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# JONES INTERNATIONAL UNIVERSITY®

SCHOOL OF BUSINESS &  
SCHOOL OF EDUCATION

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DOCTORATE DEGREES • SPECIALIST PROGRAM

**Jones International University®**  
Doctorate Degrees and Specialist Program  
Catalog  
May 5, 2015



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## About JIU

### JIU Vision

Through the enabling power of education, Jones International University endeavors to help create a world where it is more likely that reasonable human needs are met, where the environment is self-sustained, and especially where there is less conflict, less fear and more justice. A world where education is democratized. A world where hope is alive. We believe that such a world is most probable where free markets exist and freedom is abundant.

### JIU Mission

We live in a world of incessant cultural and economic change, and the mission of JIU is to help students be successful in this environment. For this reason our education process includes specific skills required for particular disciplines, but also includes skills clustered around ethics, collaboration, communication and critical thinking. JIU is committed to fulfilling this mission by:

- Providing innovative and relevant curriculum delivered by accomplished, supportive faculty.
- Offering readily available student-centered services.
- Implementing state-of-the-practice, learning-centered technology and learning resources.
- Engaging with constituents to create an exceptional educational experience.

### JIU Learning Philosophy

JIU academic programs are designed to serve the needs of learners to help them achieve their educational goals, lead richer lives, and shape the futures of their organizations and communities. Consequently, JIU courses are designed using the following assumptions. JIU's students:

- Are motivated to succeed both personally and professionally.
- Learn well both independently and collaboratively.
- Learn best through application of their curriculum to practical situations and problems.
- Use a variety of learning styles to comprehend new concepts.
- Require focused educational content, flexibly available at work, home and on the road.

### JIU Learning Outcomes

JIU has identified seven learning outcomes common across programs. Each graduate will have demonstrated the ability to:

- Think and act like a global citizen with personal integrity, respect for diversity and ethical behavior.
- Think and act like leaders and supportive teammates.
- Adapt and apply theories to solve "real world" problems using innovative and creative solutions.
- Communicate effectively using a variety of methods and disciplines.
- Think analytically, critically and systemically to prepare for a life of learning and accomplishment.
- Leverage information and technology to amplify personal and organizational achievement, and promote information literacy.
- Design a professional development strategy to formulate a career pathway leading to future success

## JIU Values

We are a meritocracy, we cherish fairness, and we quickly embrace change as a friend. Quality and integrity are requisites.

## JIU Accreditation

Jones International University, The University of the Web<sup>®</sup>, is proud to be the first fully online institution in the U.S. to receive regional accreditation. We are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, which is one of the six regional accrediting bodies in the United States and offers the highest form of accreditation available to a university.

### **Current Status of Jones International University**

Jones International University, located in Centennial, Colorado and offering online programs, is accredited by the Higher Learning Commission.

For more information, please go to HLC's website at [www.ncahlc.org](http://www.ncahlc.org). The Higher Learning Commission may be contacted at 230 LaSalle Street, Suite 7-500, Chicago, Illinois 60604, or 312.263.0456.

## JIU Student Handbook

All students enrolled at JIU must comply with the policies and procedures described in the Student Handbook (link). For more information on JIU Policies and Procedures, click here for the [Student Handbook](#).

For information regarding JIU Doctoral programs, please see the JIU Doctorate Programs Catalog, The Dissertation Handbook or the IRB Handbook.

## Message from the Deans

### WELCOME TO JONES INTERNATIONAL UNIVERSITY!

Designed to provide the latest, professionally oriented and authentically based educational environment for today's leaders, our exceptional undergrad and graduate programs will help you reach your goals.

The students who enroll in the JIU Doctorate Programs are intent on improving their careers and the world around them. They have selected JIU because of our international reputation and our focus on students and their professional development. They are also generally adult learners who bring their own wealth of experience to the classroom, which further enriches the learning environment for everyone.

- At the heart of our university is a supportive, accessible world-class faculty and staff, dedicated to your success.
- Our faculty members bring a combination of academic degrees from prestigious institutions and levels of business and educational experience that result in a learning experience that is based on the latest theory and research. It has a professional, practitioner focus that is designed to support your career aspirations.
- The faculty design and deliver a high-caliber curriculum that is designed with your professional success in mind.
- Assignments are authentically based and are appropriate to the courses' needs, whether it is problem-based or project-based learning.

All of us at JIU are focused on helping you to earn the education that you need, and want, to become one of tomorrow's leaders!

William Loendorf, PhD  
Dean, School of Business

Jeanette Amayo, EdD  
Interim Dean, School of Education



## Course Model

JIU designs all eight-week courses to achieve specific course learning objectives. Developed by program faculty and chairs, the course learning objectives and program professional performance standards generate JIU's institutional learning outcomes and workplace competencies for all degree programs. Each competency is succinctly defined. Assignments demonstrate each competency. Students complete and submit assignments as faculty members and colleagues provide continuous feedback on learning achievement. With a predetermined number of points allocated per assignment, a total of 1000 points must be amassed to pass each course.

