Charleston Southern University
Graduate Council
Annual Report 2017-2018

As noted in the *Faculty Handbook*, the following constitutes the description and roll of the CSU Graduate Council:

The *GRADUATE COUNCIL* membership consists of the Directors of Graduate Studies in all areas offering graduate degrees, Vice President for Academic Affairs, and faculty from areas offering graduate program emphases as determined by the formula 1-150 students = 1 representative and 151+ students = 2 representatives. The Registrar serves as permanent *Ex Officio* member. With the exception of the Registrar all voting members of the Council must hold Full Membership on the Graduate Faculty. Members at large are appointed for rotating five (5) year terms by the Vice President for Academic Affairs. The Graduate Council is chaired by the Assistant Vice President for Academic Affairs for Graduate Programs, Accreditation and Retention. The responsibilities of the Graduate Council include the following:

    a. determining policies of admission to Graduate Studies
    b. considering and approving graduate programs submitted to the Council through its curriculum sub-committee by the various departments/schools
    c. electing members of the Graduate Faculty upon recommendation by the various department chairs offering graduate instruction
    d. approving new courses (and deleting courses) for graduate credit, and
    e. acting upon any other concerns affecting graduate programs.

The Graduate Council constitutes the academic policy-making body of the Graduate Faculty, provided that its actions are consistent with the stated purposes and policies of the University set by the Trustees.

Membership of the Graduate Council, 2017-18

Voting Members:
Dr. Vicki Ball, Nursing
Dr. Jackie Fish, Vice President for Academic Affairs
Dr. Marc Embler, Asst. VPAA CSU Online, Organizational Management
Dr. Peter Jenkins, Biology
Dr. William Librizzi, Psychology
Dr. Joseph Lin, Computer Science
Dr. Gary Metts, Criminal Justice
Dr. Melanie Murphy, Education (upon Dr. Metz's resumption of dean position, spring 2018)
Dr. David Palmer, Business (until appointed to dean)
Prof. Gabrielle Poole, Physician's Assistant
Prof. Mark Rieman, Business
Dr. Maxwell Rollins (replaced Dr. Palmer) Business

Prof. Brian Smith, Athletic Training
Dr. Jonathan Watson, Christian Studies
Dr. Mela Wyeth, Business
Dr. Scott Yarbrough, Asst. VPAA, Director Graduate Studies, Chair

Ex Officio members:
Ms. Amanda Sisson, Registrar
Ms. Linda Johnson, Recorder
Academic Deans (including: Drs. Ashby, Meier, Murphy through fall 2017; Metz spring 2018; Parker; Shipe; Palmer after late fall 2017 appointment; Fultz spring 2018)
Mr. Jim Rhoton (until assuming VP for Enrollment/Admissions position, January 2018)
Mr. Nick Ballenger, replacing Mr. Rhoton, January 2018
Mr. Jake Browning, as graduate enrollment officer, February 2018.

<u>**Actions Taken by the Graduate Council in the 2017-2018 Academic Year**</u>

<u>**A) ADMINISTRATIVE, POLICY, PROCEDURE, AND PROTOCOL**</u>
<u>September Meeting:</u>
Motion was approved to effect a change to Graduate Council membership rules allowing the VPAA the authority to appoint faculty to serve on the council at the Associate level. Further discussion clarified the membership rules in the CSU Faculty Handbook, verifying that the director is counted as the first program representative and that in the case of 151+ students the department could add an additional representative. Deans would be *ex officio* unless serving as the representative.

<u>November Meeting:</u>
Academic Policy R-23 was reviewed with the motion made to allow students to retain their catalog year when they changed their majors; this was seen as having very little impact on graduate students and the motion carried with no dissenting votes.

Additionally, the following protocols were distributed during the October meeting, reviewed, and then voted on in the November meeting. They were approved with no dissenting votes. Note that later the description of class enumerations was added to with the approval of the Ed.D. program.

<u>**Graduate Council Curriculum Protocols**</u>

Curricular Approval Process
As is the case with the Undergraduate Curriculum Committee, Graduate Council's Curricular Approval Process has two levels. The first level is designed to handle curricular maintenance issues. A report on these items will be made each meeting to the Graduate Council, who will review them and approve them via the report. The report is prepared by an executive committee by chair of Graduate Council, the Registrar, and an appointed member or dean. The second level is designed to handle major curricular changes and will be voted on by the council. Final approval of all changes are approved by the VPAA.

Please note the following deadlines which apply to requests for approval:
- Deadline for new spring classes: September meeting
- Deadline for new May/Summer classes: February meeting
- All significant Level 2 programmatic changes for the following fall semester: February meeting

Please note that **three** copies of all curricular requests (signed by the required personnel, such as the chair, dean, and registrar) must be submitted in advance per the deadlines published by email. Secondly, all Level Two actions must be submitted digitally (a minimum of one week in advance of the meeting) as well.

Level One
Level One items require action by the following people:
1. Faculty of an academic department and chair (if not a school)
2. Dean of the respective school or college
3. Curriculum Committee chair review
4. VPAA

Curricular changes that are considered Level One include:
Course Changes (other than those affecting core requirements)
1. Courses to be deleted from the catalog

2. Course prerequisites
3. Increase or decrease in the hours of a course
4. Course title, level, number, description, and/or designator
5. From credit/no credit or pass/fail to letter grades or vice-versa
6. New courses
7. Major content revisions of existing courses

Program Changes
1. Changes in the name of academic programs (including emphasis, concentration)
2. Requirements for an existing program which do not change the total number of credit hours in a major or do not substantially change the content of a major
3. Requirements for an existing minor which do not change the total number of credit hours in a minor or do not substantially change the content of a minor
4. Requirements for a special academic program which do not change the total number of credits in the special academic program or do not substantially change the content of the special academic program.

Level Two
Level Two items require action by the following people:
1. Faculty of an academic department (if submitted from a college) or an appropriate interdisciplinary unit (e.g., Honors)
2. Dean of the respective school or college
3. Curriculum Committee
4. Report to faculty and faculty review
5. VPAA

Curricular changes that are considered Level Two include:
1. Addition or deletion of any kind of academic program
2. Modifications to any kind of academic program (including concentration, emphasis, etc.) which change the total number of credit hours or which substantially change the content of an academic program
3. Degree Requirements
   a. New Degrees
   b. Deletion of existing degrees
4. Changes to a degree program which substantially change the content of the program.

