# Doctor of Philosophy in Educational Leadership
Akamai University
Dr. Douglass Capogrossi
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In the current climate of technological change and disorder among schools and programs, educational organizations must continually reinvent themselves to become truly "learning organizations" and able to flexibly and fluidly reinvent themselves to respond to disorder in our constantly changing chaotic world of this century, like all living organisms (Wheatley, 2006).
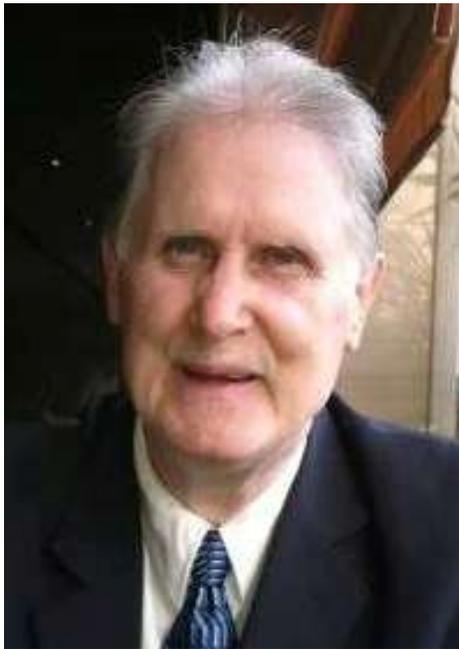
To lead the way the educational leaders of this century and the administrators with new ideas and new perspectives will apply the "new science of management" and will shape new forms and new understandings in our organizations in this era of chaos and uncertainty. The Akamai Master's degree and the Doctorate in Education degree program in its structures and processes is based squarely on the foundational work of the National Commission on Excellence in Educational Administration in 1988; the current work of Peter Senge (1990, 1994), Margaret Wheatley (2006), and the research of Arthur Levine of 2005 in his four year study of America's Education Schools, "Educating School Leaders," and Marzano, Waters, and McNulty (2005).

The National Commission on Excellence in Education in their report in 1988 , titled Leaders for America's Schools set the foundations for future programs in excellence in Educational Administration. Akamai University's Master's and doctoral degrees in Educational Leadership have established the framework of five main areas of focus: These areas of focus are: The Theoretical Study of Educational Administration, The Technical Core of Educational Administration. The Solution to problems through Applied Research, the Development of Administrative Skills, and involvement of Supervised Practice along with Demonstration of Competence and the establishment of unique and important education projects across the world communirty.

Advanced education is the capstone upon which the balance of advanced culture is built. Countries with low levels of literacy are easily overtaken by political and economic powers beyond their borders. Citizens with low levels of literacy are likely to play an ineffective role within the leadership of their home country and are not likely to have a substantial voice in the growth of their culture. The poorest countries have the lowest levels of overall literacy and have the greatest degree of major problems: disease, malnutrition, homelessness, underemployment, and underdeveloped economic bases. In fact, poor literacy is related to high infant mortality rates, and a generally low standard of living overall. Improved literacy is essential to the betterment of the human condition.

People of all nations are interested in education and the quality of their schools and in many ways, a nation's progress is often equated with the success of its educational system. People expect their schools to assist their young to become well educated citizens and the future leaders

of their society and they rely upon their schools to guide their young people through life's chances in a way that will mold their lifelong attitudes and skills in effective preparation for their life's work.

Because of its vital importance to the survival of any culture, most nations expect their young to continue in their education from the age of 6 through 18, and encourage the capability to complete a college degree. Indeed, the opening of the schools in Afghanistan signaled to the world that this is a nation in progress. In fact, education is so important to these nations that huge amounts are spent each year to support and maintain the educational enterprise. Financially, in the United States alone, more than $400 billion is spent on education each year, an amount approximating seven percent of the total gross domestic product (OECD: 1995:66 in Brint, 1998, 4).

Over the past two decades new technologies and the internet have brought access to education to millions of people around the world whose countries previously faced illiteracy issues.

In the United States higher education online, currently an acceptable mode of learning, is the engine driving the current massive explosion of higher education enrollments. According to a recent report of the National Center for Education Statistics, released in 2006, in the period between 1993 and 2003, the increase of post secondary staff which included administrators, faculty, and support personnel had grown faster than the civilian labor force over the same period. The civilian labor force grew by 13 percent over the period while the postsecondary institutional employees grew by 22 percent. Student enrollments grew by 16 percent. (Audrey Williams, Chronicle of Higher Education, 8/3/06).

