**Lec. 3./Online/Credit 3.**

The purpose of this course is to provide the student with an overview of the financial and budget elements that are essential to a higher education institution's existence. This course draws upon basic and applied literature in the economics and finance of higher education, including work on processes of individual choice (e.g., students' sensitivity to tuition and aid levels), on federal, state, and institutional approaches to financing higher education and students, and on financial management, including budgeting and cost-effectiveness analysis. Studies in fund raising, alumni relations, and foundation management are also included.

EDUO 713 School District Finance and Budgeting**Lec. 3./Online/Credit 3.**

This course offers a study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning.

EDUO 716 History of Higher Education**Lec. 3./Online/Credit 3.**

This course explores the administrative development of American higher education from 1636 to the present, including internal trends and external forces. It adopts the widely acknowledged view that knowledge of the history of higher education is important for successfully providing leadership and performing other professional responsibilities. History provides important perspectives for routinely resolving critical leadership issues and problems. This is the case because institutions and institutional systems over time develop customs, values and traditions that continually affect students, faculty, administrators and other stakeholders. History identifies institutional customs, values and traditions, and analyzes their origins and consequences.

EDUO 717 History of PK-12 Educational Reform**Lec. 3./Online/Credit 3.**

This course surveys the history of American education from the Colonial Era to the present. It treats the changing character of education in the context of broader social and cultural developments. The course attempts to provide both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education. Students will consider the creation, purposes, effects, and evolution of public schools in the United States, especially at the elementary and secondary level, as well as look at conflict over school structure, goals, and governance. By putting these

debates in the context of American economic, social, and cultural history, students will also ask about the effects of public schooling on particular groups that have experienced discrimination and will see what changes arose from such conflicts.

EDUO 718 Policy and Politics in Education

Lec. 3./Online/Credit 3.

This course surveys local, state, and federal legal, political, economic, and social factors that contribute to the processes of educational policy development, implementation, and evaluation. It explores current policy and governance issues. Students will examine a variety of recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization, and to the emergence of a select group of high performing charter schools and the views of their critics. Finally, students will consider questions of politics, with an eye towards how to move ideas into action. Includes a fieldwork requirement.

EDUO 719 Diversity and Equity in Education

Lec. 3./Online/Credit 3.

The course addresses changing demographics in our society that have created the need for educational and business leaders who are culturally competent change agents and policy makers, especially as they consider the impact that cultural variables such as race, ethnicity, gender, and age have on the overall performance of people within an organization. Course content deals with diversity both among the student body and the work force. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leaders might overcome resistance to change in this regard. Students will demonstrate the acquisition of specific multicultural awareness, knowledge and skills competencies that are necessary to become culturally competent policy makers within educational organizations. Emphasis will be placed on the student's ability to create environments within their institutions that foster the highest level of performance by those individuals who learn and work within the institution.

EDUO 720 Assessment, Evaluation and Accountability

Lec. 3./Online/Credit 3.

This course is designed for the study of educational problem solving, strategic planning, accountability and their relationship to needs assessment techniques, evaluation methodologies, and data driven decision-making processes. It will explore strategies and tools to collect, analyze, organize, and present comprehensible and useful data. Strategic planning will encompass the organization's process of examining its strategy and resources to execute the plan. Data driven decision-making exercises will address problems and issues in a variety of educationally related scenarios.

EDUO 722 College Student Development

Lec. 3./Online/Credit 3.

This course will review research and literature on college students from freshman through graduate school. It will include a discussion of student subcultural patterns and a survey of the major areas of higher education law regarding the college student. The course will conclude with a study of the organization and administrative functioning components, concepts, and models of student personnel administration systems using a historical and topical approach.

EDUO 723 Legal Issues in Higher Education

Lec. 3./Online/Credit 3.

This course serves as an overview of the legal issues that confront college and university personnel. Pertinent federal and state statutes as well as case law will be used to instruct about legal rights and responsibilities of university and college administrators. The legal relationships between the institution and the faculty, the student, the state government, and the federal government will be explored. In addition, the course focuses on the nature of framing issues, analyzing situations and cases, and providing sensible (sometimes innovative) recommendations/solutions.