Note that many level 2 changes may require SACSCOC approval or notification. Note that no such changes are final (even after being approved by the Grad Council and VPAA) until SACSCOC has approved the changes. See the CSU *Substantive Change Policy* R-64.

Requirements for Program Implementation as Level 2 change:
1. Change must consist of learning outcomes, planned curriculum, and all other requirements on the Level 2 New Program Form. Faculty ability to sustain the new curriculum, leadership, etc, should be included.
2. Impact Statements (as noted below) must *always* accomplish a new course of study.
3. Individual courses for the new program do not have to be submitted at the same time as the course of study is approved, although they may be submitted at the same time under one blanket "new course" form submission. Typically the program as a whole will be considered in one meeting and the coursework in another meeting. The program is not entered into the catalog until all classes are approved.

Technology or Library Impact Statements:
When the addition of a new course or new program (or revisions to previously existing ones) will have an impact on either Administrative Services (for example, a course will always be taught in

a computer lab, or extensive amounts of computer resources will be required) or the Library (for example, a course might require the acquisition of an extensive series of texts and films, or a database), the Chair or Dean is required to notify the head of Administrative Services and the Director of the Library as part of the curricular process. This notification and the response to the department from Administrative Services and/or the Director of the Library should be submitted with the curriculum request to the Curriculum Committee.

Guidelines for Development of New Programs
Length of Programs: The Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) requires that a master's degree consist of a minimum of 30 semester credit hours (Core Requirement 2.7.1). At the same time, the overall length of the program must be "appropriate for each of the institution's educational programs" (Federal Requirement 4.4). The 30 hours should be considered a minimum; requirements which are extensively beyond the minimum should be warranted due to best practices, professional requirements and standards, licensing needs, the requirement of discipline-specific accreditors, and so on. Doctoral degree programs will require extensive hours beyond the master's;

Curriculum Design and Expectations by Academic Class
Graduate Courses which are 500 level are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.

There are two types of Graduate Courses that have 500-level numbering. The first type includes courses that are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.
The second type includes cross-listed courses. Cross-listed courses are courses in which both graduate and undergraduate students attend the same class but receive credit under different course numbers. Cross-listed courses may serve as electives in a graduate program. Syllabi for cross-listed courses will clearly specify how the nature (quality and/or quantity) of the work expected of students and the criteria for evaluation of the work produced is commensurate with degree level. The nature of the requirements for cross-listed classes may vary by quality and/or quantity. The quality of work may be differentiated by requiring graduate students to engage with material that is more challenging, such as requiring reading of original works of scholarship rather than secondary presentations of scholarly work (textbooks). The quality of work may also include requiring graduate students to assume a leadership role in the course, such as mentoring undergraduate students, serving as discussion leaders, or setting standards for class participation. The quality of work products may be differentiated by level as well.

Graduate-level assignments require a greater degree of analysis, synthesis, or evaluation of knowledge and/or a result of greater independence than undergraduate-level assignments. The quantity of work may be differentiated across levels by requiring additional assignments, projects, or examinations at the graduate level compared to the undergraduate level.
Graduate Courses offered at the 600 level or higher are core content courses for the master's degree in the field of study. These require intensive study, research, and analysis of content. These courses usually require an in-depth knowledge of the discipline that is further developed through classroom, independent work, or collaborative models of learning.

[Insert: revised language for this section approved with approval of Ed.D. program]:

Graduate Courses, which are 500 level, are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.

There are two types of Graduate Courses that have 500-level numbering. The first type includes courses that are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.

Graduate-level assignments require a greater degree of analysis, synthesis, or evaluation of knowledge and/or a result of greater independence than undergraduate-level assignments. The quantity of work may be differentiated across levels by requiring additional assignments, projects, or examinations at the graduate level compared to the undergraduate level. At the doctoral level, additional readings, research, and writing are required that extend the analysis, synthesis, and evaluation of knowledge, concepts, and application are required.

Graduate Courses offered at the 600 level or higher are core content courses for the master's degree in the field of study. These require intensive study, research, and analysis of content. These courses usually require an in-depth knowledge of the discipline that is further developed through classroom, independent work, or collaborative models of learning.

Graduate courses in the new program are offered at the 700, 800 and 900 level designation. The 700 level courses consist of the core courses that require intensive study, research, and analysis of content and require the submission of evidence of theory and application to the content. The 800 level courses consist of the research and analysis required for advanced studies, to include design, development, application and implementation of research questions, data, and findings. The 900 level designation is for the dissertation phase of the new program where the integration of content, research, and findings are presented as a scholarly work reviewed and approved by a doctoral faculty and students defend content prior to the completion of the program. [End Insert]

Summary of the Curricular Process

- A given department member or department desires to make a change (such as implement a new course or delete an old one).
- The department grants approval and the chair/director signs the approval form appropriate to the action.
- The dean then examines and approves the action.
- The Registrar then examines the curricular action for possible impacts and signs the request.
- If the request is a Level One action, 3 copies (original plus 2) are presented to the Registrar more than 1 week before the next meeting.
- If the request is a Level Two action, 3 print copies are presented to the Registrar more than 1 week before the next meeting; additionally, a scanned or digital copy is e-mailed to the Registrar and distributed to entire committee.
- The chair and Registrar and one appointment member meet before the committee meeting to review all submitted requests and insure that each is appropriately designated Level 1 or 2 and that all forms are approved properly and all information in order. The chair then prepares a Level 1 report for committee.
- Upon meeting, the committee reviews the level 1 report and all level 2 actions submitted for the meeting. The committee approves all Level 1 changes or explains reasons for not approving a particular action.

- When the addition of a new course or new program (or revisions to previously existing ones) will have an impact on either Administrative Services (for example, a course will always be taught in a computer lab, or extensive amounts of computer resources will be required) or the Library (for example, a course might require the acquisition of an extensive series of texts and films, or a database), the Chair or Dean is required to notify the head of Administrative Services and the Director of the Library as part of the curricular process. This notification and the response to the department from Administrative Services &/or the Director of the Library should be submitted with the curriculum request to the Curriculum Committee.
- The following deadlines are observed:
  - Deadline for new Spring classes: September meeting
  - Deadline for new May/Summer classes: February meeting
  - All significant Level 2 programmatic changes: February meeting.
- Special Topics courses, once approved, do not need to be approved again unless the course description, learning outcomes, or placement in a program significantly change.

February Meeting:
- Mr. Nick Ballenger from Enrollment & Admissions was added to the committee to replace Mr. Jim Rhoton, who assumed the VP for Enrollment position. He sought and was granted permission to bring Mr. Jake Browning to the Council meetings in an ex officio position.
- The Council endorsed the Amendment added to Academic Policy GR-206 (Graduate Academic Integrity) detailing that collusion with current students in a course after a given student had completed the course would still be noted as an Integrity Violation in the student's record. Additionally, the Registrar's office has been made point of contact and record holder for all appeals, consistent with the undergraduate policies.
- The Council endorsed Academic Policy R-67 on Credit Hours which collated the various Credit Hour statements from the Curriculum Committee and the Catalogs and contained updates specifying how clinical and lab hours correlated to credit hours. The Policy was unanimously endorsed.

April Electronic Review (regular meeting cancelled due to conflicts):
- Academic Policy R-47, the Internship Policy, was revised to allow graduate students to choose to earn 0 hours in internships.

B) Approval of New Graduate Faculty
The following faculty were approved at the Full Membership Level for 5 years:
- Dr. Oluleye (Hezekiah) Babatunde, Computer Science
- Dr. Maxwell Rollins, Business
- Mr. Bruce Owens, Criminal Justice
- Dr. Joshua Kerns, Dual appointment for Biology & PA
- Dr. Wil Librizzi, Psychology

The following faculty were approved at Associate Membership Level for 3 years:
- Ms. Kathleen Love
- Mr. Mark Wise

The following faculty were approved at the Affiliate Membership Level for Summer 17-Spring 18.

- Mr. Matt Dawson
- Dr. Bobby Howard

- Dr. Linda Karges-Bone
- Dr. George Metz (Dr. Metz was formerly Dean of Education; he became VP for Enrollment Services Spring 18-Fall 18; in Spring 19 he reassumed duties as Dean of Education and will need to be reappointed to full membership).
- Mr. Robert Petersen
- Dr. Reba Yarborough
- Mr. Randy Unterbrink

Additionally, the following correction was made: Dr. Susan Kelley is now Dr. Susan Jones (Associate status)
The following faculty (in some cases retired, former, or emeritus faculty) were removed from Graduate Faculty status:

Dr. Donald Clerico
Dr. John Duncan
Dr. Vera Kling
Dr. Scott Pearson
Dr. James Wilkerson
Dr. Jason Casey
Dr. Justin Mitchell

C) LEVEL 1 CHANGES:

I: Catalog Changes and Course Revisions

ATHLETIC TRAINING:
- ATTP 540, 570, 590, 620, 660, 680: "Based on our recent accreditation site visit report and the non-compliant standards that were noted, [Athletic Training has] to change the credit hours awarded for Clinical Practice in Athletic Training I-VII from 2 per course to 3 per course so that these course credit hours are aligned with policy and institutional practice."

- The current athletic training students in the 2017 cohort will be required to still take Clinical Practice V, VI, and VII for 3 credit hours, however, their tuition charges will remain the same based on the 2017-2018 catalog.

II: New Courses:

ATHLETIC TRAINING:
- ATTP 625, Therapeutic Exercise, (3). Pre: ATTP 560, 580, 610. "The course builds upon the knowledge gained in the Clinical Diagnosis and Therapeutic Intervention course series. The course focuses on the importance of a properly developed rehabilitation plan following injury or for management of specific medical conditions. The healing process, components of a therapeutic exercise program, and joint specific considerations in rehabilitation are addressed."
- "Based on our recent accreditation site visit report [and] internal review of the educational competencies by the program faculty, it was determined that a standalone Therapeutic Exercise course (ATTP 625-3 units) needed to be added to the curriculum."

CAPS/ORGANIZATIONAL MANAGEMENT:

- MSOM 600 – Graduate Writing and Research. (3). Pre: None. "This course provides students an opportunity to establish or advance key skills and understanding needed for success in graduate studies. Students will be introduced to research methodology using peer- reviewed research, APA and effective application strategies. Research writing and proper paper formatting will be emphasized to assist students in developing clear, concise communication."

CRIMINAL JUSTICE:
- CRIM 685: Probation and Parole. (3). Pre: CRIM 601. "This course will review the history of the field of probation and parole."

EDUCATION:
See attached list of all new courses for Ed.D. program.

D) LEVEL 2 CHANGES

ATHLETIC TRAINING:
Program Revision to M.AT.
After review by CAATE, the Athletic Training Accreditors, the following changes were requested in Athletic Training:
- Update credit hours awarded for Clinical Courses per new policy, adding a total of 7 hours
- Add new course (ATTP 625, discussed in Level 1 report) for 3 hours
- Total addition to program: 10 hours
- The new total would be 62 hours
- This new total is reported by CAATE to be average number of hours
- Professor Brian Smith, Director of the Athletic Training Program, explained that current students would not be charged for the ten (10) additional hours that have been added to the Masters in Athletic Training degree.

BUSINESS:
I: Program Deletion: Certificate Programs in Human Resource Management and Organizational Leadership
The School of Business requested that the Certificate Programs in Human Resource Management and Organizational Leadership be deleted. Per Dr. Rollins, there are no students enrolled in the programs, nor have any been accepted into the program, and therefore there is need for a teach-out plan. The motion carried.

II: Program Deletion: Certificate of Entrepreneurship
The School of Business moved to delete the Certificate of Entrepreneurship. Dr. Maxwell Rollins noted that there were no current students in the program. Dr. Yarbrough pointed out that since the certificate program is made up entirely of currently offered classes with no students enrolled, this would not require substantive change notification of SACSCOC.