The Program Educational Leadership is designed and intended to serve the needs of professionals wishing to enter, benefit from, and excel within the field of Education and its many exciting and rewarding personal and professional experiences. The principal areas of study within the Center cover educational leadership and human resource studies, educational policy and social studies, curriculum and instruction, adult and continuing education, and worldwide literacy. A primary goal of the center is the advancement of learning worldwide through educational technology transfer, improvement of leadership, and expansion of effective educational policies, curriculum and instructional techniques.

Studies in Educational Leadership and Human Resource Studies include but are not limited to, educational leadership, public school administration, postsecondary administration, human resource development and management, pupil personnel and staff personnel, educational planning and advancement, and educational law.

Worldwide Literacy includes offerings in literacy in the developing world, English as a Second Language, TESOL/TOEFL, foreign language acquisition, technology in literacy, international literacy campaigns, and literacy and human rights. (Steven Brint, Schools and Societies, Thousand Oaks: Pine Forge Press, 1998.)

Douglass Capogrossi, PhD
Program Director

OBJECTIVES OF THE PROGRAM
Participants successfully completing the Doctor of Philosophy in Educational Leadership will be:

- Knowledgeable about the theory and practice of educational administration.
- Able to demonstrate competence in the performance of essential skills required for leadership positions in educational organizations
- Sensitive to and knowledgeable of the social/psychology problems of students reflecting the state of the culture of the larger society, and be competent to take appropriate action toward the resolution of such problems within the specific educational settings.
- Knowledgeable of larger problems and issues in education and in schools/colleges and be competent and skilled to take appropriate action toward the resolution of the problems within the specific educational settings
- Competent to undertake research in education and apply the findings in their educational settings. Dissertation projects may be pursued by quantitative or qualitative methodologies or by participatory research venues. Akamai also permits its doctoral students to undertake a major project in lieu of the dissertation, following the guidelines provided by the university.
- Competent to lead the implementation of continuing current technological applications and organizational changes necessary with alternative educational delivery modes.

PROGRAM AUDIENCE
The Doctor of Philosophy in Educational Leadership is designed to prepare professional educators who are in or are interested in occupying leadership roles in educational institutions. The doctoral program will prepare educators interested in assuming roles as instructional supervisors, team leaders, business managers, and master teachers.

PROGRAM FACULTY

- Douglass Capogrossi, Ph.D.
  Program Director
- Ruth Huffman-Hine, Ph.D.
  Deputy Director
- Merton Bland , PhD
- Tricia Devin, EdD
- Revalyn Faba Sack, PhD
- Antonio Cardona, MS
- Austin Mardon, PhD

RESEARCH CONCENTRATIONS
Doctoral students may pursue research concentration for the dissertation in any one of the following fields of study:

Educational Administration	Instruction Theory
Educational Transformation	Sociology in Education
Quality Assurance in Education	Literacy Leadership
Curriculum Development	Distance Learning

ENTRY REQUIREMENTS
As prerequisites for acceptance to the Doctor of Philosophy in Educational Leadership, conducted by dissertation, participants should have completed the equivalent of a recognized Master's degree in an appropriate field of study, have research training, and have several years of meaningful professional experience. Participants are expected to be proficient in English language skills or provide other assurances of effective language support throughout the program. Participants must have access to a computer, appropriate software, email and Internet, and academic library resources.

DEGREE REQUIREMENTS
Participants pursuing the doctoral degree by research shall complete a seven-phase process, equivalent to 52 credits above the Master's degree in traditional doctoral program, including three doctoral research tutorials, a comprehensive review, and a dissertation project.
The doctoral research tutorials are intended to assure the participants have the skills and knowledge to examine the existing scholarly literature, design an effective advanced research study, carry out the project, analyze the data and present the findings in a publishable quality manuscript. The comprehensive review includes written and oral components that permit faculty to determine if the participant has sufficient preparation to proceed to the research phase of the program. The dissertation process includes preparation of a formal dissertation proposal, completion of the dissertation project, and preparation of the manuscript for review by the doctoral committee review. Participants then complete an oral review of dissertation as a conclusion of the degree process.