EDUO 724 Organization and Governance in Higher Education Lec. 3./Online/Credit 3.
Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving.

EDUO 725 Supervision and Professional Development Lec. 3./Online/Credit 3.
This course offers an overview of personnel functions in educational environments with a focus on recruitment, selection, orientation, evaluation, and development; interpersonal skills; motivational theories; and the utilization of technology in the personnel process. Students examine educators' professional learning in organizations and its contributions to organizational change, learning, and renewal.

EDUO 726 Legal Issues in PK-12 Education Lec. 3./Online/Credit 3.
This course surveys the legal aspects of public K-12 education, including: legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline, special education; torts; contracts, and religion. The impact of federal and state constitutions, statutes, and court decisions on education are also reviewed.

EDUO 727 Instructional Improvement Lec. 3./Online/Credit 3.
This course promotes visionary PK-12 instructional leadership with capacity to improve academic achievement. It surveys research-based models for educational improvement and planning, particularly in high needs areas: literacy, second language learning, mathematics, science, and technology. Includes a fieldwork requirement.

EDUO 8XX (732) Quantitative Research Methods Lec. 3./Online/Credit 3.
This course focuses on the design of descriptive and correlational education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software.

EDUO 8XX (731) Qualitative Research Methods Lec. 3./Online/Credit 3.
The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to continue to understand qualitative research methodologies, data collection techniques, analysis and communicating results. Some topics include: structured class inquiry, data collection and data analysis; design of original qualitative studies; and writing of research results. Emphasis on relationship between research and practice.

EDUO 8XX (34) Advanced Quantitative Research Methods Lec. 3./Online/Credit 3.
This course focuses on the design of experimental education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software.

EDUO 8XX (33) Advanced Quantitative Research Methods Lec. 3./Online/Credit 3.
This course focuses on the design of descriptive and correlational and advance education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software.

EDUO 8XX Literature Review Lec. 3./Online/Credit 3.
This course is designed to help students write a systematic literature review that is appropriate for a dissertation. The course will emphasize skills for writing the Problem Statement and conducting and writing the Review of Literature. Substantial time will be devoted to researching peer-reviewed articles on the topic the PHD student has chosen and critiquing previously written Literature Reviews as a way of helping the student understand

the differences between a well-written and a poorly-written literature review. Substantial reading of journal articles will be required.

EDUO 802 (737) Ph.D. Comprehensive Examination **Online/Credit 0.**

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

EDUO 8XX (739) Dissertation Research Seminar **Sem. 3./Online/Credit 3.**

This course is designed to provide doctoral students with the skills necessary to develop a dissertation prospectus. Students learn how to: 1) conduct a literature review; 2) critique relevant theories; 3) write cogent statements of purpose and research question(s); 4) develop a research design and select appropriate methodology and 5) carry out data collection and analysis. This course is also designed to assist students in the development of their research prospectus in preparation for presentation to the Ph.D. Advisory Committee. Students are to complete a draft of at least 3 chapters of their dissertation.

EDUO 8XX (740) Dissertation Research I **4 Credit Hours**

Designed for students who are preparing a doctoral dissertation. Students enroll in EDUO 740 in the first session after completion of course work (to include the completion of the dissertation prospectus and the Dissertation Research Seminar). The student works on their dissertation (and is required to complete up to three chapters). This work is accomplished under the supervision of their dissertation chairperson and committee, who oversee the student's work toward completion. (Note: Students will have up to three sessions to repeat/complete this portion of the dissertation).

EDUO 8XX (41) Dissertation Research II **4 Credit Hours**

Designed for students who are preparing a doctoral dissertation. Students enroll in EDUO 741 after successful completion of EDUO 740. The student works on their dissertation (and is required to complete a specified number of chapters as designated by the dissertation chairperson). This work is accomplished under the supervision of their dissertation chairperson and committee, who oversee the student's work toward completion. (Note: Students will have up to three sessions to repeat/complete this portion of the dissertation).