CAPS/ORGANIZATIONAL MANAGEMENT:
I: Program Revision, MS in Management:
- Add MSOM 600 Writing and Research
- Move MSOM 604, MSOM 608, MSOM 610, to approved electives list
- require 2 classes (6 hours) from list of approved electives
II: Program Revision, MS in Supply Chain Management
- Add MSOM 600 Writing and Research;

- move MSOM 601, MSOM 602, MSOM 603, MSOM 605, MSOM 607, MSOM 610 to approved electives.
- Require 15 hours of approved electives

III: Program Revision, MS Project Management
- Add MSOM 600 Writing and Research;
- Move MSOM 601 Critical Thinking, MSOM 602 Servant Leadership, MSOM 603 Ethics, MSOM 607 Managerial Innovation Strategies, and MSOM 610 Managing Diverse Cultures to approve electives
- Required 15 hours approved electives

IV: Program Revision, MS in Analytics
- Add MS 600 Writing and Research;
- Move MSOM 601Critical Thinking and Problem Solving, MSOM 602 Servant Leadership, MSOM 603 Making Ethical Management Decisions, MSOM 605 Talent Management, MSOM 607 Managerial Innovation Strategies, MSOM 610 Managing Diverse Cultures to approved electives
- Require 15 hours approved electives

CHRISTIAN STUDIES:
Program Deletion: MA in Christian Studies
The School of Christian Studies requested that the MA in Christian Studies be deleted via a gradual sunset plan due to low enrollment. Credits of those students who are currently in the program will transfer. A motion to approve the deletion of the program pending SACSCOC approval carried and a request to sunset the program was sent to SACSCOC by Dr. Yarbrough.

EDUCATION:
I: Addition of New Program: Educational Doctorate (Ed.D.) in Leadership.
See attached proposed course of study, attached. The curricular framework of the program was approved in the 3/15/18 meeting; the coursework was subsequently approved in the 4/19/18 electronic review.

II: Program Revision, M.ED.:
- Add EDUC 630 (Legal and Ethical Environments of Public Schools) and EDUC 645 (Planning and Supervision of the Instructional Program)
- Delete EDUC 646, 647, 676
- Relabel program in Catalog to indicate it will be an online only program

CHARLESTON SOUTHERN UNIVERSITY

Request for New Graduate Program (Form GG-22)

(signed original on file with registrar)

Instructions: Use the Tab key or the mouse to move between fields. The Space Bar selects check boxes.

Proposed program name	Doctorate in Education (EdD) – Educational Leadership	
Type of program	■ Degree Program ☐ Emphasis	☐ Certification
Need for Impact Analyses (Provide required analyses for IT or Library if "yes' is indicated; if yes, provided required analyses)	Significant Impact on IT? Y/N <u>Y</u>	Significant Impact on Library? Y/N <u>Y</u>
Degree to be awarded	Ed.D.	
Proposed starting term	January 2019	

Effect Analysis Signatures

Registrar   _____   Date   _____

Library (Sandra Hughes)   _____   Date   _____
☐Not applicable
(Attach library impact analysis to this request form.)

IT   _____   Date   _____
☐Not applicable
(Attach computer network analysis to this request form.)

Approval Signatures

Graduate Program   _____   Dat   _____
Director   _____   e   __

Dean of School/College	_____ _____	Dat e	_____ __
Graduate Council Chairperson*	_____ _____	Dat e	_____ __

Request Information

Name of primary faculty contact	George W. Metz, PhD
Requesting department(s)/program	School of Education
Date submitted	March 6, 2018
Description of proposed program	The Doctorate in Education with a focus on Leadership will be a sixty (60) hour program consisting of 21 hours in a concentration, 15 hours in a cognate, 12 hours in research and 12 hours in dissertation. Candidates must present evidence of an earned Master's degree to be admitted to the program.
Rationale for new program	As part of the university's Strategic Plan (2013-2018), Goal 2 is listed as "Academic Excellence" and clarified with the statement that the university will work to "Assure Excellence in Academic Programs to Maximize Student Learning." Goal 2.4 indicates that one way to do this is "to enhance graduate program offerings"; Goal 3 "Student Engagement and Success" is in order to "Increase Student Satisfaction, Retention, Graduation Rates and Employment Opportunities," with 3.7. stating that the university will "provide quality services and training to equip students for 21st century careers"; and, Goal 6 "Enrollment" purports to "Grow Enrollment by Expanding Academic Programs and Employing a Variety of Delivery Methods" with 6.4 stating that it is a strategic goal to raise graduate student enrollment. All of these indicate the institutional perspective on development of this new program. A **Market Analysis** report titled "Ed.D. in Educational Leadership" conducted by Hanover Research Group and provided to the institution in two iterations, November 2017 and January 2018, provide evidence of both a need and demand for the doctoral level programming in the Low Country of South Carolina. The findings from the Hanover study state 1. the labor market and competitive landscape analysis support market entry for a doctoral-level educational leadership program (p.3). With a program demand forecast have modest student demand indicators, driven by volatile growth, disparate offerings, in addition, a declining pipeline (p. 3). Additional findings also suggest the overall growth rate is still above average for degree completion, but degree completions are geographically distant from Charleston Southern and there is a declining pipeline in growth rates for bachelor's and master's degree in educational leadership (p. 4). However, the total labor market for education occupations is positive, with

	growth at the state and regional level as fast as average (p. 5). South Carolina graduation volumes show increase in the coming years (p. 5). Most of the teachers and administrators holding the doctoral degree are in the upstate and midlands of South Carolina, with nearly two times more in the central part of the state possessing the degree than in the Low Country (p. 6). In completing a competitor analysis, the Hanover Study indicates the competitive landscape is relatively sparse and focuses more on administrators, rather than teachers (p. 7). The findings also suggest that there are competitive conditions that support a new degree program (p. 7). These factors, as well as advisory group suggestions and requests from alumni, led to the creation of this particular program.
Effect on students within the department/program	This is the first doctoral program at CSU and is available only to those students who have earned a Master's degree from an accredited college or university.
Effect on other students	None. These will be new students in a new program.
Effect on faculty teaching loads	Current CSU faculty, in both the SOE and campus wide, will comprise the initial cadre of teaching faculty along with terminally degreed adjuncts who possess credentials in leadership positions within the P-12 school system. The Proforma provides funding for additional faculty over the next five years, including the hiring of a Director of the EdD program.

Additional Information

To complete this form, please attach additional pages which provide the following information:

1. A list of all courses in the proposed program. Also, indicate which courses are not currently offered at CSU.

2. Identify any additional program requirements such as internships, summer coursework, unusual class schedules, etc.

3. Outline the projected enrollment in the proposed program for the first four years of offering. What data was used to arrive at the projections?