Dissertation Tutorial I - Basic Research Methods (12 credit equivalency)
Dissertation Tutorial II - Literature Review (12 credit equivalency)
Dissertation Tutorial III - Research Presentation (12 credit equivalency)
Doctoral Comprehensive Review (2 credit equivalency)
Dissertation Proposal Process (4 credit equivalency)
Conduct of Dissertation Project (8 credit equivalency)
Oral Review of Dissertation (2 credit equivalency)

As a minimum degree requirement, doctoral participants must maintain enrollment at Akamai University for at least one and one-half calendar years. Although a maximum period of six years is allowed to complete the program, most doctoral participants are fully capable of finishing their programs within three years. No transfer credit shall be applied to this degree, as it is based upon a seven-step quality review process.

At each phase of the doctoral process, in order to progress to the next phase, written approval by the University doctoral committee is required. To remain in good standing, participants must demonstrate effective progress toward achieving quality standards at each phase. Upon successful completion of the process, participants are awarded the doctor of philosophy degree.

DOCTORAL COMMITTEE EXPECTATIONS
Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The

Committee is comprised of a primary, secondary and tertiary mentor, each with a assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree. Participants may secure local professionals to serve as external members of their Committee, providing local guidance and leadership toward the success of their project or research.

THE DEGREE PROCESS FOR THE RESEARCH DOCTORATE

Step #1: Assignment of Faculty Review Committee

After the participant's admission and registration, as the first step in the program, the University will assign the participant's Graduate Review Committee, including a Chair and one supportive faculty members. Once the Committee Chair has been assigned, the participant shall begin the preliminary activities of the degree program.

Step #2: Study Plan Process

The first activity of the program is the completion of the Study Plan document, which guides the participant and review committee through the degree process. The Study Plan clarifies the specialization that will be pursued, itemizes the subject modules, and clarifies the project activities to be completed as expectations for the degree, and includes a preliminary timeline of completion of each of activity.

Step #3 Conduct of Doctoral Tutorials

The doctoral research tutorials are designed to help the student to expand the quality of their literature search, build the competencies for scholarly argument and establish high-level research and presentation skills. As an element of each tutorial, students are expected to pursue instructor-directed, as well as self-directed scholarly readings that extend understanding of the theories, principles, and practices in their defined field of study and research.

Students are expected to comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal.

Students will be expected to define an applied problem or theoretical issue to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem.

Students will demonstrate the ability to complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent is to ensure that students have the competency to examine applied or

theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and that make an original contribution to the body of information available in their field of study. Each student must clearly address issues related to research with human subjects and live animals.

Students are directed to undertake theoretical and practical discussions with their faculty advisors at Akamai and colleagues at outside institutions involved with the student's field of study. Students submit written plans for University approval relative to these ongoing discussions. Students are expected to submit scholarly written work (approximately 10,000 words) in each tutorial as directed by the instructor. These papers must reflect high-level information gathering skills, quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for instructor evaluation and detailed follow-up discussions. It is expected that work in the doctoral tutorials be directly related to and supportive of the proposed dissertation project that will follow the tutorials. Students are also expected to demonstrate successful skills in the formal verbal presentation of their work (in increasingly more formal and detailed manner) before their professional colleagues. Presentations may be made at professional conferences, tutorials, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also make arrangements to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. As an alternative, doctoral students may have the paper accepted for publication in the Akamai Journal for Human Advancement. Each research tutorial is summarized by asynchronous conference, permitting detailed oral review and follow-up of the tutorial activities.

RES 641: Doctoral Tutorial #1: Basic Research Methods (12 credits)

The first tutorial instructs the participant in foundational theories, principles, and practices specific to the proposed dissertation research, thus clarifying the underlying principles and justifications that support the proposed concept for research. As a minimum element of this tutorial, participants must complete suitable courses selected from the appropriate Center research offerings. Participants must pass a quality review examination conducted by the graduate committee, and if deemed essential, complete additional research methodology coursework to satisfy preparation requirements.

> **Required:**
> **RES 641: Doctoral Tutorial #1: Basic Research Methods (12 credits)**
> http://www.akamaiuniversity.us/RES%20641%20Doctoral%20Tutorial%20I-%20%20Research%20Methodology.pdf

RES 642: Doctoral Tutorial #2: Literature Review (12 credits)

This second research tutorial is designed to guide the participant in conducting a thorough and effective search of the scholarly literature in relation to a project of research. Participants examine the quality of existing scholarly literature in their field of research and participate in a quality review under the guidance of the doctoral committee.