Review the Academic Calendar on [JIU.edu](http://JIU.edu) for specific start dates for programs.

## JIU Faculty

Jones International University faculty members bring a combination of professional experience and academic credentials to their JIU Courses. The faculty focuses on high quality instruction that drives student success. Most faculty members hired by JIU have earned a terminal degree and have and have made scholarly contributions to their field of study. Once hired, JIU assesses faculty members frequently through such instruments as the End-of-Course Student Survey, an annual Peer Appraisal, an annual Self Appraisal and an annual appraisal.

## Assessment

JIU is committed to fulfill a promise to students that upon graduation they will demonstrate the achievement of institutional and program learning outcomes. Further, JIU is committed to the continuing improvement of individual courses, programs and the institution itself. Toward these ends, JIU employs an "Assessment of Student Learning and Institutional Improvement Model." The University uses assessment data to rigorously measure (1) student learning within and across courses, (2) course and program quality, and (3) the university as a whole. Through real-time, web-enabled data reporting, the fruits of these rigorous assessment efforts are available at all times to students, faculty and JIU academic leaders. These assessments drive decision-making and continuous quality improvement of student learning and services.

## State Authorization

JIU's operations (as performed currently) are regulated by certain state education authorities. JIU monitors state laws to ensure that it is authorized in states in which it enrolls students, and that require such authorization. In the event that a change in JIU operations or a change in State regulations necessitates authorization, JIU will obtain such additional authorization, licensure or approval. Some states either do not regulate JIU activities or regulate its activities but exempt it from obtaining authorization due to its regional accreditation or the lack of a physical presence. To learn more about JIU's state authorization status or to obtain state contact information, please [click here](#).

Please note, that although JIU is approved institutionally to operate in a state, certain programs may not be approved by the state. For this reason, it is important for our students to also read the following section on State Certification and Licensure.

## Filing with Accrediting Agency and Relevant State Agency

Students seeking to file a complaint with their state may find contact information in the State Authorization document. Students seeking to file a complaint with JIU's accrediting agency, The Higher Learning Commission, may find that information [here](#).

## State Certification and Licensure

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU's programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to <http://teach.org/> for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this [State Disclosure](#) webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

## Total Professional Advantage 2.0®

Every enrolled JIU student has immediate access to the Total Professional Advantage® 2.0 (TPA™ 2.0) professional development program and portal. The foundation of TPA 2.0 is the interactive Seminar Workshop, customized for each student's degree program. Additional resources found within the TPA 2.0 portal include a resume-building tool, job and internship listings, career development videos, articles, podcasts and access to the Jones Library. TPA 2.0 can be found on the "My Courses" page of the [jiu.edu](http://jiu.edu) website.

## Academic Advising

JIU strives to provide you with a rich, interactive experience as a student. We use the Internet, email, telecommunications and online forums to empower you to communicate quickly with faculty members and other students — at a time most convenient for you. In addition, JIU staff provides online, email and telephone support to all students. Prior to the beginning of your first term, you are required to participate in an online JIU Orientation. This orientation course is designed for each degree level, provides opportunities for you to get answers to your questions from a JIU faculty member, and offers you ways to enhance your academic experience.

During the first year of your program, you will be introduced to a wide variety of faculty members. At the end of your first year, you may choose one of these faculty members to serve as your dissertation advisor or

Chair. Your Chair will work with you one-on-one during your second year to help you prepare your research proposal and also guide you through the final stages of writing and defending your dissertation during the final year of your program.

### Student Solutions Advisors

When you are admitted as a degree student, you will be assigned to a Student Solutions Advisor, who will work closely with you throughout your program to support your progress. Your SSA will assist you in assessing your academic goals and formulating your individualized degree plan. Students should also contact their SSA for help in choosing courses, understanding program requirements, Capstones, policies and procedures, coordinating interaction with faculty members, the completion of the FA application process, and the disbursement of FA funds.

With so many classes to select, excellent academic counseling is essential and JIU is committed to providing our students unparalleled support by providing advisors who offer personalized guidance through this process. Your JIU advisor is knowledgeable about your program and committed to your success. Together you will develop a customized degree plan, which will serve as a “roadmap” for your path to earning your degree. The sequencing of courses in your degree plan is available to you electronically. As you progress toward a degree, this plan enables you to access information 24/7 and to always know where you are on your path. Accessible and professional, your advisor will ensure that you receive all the support you need to thrive at JIU. Your success is our success, and your Student Solutions Advisor is always just an email or phone call away.

### Student-Centered Learning

JIU focuses on student-centered learning in several areas including:

- Orientation and student success prerequisite courses
- Ongoing online tutoring support
- A standardized learning model applied to the development of all JIU courses
- Individual student assessment checkpoints and feedback process
- Professional preparation via the Total Professional Advantage™ 2.0 program and services

The beginning of successful student-centered learning starts with orientation - DOC900. This mandatory orientation course is designed to ensure Doctoral candidate success at JIU. It is differentiated from the Master’s orientation in several ways. The basic information regarding expectations, resources, Jones e-education: Software Standard® (JESS® - our learning platform), policies and help options is provided in much greater detail, and students are required to demonstrate proficiency in the use of doctoral program resources. In addition, doctoral candidates must complete two analytical writing assessments to ensure that they have the writing skills necessary to complete a doctoral dissertation or to determine whether remediation is required before the candidate begins classes.