4. Identify projected faculty, facilities, and equipment needs for initiating the proposed program.

5. Indicate how this course of study demonstrates graduate level requirements and standards distinct from similar undergraduate programs.

Library Impact Statement

The following resources will be available to doctoral students and not currently part of the library collections or services. The Director of the Library has reviewed a full list of recommended databases and periodicals and these databases and journals are already part of the university collection. The following new items will be available after June 1, 2018 for use by all doctoral students. These fall under the auspices of the library staff and their operations.

1. Statistical research database, e.g., STATISTA;

2. LibGuide dedicated webpage for doctoral students that provide links to multiple databases and links to accessible journals;

3. Doctoral resource room to include computers/printers and other hardware for doctoral student use;

4. Reference and research materials in the resource room with a self-checkout barcode scanning machine;

5. Depository for bound copy of dissertations;

6. Support for the submission of the dissertation to Proquest.

The Doctoral Resource Room currently houses a comprehensive personal library on various topics, including leadership studies, and new books and materials will be added each fiscal year, per the approved budget. The faculty will recommend those reference books for use by doctoral students and items will be purchased and available in the resource room. The faculty will recommend those reference materials for each course.

Technology Impact Form

The College of Education has invested in Apple Ipads that can be used by any class, if needed. Current classrooms that Ed.D. students will be using are located in the Whitfield Center for Christian Leadership, with a nearby professional library with computer resources and textbooks and related media for doctoral students use. A Doctoral Research Room will have several computers and printers designated for doctoral students, including both the PC and Mac platforms.

All CSU professors have laptops available; extra laptops are available for adjuncts to borrow. All classrooms in the Whitfield Center are equipped with computer projectors and screens. Additional resources are available on campus for implementation of Apple TV hookups to the projects and use of Smartboard technology.

Additional Information

#1

Doctorate in Education - Leadership

Course Descriptions

EDUC 700	Seminar on Doctoral Studies	This course provides the cohort with details of the goals, objectives, and learning outcomes of the EdD program and information on the plan of study, course sequencing, and the dissertation process.
EDUC 701	Leadership Theory	This course will enable candidates to understand the historical and foundational concepts of leadership and develop the analytical skills needed to be an effective leader in a variety of settings. Candidates will explore their own leadership, personality and cognitive styles and learn how these may affect the performance of others. The course will focus on experiential projects and exercises as well as provide opportunities to individually reflect and write about the concepts explored and skills gained throughout the course that will provide a foundational view of a personal leadership style. The course explores the history and theories of leadership and the role of leaders as change agents.
EDUC 702	Organizational Contexts for Change	This course addresses the issues, basic theories and methods associated with organizational change and development in contemporary organizations. Candidates will explore the need for change, why organizations change or fail to change, the legal and regulatory issues associated with change, and how change helps organizations become more effective. Candidates will research methods of introducing change in organizations, leading change, and the ethical issues and management techniques for effectively changing an organization.
EDUC 703	Accountability in Leadership	This course focuses on the domain of accountability, a concept critical to leaders of organizations of all types. This core course on accountability traces the evolution of the concept, with an emphasis on emerging accountability issues in organizations that serve multiple constituencies. Candidates will learn how leaders understand, analyze, and cope within the context of increased demands for accountability. Candidates will also consider the connections between accountability and the creation of evidence-based cultures.
EDUC 704	Impact of Technologies on	This course will examine the creation, context, and impact

	Leadership	of American technology. Special emphasis will be placed on the evolution and transfer of technology; government and business involvement; technology as a product of American culture and society; technology as changing American culture & society; evaluating how culture and society deal with new technology through resistance, adaptation, and changes in work habits and lifestyles.
EDUC 705	Creativity and Innovation	This course will explore various perspectives on understanding how creativity and innovation can bring about change within organizations. Candidates will view the creative process and its complexity, especially as it becomes a catalyst for innovation. The course will explore the challenges and rewards of innovation in a changing society. The course will provide candidates with an understanding that creativity is a function of knowledge, curiosity, imagination and evaluation, thus inspiring innovation within the organization.
EDUC 706	Ethical and Character-Based Leadership	This course examines the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implication of decision making within public organizations and the impact upon staff, morale, personal integrity and citizens. An emphasis will be made on critical thinking, normative decision-making, and the role of values in public policy and management. Ethical theories and principles commonly used in public administration and policy will be explored, as will theories related to leadership in public, private, and non-profit organizations. This course will challenge candidates to construct their own ethical perspective strengthened through critical examination of ethics theory utilizing case studies and readings. This course includes perspectives from a Christian worldview rooted in the Baptist traditions.
EDUC 751	Diversity and Equity in Organizations	*This course* provides an understanding of diversity and a design and implementation of culturally relevant standards for a diverse society. This course is designed to develop cultural competency in decision-making, methods to problem solving, and facilitating effective and appropriate cultural competency trainings. This course will emphasize the practical applications of how cultural competence affects organizations for responsiveness to social justice issues.
EDUC 752	Analysis of Planning Models in Education	This course presents an overview of the strategic planning process and examines how organizations create key indicators for the development of a plan. Candidates will analyze various models of strategic planning and determine the relationship of leadership styles on the planning process and on allocation of resources.
EDUC 753	Finance and Analysis	This course provides an overview of the concepts, structure, practices, evolution, and economics of finance management systems. Candidates will learn how legislative and court-

		ordered school finance reform affect equity and/or adequacy on the organization. The course will examine the use of multiple data points on the decision making process.
EDUC 754	Educational Law and Policy	This course is a synthesis of school law, Constitutional law, legislative enactment, judicial law, school policies, and the relationships as they pertain leadership roles. Due process, collective bargaining and negotiations, contracts, and other law relating to leadership. Candidates will examine how change leadership promotes social justice in educational policy.
EDUC 755	Optimizing Educational Operations	This course will analyze the analytical and evaluative techniques appropriate for assessing the effectiveness of organizations. The candidates will review management by objectives, planning and analysis of administrative activities, and assessment of strategies and programming. Candidates will examine multiple entities within an organizational structure and develop strategies to advance the mission and vision of the organization, based on results generated from assessments.
EDUC 795	Leadership and Change	This capstone course synthesizes the theory and application of leadership and the means for achieving group goals through motivation. Candidates will demonstrate an understanding of those elements of theory and practice, motivate as part of a high synergy environment. Candidates will review and discuss how leaders affect change and how this can result in leaders emerging as positive influencers on the organization.
EDUC 801	Behavioral Statistics	This core course provides candidates with a basic understanding of statistical methods commonly used in research and education. Key statistical concepts are reviewed including sampling, level of measurement, probability, sensitivity/specificity, and Type I and Type II errors. Inferential statistical tests including chi-square, independent and dependent samples t-tests, simple linear regression, and analysis of variance are studied, and the application of these tests in research reports is analyzed and critiqued.
EDUC 811	Research Designs	This course is an introduction into how to conduct and implement research and research design. Candidates will enhance skills in scholarly inquiry and professional analysis through learning about the design of research approaches; heightening an awareness of various quantitative and qualitative research methods and techniques; understanding the collection, manipulation, interpretation, and representation of data gathered; and processing of information as data informs finding solutions within an organization.
EDUC 821	Qualitative Research Methods	This course provides candidates with an introduction to qualitative methodology in educational research.

		Candidates will discuss different approaches to qualitative research, examine research studies, and engage in qualitative research. The course will investigate different approaches to qualitative research: ethnography, case study, phenomenological inquiry and narrative research, critical research and postmodern research. Questions of epistemology, positionality, purpose, and ethics are included in course content.
EDUC 822	Quantitative Research Methods	This course will provide candidates with an introduction to quantitative data analysis. The focus will be on the theory and application of basic statistical techniques including descriptive statistics, confidence intervals, hypothesis tests, and causal modeling. Candidates will develop the ability to interpret and present in written and oral form the results of univariate, bivariate, and multivariate analyses. In this course, candidates formulate questions using numerical data suitable for statistical analyses and drawing conclusions based on the results.
EDUC 900	Dissertation Prospectus	This course will assist candidates as they develop a research question, provide a preliminary outline of the research project, and seek approval from the EdD Committee for conducting research.
EDUC 901	Applied Research	This course provides an introduction to the design of research studies in applied settings, and specific to each individual dissertation topic and research. Topics include operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, and threats to internal and external validity, psychometric and statistical methods, quantitative and qualitative inquiry, data analysis and research report writing. Candidates will examine the quality of the research, including the soundness of the design, methods of data collection, methods of data analysis, and the tenability of the conclusions drawn from evidence.
EDUC 902	Dissertation I	This course will focus on the findings of the study, analysis and presentation of these findings, and the writing of chapter 4 of the dissertation.
EDUC 903	Dissertation II	The final course will focus on writing chapter 5 and preparation for the defense. Candidates must enroll in three consecutive sessions and maintain enrollment until the through program completion.

Additional Information

#2

The EdD program consists of 19 courses (57 hours) and minimum 3 hours of dissertation II credits. The program, which is cohort based, will be offered in a three year sequence, with courses being offered either in a 5 week [summer] 7 week [hybrid format] or 14 week [in class] time schedule. The dissertation process begins during year three in May and students may conclude the program with their defense as early as December.

Additional Information

#3

Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

As a cohort based program, and based on the Proforma submitted, there is an anticipated attrition of two students in the cohort.

COHORT 1 – beginning January 2019

Enrollment (headcount)	22
Projected Total	22

Add COHORT 2 – beginning January 2020

New Enrollment (headcount)	22
Projected Total	42

Add COHORT 3 – beginning January 2021

New Enrollment (headcount)	22
Projected Total	62

Add COHORT 4 – beginning January 2022

New Enrollment (headcount)	22
Projected Total	62

Additional Information

#4

Resources:

The Whitfield Center for Christian Leadership houses a conference center, various classroom configurations, faculty offices, and is located near the university dining hall, bookstore, and student services. Classrooms 115 and 116 are designated for instruction in the EdD program [evening/weekends] and a professional library and seminar room are located in the same building. The classrooms have a capacity for 32 students, with the seminar room capacity at 24. The College of Education is located in nearby Wingo Hall and houses faculty offices and the office of the Dean and of the Director. Adequate parking is located adjacent to Wingo Hall and nearby to the Whitfield Center. Additionally, classes for the program during the traditional academic year (Fall and Spring semesters) will be offered in the late afternoon or evening, when CSU has many classrooms available, and during the summer semesters, when many rooms are available. Dedicated classroom space is designated for doctoral classes, with seminar style classroom arrangements available.

Wingo Hall Suite 201 is being reconfigured to provide four (4) additional faculty office spaces. Other office space may be made available for future faculty hires in the Lower Level Library office corridors or other space designated by the VPAA.

Faculty:

During the start-up year for the program, a full time Director will be hired, effective August 1, 2018. The Proforma indicates that four new faculty will be hired in each of the next four cohorts. This will allow for adequate course time for directing or serving on the dissertation committee. Current faculty and adjuncts will continue to teach in the undergraduate and

master's programs. Those faculty teaching in the EdD program have experiences in P-12 or university leadership and possess the terminal degree in the content area required by SACSCOC.

Equipment:

The College of Education currently has adequate Ipads for individual classroom use; the Doctoral Resource Room will have a printer available for use as well as other resource materials. No new equipment is required, given that the WCCL has technology to support teaching and learning.

Additional Information

#5

Graduate Courses, which are 500 level, are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.

There are two types of Graduate Courses that have 500-level numbering. The first type includes courses that are generally offered in support of the master's degree programs and are introductory graduate courses or graduate level fundamental courses in the discipline. These may be designated as prerequisites to upper level graduate courses or be foundational in content.

Graduate-level assignments require a greater degree of analysis, synthesis, or evaluation of knowledge and/or be result of greater independence than undergraduate-level assignments. The quantity of work may be differentiated across levels by requiring additional assignments, projects, or examinations at the graduate level compared to the undergraduate level. At the doctoral level, additional readings, research, and writing are required that extend the analysis, synthesis, and evaluation of knowledge, concepts, and application are required.

Graduate Courses offered at the 600 level or higher are core content courses for the master's degree in the field of study. These require intensive study, research, and analysis of content. These courses usually require an in-depth knowledge of the discipline that is further developed through classroom, independent work, or collaborative models of learning.