Required:
RES 642: Doctoral Tutorial #2: Literature Review (12 credits)
http://www.akamaiuniversity.us/RES%20642%20Doctoral%20Tutorial%20II-%20Literature%20Search.pdf

RES 643: Doctoral Tutorial #3: Research Presentation (12 credits)
The third tutorial is intended to guide the participant in understanding the requirements for effective written argument, referencing and citations of the scholarly literature, and presentation of the findings from research.

Required:
RES 643: Doctoral Tutorial #3: Research Presentation (12 credits)
http://www.akamaiuniversity.us/RES%20643%20Doctoral%20Tutorial%20III-%20Referencing%20and%20Presentation.pdf

Step #4: Doctoral Comprehensive Review Upon satisfactory completion of the doctoral research tutorials, the participant will be authorized to schedule the comprehensive review. The senior member of the doctoral committee will direct the written and oral components of the review. The written portion is open book style with selected essay questions requesting creative responses that reach for the higher levels of understanding. Answers should be drawn from the scholarly literature as well as applications within the professional business environment. Proper referencing of the scholarly literature is expected. The oral component of the review shall be completed by conference between the participant and committee members and is intended to encourage an open discussion of the written essay responses. Participants are expected to complete the requirements of the following structured coursework. This is the traditional comprehensive examination of doctoral students, conducted by the dissertation committee immediately following completion of the doctoral tutorials and prior to undertaking the dissertation proposal. The examination includes both written and oral components and is confined to the research discipline of the student.

Required:
EXM 985: Comprehensive Examination (2 credits)
http://www.akamaiuniversity.us/EXM980_ComprehensiveExamination.pdf

Step #5: Dissertation Proposal Process During this phase of the process, participants prepare a formal proposal related to their concept for research. The proposal is completed under the direction of the doctoral committee and prepared according to published University guidelines, which shall be provided to the participant. Participants are expected to complete the requirements of the following structured coursework. This program element is required of doctoral students to guide them through the formal research proposal process for their dissertations, including the development of the research methodology, data gathering device, and data analysis techniques.

    Required:
    RES 985: Dissertation Proposal (4 credits)
    http://www.akamaiuniversity.us/RES985_DissertationProposal.pdf

Step # 6: Conduct of Dissertation Project

Following approval of the dissertation proposal, participants will begin their research project. The dissertation may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. The dissertation project may be conducted by quantitative, qualitative, or participatory action research. Whichever approach to the dissertation is chosen, the resulting project must demonstrate mastery of a body of knowledge in the field and represent a meaningful and original contribution to the betterment of the profession. The body of the dissertation manuscript must be structured according to a set of approved research and manuscript guidelines provide by the University. Participants are expected to complete the requirements of the following structured coursework.   This program element governs the conduct of the dissertation project. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The project may take any of several forms, depending upon the specialization in the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence.

    Required:
    RES 990: Dissertation Project (8 credits)
    http://www.akamaiuniversity.us/RES990DissertationResearch.pdf

Step #7: Oral Review of Dissertation

Once the participant has prepared the dissertation manuscript, the senior member of the doctoral committee will schedule the formal review process and act to conduct both the formal physical review of the manuscript and oral review of the dissertation project.

Following receipt of the research manuscript, it usually takes the three member doctoral committee four to six weeks to complete the physical review and prepare questions and commentary for later discussion. The oral review is carried out by personal conference and is designed to allow detailed investigation of the underlying review of the literature, the dissertation methodology, and the mechanics of the project, presentation of the findings, and conclusions and recommendations.

One outcome of the dissertation review process is a set of final expectations directing the participant through the remaining tasks for completing the dissertation manuscript. Once the final manuscript is approved, the participant will submit the formal document to an approved bindery and later arrange for the bound dissertation to be shipped to the University headquarters in Hawaii for permanent archival storage. Upon the participant's completion of the final tasks, and receipt of the needed records and documentation, the University will issue a letter of completion to the participant. It will then make preparation for issuance of the transcript of record and diploma certificate. This examination is an oral defense of the doctoral dissertation by

the student conducted by the doctoral committee immediately following reading of the dissertation manuscript.

Required:

EXM 995: Oral Defense of Dissertation (2 credits)
http://www.akamaiuniversity.us/EXM995_OralDefenseofDissertation.pdf

FURTHER DISCUSSION OF THE DOCTORAL TUTORIALS

RES 641: Doctoral Research Tutorial II: Research Methodology (12 credits equivalent)
The second research tutorial is designed to guide students in building effectiveness in research design, data gathering and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor's guidance.