EDUO 8XX (42) Dissertation Research III **4 Credit Hours**

Designed for students who are preparing a doctoral dissertation. Students enroll in EDUO 742 after successful completion of EDUO 741. The student works on their dissertation (and is required to complete a specified number of final chapters and revisions as designated by the dissertation chairperson). This work is accomplished under the supervision of their dissertation chairperson and committee, who oversee the student's work toward completion. (Note: Students will have up to three sessions to repeat/complete this portion of the dissertation.)

EDUO 8XX (43) Dissertation Defense **0 Credit Hour**

The doctoral candidate presents and defends their dissertation to their dissertation committee. The course is the culmination of the Ph.D. program.

Hampton University
Department of Education
Doctor of Philosophy in Educational Management / Course Rotation
Higher Education (HED) PK-12 Administration (PK-12) Total Credits 60
Revised Program 10/30/19

Doctor of Philosophy in Educational Management					
	Summer (May-June)	Fall I (August-October)	Fall II (October- December)	Spring III (January-March)	Spring IV (March-May)
	EDUO 710 (core) Leader. Theory & Pract.	EDUO 718 (core) Policy, Ethics, and Politics	EDUO 720 (core) Assessment Evaluation & Accountability	STA 600 (core) Statistics	EDUO 732 (core) Quantitative Research Methods
First Year	EDUO 611 (core) Techniques & Problems	Concentration: PK-12- EDUO 717 History of PK-12 Educ. Reform	EDUO 719 (core) Diversity & Equity in Education	Concentration: PK-12 - EDUO 725 Supervision & Prof. Dev.	EDUO 731 (core) Qualitative Research Methods
	6 hours	HED: EDUO 716 Hist. of Higher Ed	6 hours	HED - EDUO 722 College Student Dev.	6 hours
	6 hours	6 hours	6 hours	6 hours	6 hours
Second Year	EDUO 734 (core) Advanced Quantitative Research Methods Or EDUO 733 Advanced Qualitative Research	EDUO 714 (core) Literature Review EDUO 737 (0) (core) Comprehensive Exam	EDUO 739 (core) Dissertation Res. Sem. (Pre-requisite: Must have passed Comp. Exam)	EDUO 740 (core) Dissertation Research I (Pre-requisite: completed coursework and passed comps) (Note: Students have up to three sessions to repeat/complete this portion of the dissertation).	EDUO 742 (core) Dissertation Research Seminar II (Pre-requisite: Must have completed all coursework and passed comps) (Note: Students will have up to three
	Concentration: PK-12- EDUO 727 Instructional Improvement	Concentration: PK-12- EDUO 726 Legal Issue in Pk-12	Concentration: PK-12- EDUO 713 School Dist. Fin. & Budgeting	EDUO 741 (core) Dissertation Research II (Pre-requisite: completed coursework and passed comps) (Note: Students have up to three sessions to repeat/complete this portion of the dissertation).	EDUO 743 Dissertation Defense
	HED- EDUO 724 Organization and Governance	HED- EDUO 723 Legal Issues in Higher Education	HED- EDUO 712 Higher Education Finance		
	6 hours	6 hours	6 hours	8 hours	4 hours

Second Year	Fall I	Fall II	Spring III	Spring IV	Sum	
Summer (May-June)						
EDUO 734 Advanced Quantitative Research Or EDUO 733 Advanced Qualitative Research Concentration					3	
PK-12 EDUO 727 Instructional Improvement HEd EDUO 724 Organization & Governance					3	
Fall I (Aug- Oct)						
EDUO 737 Comp Exam	0					
EDUO 714 Literature Review (core)	3					
Concentration: PK-12 EDUO 726 Legal Issues in PK-12 HEd EDUO 723 Legal Issues in Higher Ed	3					
Fall II (Oct- Dec)						
EDUO 739 Dis Res Sem (core)		3				
Concentration PK-12 EDUO 713 Sch Dist Fin & Budget HEd EDUO 712 Higher Ed Financing		3				
Spring III (Jan- March)						
EDUO 740 Dis Res Seminar I			4			
EDUO 741 Dis Res Seminar II			4			
Spring IV (March- May)						
EDUO 742 Dis Res Seminar III				4		
EDUO 743 Dis Defense				0		
Year 2 Total	6	6	8	4	6	30
Program Total						60