Graduate courses in the new program are offered at the 700, 800 and 900 level designation. The 700 level courses consist of the core courses that require intensive study, research, and analysis of content and require the submission of evidence of theory and application to the content. The 800 level courses consist of the research and analysis required for advanced studies, to include design, development, application and implementation of research questions, data, and findings. The 900 level designation is for the dissertation phase of the new program where the integration of content, research, and findings are presented as a scholarly work reviewed and approved by a doctoral faculty and students defend content prior to the completion of the program.

Learning Outcomes and Program Assessment

Learning Outcome	ELCC Standard 1: A building level education leader applies knowledge that:	Learning Outcome Assessment Methodology	Learning Outcomes Desired Targets
Analyze and reflect on personal leadership practices and provide evidence of the impact and influence of practices and applications on organizational effectiveness.	promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	**Leadership and Change**. A reflective analysis of an individual leadership style and how, in response to case-study scenarios, the leadership style would influence and influence the organization. The reflective analysis will be assessed using a rubric. The analysis will be presented as part of a capstone project prior to the comprehensive exam.	Candidates will achieve a score of 4.0 or greater on the 5-point rubric that addresses elements of leadership. The rubric will also include assessment on research, writing, oral presentation and case study analysis.
Learning Outcome	ELCC Standard 3: A building level education leader applies knowledge that:	Learning Outcome Assessment Methodology	Learning Outcomes Desired Targets
Understand and evaluate strategies of leadership	promotes the success of every student by ensuring	**Organizational Context and Theory.** A	Candidates will earn a score of 3.5 on a 5-point rubric

practices and the implications and impact for achieving organizational transformations.	the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	comparative analysis matrix of how organizations change and factors influencing and influencing such change will be developed. The seven factors of ELCC Standard 3.0, as applied to two or three competing models, will address how change could occur and what impact this may have on the organization.	assessing research, analysis and impact of multiple factors in various situational experiences within an organization.
Learning Outcome	**ELCC Standard 3: A building level education leader applies knowledge that:**	**Learning Outcome Assessment Methodology**	**Learning Outcomes Desired Targets**
Examine the dynamics of power and politics and analyze the influence of leadership in organizational settings. A focus on the interpersonal dynamics influencing human capital, mission and vision, organizational culture, and privilege.	promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	**Diversity and Equity in Organizations.** Using a model that incorporates five cultural categories (race, gender, ethnicity, language, and religion) candidates will provide evidence of seven to ten factors influencing or determining organizational response to power, privilege, economic advantage as it relates to multiple components of diversity in culture, such as race, religion, socio-economics, geographical location, gender, and language.	Using the five cultural diversity categories, candidates will produce a project of how leadership, finances, people and privilege influence and influence each category. Candidates will earn a minimum 3.0 score on a 5-point scale from the designed rubric.

Learning Outcome	ELCC Standard 4: A building level education leader applies knowledge that:	Learning Outcome Assessment Methodology	Learning Outcomes Desired Targets
Analyze factors affecting approaches to educational problem solving and decision-making and create models within organizations that approach these issues with viable solutions.	promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.	**Optimizing Educational Operations.** Candidates will provide data on finance, legal issues, ethics, technology, and leadership theory that provides evidence of understanding multiple factors influencing three distinct issues. Candidates will provide an outcomes analysis that recommends changes to the organizational structure, based on these factors.	Candidates will provide evidence of three issues across the five categories and analyze what solutions were recommended and what factors were not included in the decision for each issue. Using a peer review, feedback rubric and candidate self-reflection, candidates will respond to peer review feedback and justify their action plan.
Learning Outcome	ELCC Standard 6: A building level education leader applies knowledge that:	Learning Outcome Assessment Methodology	Learning Outcomes Desired Targets
Analyze data that identifies an organizational or leadership issue, presents the research question, and suggests implications that potentially influences the validity of data.	promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school candidates, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt	**Applied Research.** Candidates will provide evidence of the research question, research design, and statistical methodology for the dissertation.	Candidates will meet the expectation for a successful defense of their dissertation topic and earn a passing score, based on a rubric, of their research question(s), design, and IRB approval.

Learning Outcome	ELCC Standard 1: A building level education leader applies knowledge that:	Learning Outcome Assessment Methodology	Learning Outcomes Desired Targets
	school-based leadership strategies.		
Communicate and respond to data in written and oral presentations.	promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	**Dissertation II.** Candidates will defend their dissertation research and findings to the dissertation committee and earn a score of 3.0 on a program rubric.	Candidates will successfully defend their dissertation and be recommended for degree attainment.

NEW COURSE DESCRIPTIONS IN SUPPORT OF ED.D. PROGRAM

EDUC 700: Seminar on Doctoral Studies: (0) Pre: Admission to program. This course provides the cohort with details of the goals, objectives, and learning outcomes of the EdD program and information on the plan of study, course sequencing, and the dissertation process.

EDUC 701: Leadership Theory. (3). Pre: EDUC 700. This course will enable candidates to understand the historical and foundational concepts of leadership and develop the analytical skills needed to be an effective leader in a variety of settings. Candidates will explore their own leadership, personality and cognitive styles and learn how these may affect the performance of others. The course will focus on experiential projects and exercises as well as provide opportunities to individually reflect and write about the concepts explored and skills gained throughout the course that will provide a foundational view of a personal leadership style. The course explores the history and theories of leadership and the role of leaders as change agents.

EDUC 702: Organizational Context for Change. (3). Pre: EDUC 700 This course addresses the issues, basic theories and methods associated with organizational change and development in contemporary organizations. Candidates will explore the need for change, why organizations change or fail to change, the legal and regulatory issues associated with change, and how change helps organizations become more effective. Candidates will research methods of introducing change in organizations, leading change, and the ethical issues and management techniques for effectively changing an organization.

EDUC 703: Accountability in Leadership. (3). Pre: EDUC 700. This course focuses on the domain of accountability, a concept critical to leaders of organizations of all types. This core course on accountability traces the evolution of the concept, with an emphasis on emerging accountability issues in organizations that serve multiple constituencies. Candidates will learn how leaders understand, analyze, and cope within the context of increased demands for accountability. Candidates will also consider the connections between accountability and the creation of evidence-based cultures.