Students in the Doctorate programs are then scheduled into content courses that have also been designed to assist the new student in their transition to online learning. All first courses are staffed with faculty members who have received the highest ratings from your peers.

## Online Tutoring Support

JIU considers the ongoing academic tutoring support to be one of the critical success factors for assisting students over academic knowledge hurdles. The online tutoring includes support for math, technical subject matter, writing and language-intensive classes that traditional classroom students struggle to master as well. This service augments the instruction provided by the faculty in the course and fills in gaps in basic prerequisite knowledge.

## Standardized Learning Model

A standardized learning model has been defined and utilized for the development of all JIU courses. The goal is to provide all students with a consistent and enabling learning environment. The instructional hour guidelines are based on studies conducted at other online universities for optimal hours of learning per week and to support students who desire to attend full time: doctorate students take one content and one mentoring course each term; specialist students take one course per term. The model for the JIU programs is the quintessential "learning community." JIU's programs require collaborative learning experiences among students and faculty by:

- Designing all courses to bring students and faculty together in a learning community; faculty members receive training and supervision to ensure that the courses operate as designed. Courses include components that encourage collaborative or team performance;
- Providing the technology to support convenient asynchronous interactions between individuals, and groups of faculty and students both within and outside of scheduled courses in order to support the learning communities.

JIU faculty members believe that a critical factor in the success of the program is a focus on learning as an interactive process. All core-content and research and inquiry courses are designed to bring students and faculty together in a learning community. Throughout the program, students and faculty alike support each other in the creation of students' professional synthesizing portfolios.

## JIU Doctorate and Specialist Programs

Jones International University offers the following Doctorate and Specialist Degree Programs:

- [Doctorate of Business Administration](#)
- [Doctorate of Education](#)
  - [Doctorate of Education Adult Education Leadership](#)
  - [Doctorate of Education K-12 Education Leadership](#)
- [Education Specialist](#)

Each of these degree programs are described in detail on the following pages. Review the Academic Calendar on [JIU.edu](http://JIU.edu) for specific start dates for programs.

## Doctorate of Business

Designed for driven professionals and educators looking to set themselves apart, our Doctorate in Business online program introduces you to innovative concepts, best practices and theory to help you become an expert in the business field. As a student enrolled in our online doctoral program, you will have the chance to learn from leading instructors with years of experience in a variety of business areas.

The knowledge and expertise you gain at JIU can help you pursue more advanced positions and become a true leader in your field. If you are looking for online Doctorate programs in business, there is no school with a better reputation for excellence than JIU.

### Program Learning Outcomes

- Contribute to advanced professional practice through the utilization of extensive knowledge of emerging business and management research within the context of applied business settings.
- Analyze critically the literature of both business management and applied research.
- Integrate applied research with academic learning as a forerunner to the formulation of vision and strategy in the business enterprise.
- Create rigorous, independent and creative dissertation research using applied research methodologies, in order to contribute to the professional body of knowledge and communicate the research findings.

### Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our [Required Program Disclosures](#) webpage and select the appropriate program.

## Doctorate of Business Administration

The Doctorate of Business Administration (DBA) delivers a comprehensive program designed to enhance critical thinking and analytical skills, hone leadership abilities and develop an expertise in conducting and understanding research, methodology and evaluation. This fully online DBA program is designed to serve business and working academic professionals who want to propel their careers forward.

JIU's faculty members develop and deliver a rigorous curriculum that is designed with professional development in mind. Our DBA balances courses and research so students will develop expert-level knowledge in their chosen field. Assignments are authentically based and are appropriate to the courses' needs, whether it is problem-based or project-based learning. DBA students often turn their coursework into work projects for real and immediate benefits.

All too often, a large percentage of doctoral students across the country get through their program but become overwhelmed by the thought of producing a dissertation. JIU's doctoral program is unique – we combine a Dissertation with a unique parallel advising track which supports our students' academic progress from the outset and keeps their focus on degree completion. As with any doctoral degree, graduates will master the English language and applied research methodologies.

**CONCURRENT ENROLLMENT IN CONTENT AND DISSERTATION ADVISING (DOC) COURSES IS MANDATORY.**

### Review Courses

Doctoral program students who have been pre-approved to transfer graduate level credits from one university automatically will be enrolled in a Review section to monitor the relevant course. This required review section is a Pass/Fail, 0 credit, \$0 fee course. Students will be required to participate in the Forum discussion as they would in a regular section and also will be required to submit a study guide that will assist preparations for the Comprehensive Exam and Dissertation. For more information, see the [Transfer of Credit Policy](#).

### Program Learning Outcomes

- