

EXECUTIVE PH.D. (EDHE)

EDHE 768 History and Foundation of Higher Education (3 Hours)

This is a three-hour hybrid graduate course designed to provide administrators, community leaders, directors, coordinators and other mid-level professionals working in postsecondary education institutions with an overview and understanding of the historical, cultural foundations and development of the American system of higher education. Responsive Educators (RE) will review origins, philosophical and historical events, major characteristics, distinctive features and trends that have contributed to challenges in rural, urban and metropolitan communities. The course is required for educators who are seeking a specialist/doctoral degree with a concentration in higher education administration or a certificate in higher education administration. Others may take this course with written permission from the professor.

EDHE 800 PHIL & HIST OF URBAN HIGHER ED (3 Hours)

This course is designed to meet the needs of administrators, community leaders, directors and other students to review, and analyze the philosophical and historical events and occurrences that have contributed to challenges in urban and metropolitan communities.

EDHE 802 HIGHER ED LDSHP & ORG IN CC EN (3 Hours)

Designed to provide educational leaders with insight and a background into the life styles, values, and aspirations of culturally different Americans as related to the administrative process. Emphasis upon the cultural differences in urban environments and their educational and human resource needs as well as responsive program models.

EDHE 804 EDUCNL FUTURES:PLANG & DVLPMNT (3 Hours)

Concepts and skills to prepare educational leaders to anticipate and manage the future, includes systems theory, futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century.

EDHE 805 GLOBALIZATION OF HIGHER EDUCAT (3 Hours)

Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, and the constraints imposed by federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions.

EDHE 812 QUANTITATIVE RESEARCH METHODS (3 Hours)

This course provides an exploration of current models and issues in educational assessment and evaluation as a professional practice. Students must design, develop and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format and dissemination plans. Students will research, summarize and present current multivariate journal publications about issues, practices, and innovations in higher education related assessment and evaluation.

EDHE 813 QUALITATIVE RESEARCH METHODS (3 Hours)

Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in higher education. Field research techniques will be reviewed and utilized in projects by students.

EDHE 814 LEADERSHIP IN HIGHER EDUCATION (3 Hours)

In this course students will examine the theory and practice of professional ethics. The principles of ethical thinking and behavior in the planning profession are covered extensively. The human aspect of problem arising in technical, social and organizational areas will be explored as change occurs and thorough analysis of organizations as systems.

EDHE 820 ADVANCED STATISTICAL METHODS (3 Hours)

A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis, canonical correlation, discriminate, and factor analyses; emphasis on higher educational research problems.

EDHE 824 STUDENT AFFAIRS ADMINISTRATION (3 Hours)

EDHE 825 MTHDS OF URBN & REG ANL & PLAN (3 Hours)

This course analyzes microeconomic theory as it applies to business operations. Topics include demand theory and estimation; production and cost theories and estimations; capital budgeting theory and analysis; pricing policies, and productions under uncertainty.

EDHE 829 SEM IN LEGAL ASPS OF HIGHER ED (3 Hours)

The course focuses on the role of law in the governance and management of American higher education institutions. It will use universities and colleges as a lens to better understand non-profit organizations more generally, what constitutes the law, how litigation works, the roles of counsel, employment relationship between organizations and individuals, particularly the relationship between faculty and higher education institutions with a concentration on higher education, the students in academic and social settings.

EDHE 830 ADVD QUALITATIVE RESEARCH METH (3 Hours)

By reviewing theoretical and practical grounds for knowledge management, this seminar will help students understand emerging issues, provide present and prospective leaders with elements for leveraging intellectual capital as a human resource.

EDHE 833 RESEARCH DESIGN (3 Hours)

This course is an introduction to the principles and philosophy of teaching. Selected topics include concepts and techniques relating to various instructional strategies used by colleges and university teachers, and the development of media-based courses for web courses and distance instruction.

EDHE 865 HIGHER EDUCATION FINANCE (3 Hours)

A study of generally accepted accounting principles of state and local governments and selected nonprofit entities with an emphasis on current developments in these areas.

EDHE 877 PUBLIC POLICY FORMULATION (3 Hours)

This course focuses on problems of policy formulation, implementation, and evaluation. The participants will be exposed to policy issues, thinking through goals and objectives, policy adoption, problems of implementation (including perceptible and real gaps between congressional intent and bureaucratic interpretations of congressional intent), and evaluation.

EDHE 882 SEM IN PROG DVLPMNT, IMP & EVA (3 Hours)

This course is to teach class participants the principles of program development and provide an understanding of how evaluators can help make government more effective by producing timely information on the promise and performance of existing programs.

EDHE 899 DISSERTATION (1-7 Hours)

Students in the EPhD Program in Urban Higher Education will begin to define and develop a quantitative and/or qualitative dissertation upon entrance into the program. Credit per academic session allowable is 1 hour. The dissertation will address issues of substantive concern in the students' institution, agency and/or community. The completed dissertation will offer evidence of significant independent research ability, and will contribute to knowledge in the chosen area. Satisfactory completion of the dissertation requirement includes passing an oral examination in defense of the dissertation.