It is possible that the doctoral Committee Chair will require the student to complete formal research preparation coursework, such as:

RES 500: Survey of Research Methods (3 credits)
RES 504: Introductory Research Statistics (3 credits)
RES 506: Advanced Research Statistics (3 credits)
RES 508: Qualitative Research (3 credits)
RES 510: Participatory Action Research (3 credits)
RES 512: Effective Data Analysis (3 credits)
RES 520: Social Science Research Methods (3 credits)
RES 524: Techniques in Transpersonal Research (3 credits)
RES 526: Biological Illustration (3 credits)
RES 527: Biological Modeling (3 credits)
RES 528: Environmental Science Research Methods (3 credits)
RES 529: Calculus for Environmental Science (3 credits)

RES 642: Doctoral Research Tutorial I: Literature Search (12 credits equivalent)
The first research tutorial is designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement.

It is possible that the Dissertation Committee Chair will require or allow the student to complete formal coursework, such as the following, to reinforce the literature review:

EDU 501: Leadership in Educational Institutions (3 credits)
EDU 502: Organizational Behavior in Education (3 credits)
EDU 503: Models of Teaching and Learning (3 credits)
EDU 504: Human Resource Management in Education (3 credits)
EDU 505: Managing Educational Resources (3 credits)
EDU 509: Field Study in Educational Leadership (3 credits)

RES643: Doctoral Research Tutorial III: Referencing and Presentation (12 credits equivalent)
The third research tutorial is designed to help students construct proper citations and referencing of the literature and effectiveness in describing the findings and stating the conclusions and recommendations from their study. Students complete a report discussing the methods to be used for citation and referencing of the literature, explaining guidelines for effective presentation of findings, conclusions and recommendations.

Under the guidance of the Committee Chair, students will select an effective publication manual and other resources in support of an effective dissertation.

Examples of effective publication manuals include:

- American Psychological Association. *Publication Manual of the American Psychological Association.* 5th ed. Washington: APA, 2001. Print.
- American Management Association. *The AMA Style Guide for Business Writing.* New York: AMACOM, 1996. Print.

THE DISSERTATIOIN COMMITTEE
Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The Committee is comprised of a primary, secondary and tertiary mentor, each with a assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree.

Formation of Dissertation Committee
Doctoral students have a Dissertation Committee of three qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and dissertation project, a Committee Chair, a Secondary Member and a Tertiary Member.

Responsibilities of Dissertation Committee

The responsibilities of the Dissertation Committee, under the leadership of the Committee Chair, are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
  for study and the assignment of faculty to provide instruction and to assist with the functions
  of the Dissertation Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization,
  and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for
  instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Dissertation and overall degree program and cooperate fully in building the appropriate archival records.

Committee Appointment Schedule

The Committee Chair is appointed immediately following the Doctoral student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary member of the Dissertation Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

The Secondary Committee Member becomes active one month prior to the commencing of the written component of the Doctoral student's Final Comprehensive Examination and continues with the student's program until final completion is recorded.

Building the Student's Plan for Study

Immediately following registration, Doctoral students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's Doctoral program and the timeline for completion. The plan for study includes the following essential elements:

- The designation of the degree major for the Study Plan
- The identification of the school contacts and contact information for the schools participating
- in the delivery of the Doctoral program.
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Dissertation Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program

These activities require active participation by the student in program planning and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for approval and entry to the permanent student record. The plan for study becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are advised that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

COURSE MODULE DESCRIPTIONS

Options for Tutorial Support

EDU 501: Leadership in Educational Institutions (3 credits)
This course examines current concepts, research, and philosophies of educational leadership. The goal is to promote teacher-leadership in effective teaching and learning and influence in local educational policies and programs. This course provides teachers with the knowledge and skills to be leaders in their classrooms and schools, make teaching and learning more effective throughout their school and district, and to successfully advocate for and influence local educational policies and programs. Students are encouraged to become self-directed learners who engage other professionals, networks, organizations, and resources related to the issues of the class. Students choose an issue to investigate in detail, using professional resources in building a case study project report.