EDUC 704: Impact of Technologies on Leadership. (3). Pre: EDUC 700 This course will examine the creation, context, and impact of American technology. Special emphasis will be placed on the evolution and transfer of technology; government and business involvement; technology as a product of American culture and society; technology as changing American culture & society; evaluating how culture and society deal with new technology through resistance, adaptation, and changes in work habits and lifestyles.

EDUC 705: Creativity and Innovation. Pre: EDUC 700. This course will explore various perspectives on understanding how creativity and innovation can bring about change within organizations. Candidates will view the creative process and its complexity, especially as it becomes a catalyst for innovation. The course will explore the challenges and rewards of innovation in a changing society. The course will provide candidates with an understanding that creativity is a function of knowledge, curiosity, imagination and evaluation, thus inspiring innovation within the organization.

EDUC 706: Ethical and Character Based Leadership. Pre: EDUC 700. This course examines the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implication of decision making within public organizations and the impact upon staff, morale, personal integrity and citizens. The content includes an emphasis on critical thinking, normative decision-making, and the role of values in public policy and management. Ethical theories and principles commonly used in public administration and policy is also included, as will theories related to leadership in public, private, and non-profit organizations. This course will challenge candidates to construct their own ethical perspective strengthened through critical examination of ethics theory utilizing case studies and readings. This course includes perspectives from a Christian worldview rooted in the Baptist traditions.

EDUC 751: Diversity and Equity in Organizations. Pre: EDUC 700. This course provides an understanding of diversity and a design and implementation of culturally relevant standards for a diverse society. This course design develops cultural competency in decision-making, methods to problem solving, and facilitating effective and appropriate cultural competency trainings. This course will emphasize the practical applications of how cultural competence affects organizations for responsiveness to social justice issues.

EDUC 752: Analysis of Planning Models in Education. Pre: EDUC 700. This course provides an overview of the concepts, structure, practices, evolution, and economics of finance management systems. Candidates will learn how legislative and court-ordered school finance reform affect equity and/or adequacy on the organization. The course will examine the use of multiple data points on the decision making process.

EDUC 753: Finance and Analysis. Pre: EDUC 700.   This course provides an overview of the concepts, structure, practices, evolution, and economics of finance management systems. Candidates will learn how legislative and court-ordered school finance reform affect equity and/or adequacy on the organization. The course will examine the use of multiple data points on the decision making process.

EDUC 754: Educational Law and Policy. Pre: EDUC 700. This course is a synthesis of school law, Constitutional law, legislative enactment, judicial law, school policies, and the relationships as they pertain leadership roles. Due process, collective bargaining and negotiations, contracts, and other law relating to leadership. Candidates will examine how change leadership promotes social justice in educational policy.

EDUC 755: Optimizing Educational Operations. Pre: EDUC 700. This course will analyze the analytical and evaluative techniques appropriate for assessing the effectiveness of organizations. The candidates will review management by objectives, planning and analysis of administrative activities, and assessment of strategies and programming. Candidates will examine multiple entities within an organizational structure and develop strategies to advance the mission and vision of the organization, based on results generated from assessments.

EDUC 795: Leadership and Change. Pre: EDUC 700. This capstone course synthesizes the theory and application of leadership and the means for achieving group goals through motivation. Candidates will demonstrate an understanding of those elements of theory and practice, motivate as part of a high synergy environment. Candidates will review and discuss how leaders affect change and how this can result in leaders emerging as positive influencers on the organization.

EDUC 801: Behavioral Statistics. (3). EDUC 900. This core course provides candidates with a basic understanding of statistical methods commonly used in research and education. Review key statistical concepts including sampling, level of measurement, probability, sensitivity/specificity, and Type I and Type II errors. Inferential statistical tests including chi-square, independent and dependent samples t-tests, simple linear regression, and analysis of variance are studied, and the application of these tests in research reports is analyzed and critiqued.

EDUC 811: Research Design. (3) EDUC 801. This course is an introduction into how to conduct and implement research and research design. Candidates will enhance skills in scholarly inquiry and professional analysis through learning about the design of research approaches; heightening an awareness of various quantitative and qualitative research methods and techniques; understanding the collection, manipulation, interpretation, and representation of data gathered; and processing of information as data informs finding solutions within an organization.

EDUC 821: Qualitative Research Methods. (3) EDUC 801. This course provides candidates with an introduction to qualitative methodology in educational research. Candidates will discuss different approaches to qualitative research, examine research studies, and engage in qualitative research. The course will investigate different approaches to qualitative research: ethnography, case study, phenomenological inquiry and narrative research, critical research and postmodern research. Questions of epistemology, positionality, purpose, and ethics are included in course content.

EDUC 822: Quantitative Research Methods. . (3) EDUC 801. This course will provide candidates with an introduction to quantitative data analysis. The focus will be on the theory and application of basic statistical techniques including descriptive statistics, confidence intervals, hypothesis tests, and causal modeling. Candidates will develop the ability to interpret and present in written and oral form the results of univariate, bivariate, and multivariate analyses. In this course, candidates formulate questions using numerical data suitable for statistical analyses and drawing conclusions based on the results.

EDUC 900: Dissertation Prospectus. (3). EDUC 821. This course will assist candidates as they develop a research question, provide a preliminary outline of the research project, and seek approval from the EdD Committee for conducting research.

EDUC 901: Applied Research. (3). EDUC 811. : This course provides an introduction to the design of research studies in applied settings, and specific to each individual dissertation topic and research. Topics include operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, and threats to internal and external validity, psychometric and statistical methods, quantitative and qualitative inquiry, data analysis and research report writing. Candidates will examine the quality of the research, including the soundness of the design, methods of data collection, methods of data analysis, and the tenability of the conclusions drawn from evidence.

EDUC 902: Dissertation I. (3). Ed.D. Director Approval. This course will focus on the findings of the study, analysis and presentation of these findings, and the writing of chapter 4 of the dissertation.

EDUC 903: Dissertation II. (1-3). Ed.D. Director Approval. The final course will focus on writing chapter 5 and preparation for the defense. Candidates must enroll in three consecutive sessions and maintain enrollment until the through program completion.

Submitted by
Dr. Scott D. Yarbrough, Chair
Ms. Amanda Sisson, Registrar
Ms. Linda Johnson, Recorder