EDU 502: Organizational Behavior in Education (3 credits)
This class is a study of the school as an organization and how individuals behave in educational organizations. Participants assess administrative needs of a selected school, as a case study, and construct a brief project report. Participants acquire a foundation and develop a philosophy of leadership upon which to build a knowledge base for effective school administration. Topics

focus upon leadership styles, principles of organizational behavior, building of human capital, understanding motivation, resolving conflicts, and effective decision making. Participants also examine development of a working vision and mission statement for a school, and an administrative philosophy that values collaboration, openness, mutual respect, responsibility, cooperation and excellence.

EDU 503: Models of Teaching and Learning (3 credits)

This class examines teaching models within a student-centers learning environment and investigates why particular teaching models better facilitate specific learning goals. Participants will learn several new teaching models and consider the effectiveness and appropriate choices of models for particular learning goals. Participants will apply key concepts, models, and strategies related to different theories of learning (behaviorist, cognitive and socio-cultural perspectives). Topics examine epistemological frameworks, issues of transfer, social and cultural influences, as well as, motivation and engagement to design powerful learning experiences.

EDU 504: Human Resource Management in Education (3 credits)

This class examines the role of the human resource manager in the field of educational leadership. Topic review effectiveness in employee acquisition and retention, work functions, workforce development, benefits and compensation, and employee relations are reviewed and analyzed. This course looks into the challenge of workplace and workforce diversity as well as best practices and future trends in human resource administration within the educational leadership field. Topics review trends, best practices, and strategic importance of human resources in organizational effectiveness.Particiapnts also explore laws and regulations applicable to HRM in education, as well as employee benefit programs, employee health and welfare, performance modification, employee discipline and employee compensation programs.

EDU 505: Managing Educational Resources (3 credits)

This class explores the forces and issues involved with resource management in educational institutions, with focus upon financial, capital, and human resources. Assignments prepare senior level administrators with a more robust understanding of leadership in turbulent times, including an understanding of industry economics, financial management tools, government policy and impact. Includes a study of basic bookkeeping and accounting principles, business practices, and records which are necessary for the proper function of an educational facility.
http://ntbis.com/undergraduate.html

ELH 791: Field Study in Educational Leadership (3 credits)

Students in Educational Leadership investigate the core tasks and responsibilities in the field of Educational Leadership through close contact with practitioners and the tasks and roles of an administrator in an educational institution. Students may pursue field study through a supervised practice, advanced field study or other external exploration under the direction of a qualified mentor and an approved field site sponsor. Graduate students participate in the field study for a minimum of 45-50 contact hours per Akamai University semester credit. The field placement is expected to afford students appropriate practical hands on experience and in-depth knowledge of the profession. Students complete a daily journal and prepare a scholarly paper summarizing their findings for the field study.

<u>Options for Research Preparation</u>

RES 500: Survey of Research Methods (3 credits)
This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research, as well as participatory action research methods.

RES 502: Understanding Research Journal Articles (3 credits)
This course empowers students in assessing the effectiveness of research papers from professional journals. Topics investigate the rigor of various research methods, replicability, bias and validity issues, and the appropriateness of statements of findings and recommendations from research. Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies.

RES 504: Introductory Research Statistics (3 credits)
This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

RES 506: Advanced Research Statistics (3 credits)
This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

RES 508: Qualitative Research (3 credits)
This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on applied qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that inform and influence qualitative research.

RES 510: Participatory Action Research (3 credits)
This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research in addressing major world problems.

RES 512: Effective Data Analysis (3 credits)
This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

RES 520: Social Science Research Methods (3 credits)
This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

ERI 500: Research Methods in Social Science with Applications to Education (3 credits)
This is a basic course for understanding, designing, and analyzing social research. The emphasis is on applied research in an educational, community, or social-action setting. Social research, as part of science, is viewed as a more systematic set of reliable activities aimed at developing empirically based sociological frames of reference for the investigation of variable relationships, interpretations, and targeted applications. Students will develop knowledge by organizing their conceptual tools, values, and research skills through advanced readings, library research, field projects, examinations, and student-targeted projects. Students will be exposed to a variety of data-collecting roles including the use of quantitative, qualitative, action-research models, interventions, and methodologies. (Instructor: To be assigned)

Finishing Activities

EXM 980: Comprehensive Examination (2 credits)
This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

RES 985: Dissertation Proposal (4 credits)
Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

RES 990: Dissertation Project (8 credits)
This course governs the conduct of the dissertation project for the doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

EXM 995: Oral Review of Dissertation (2 credits)
This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University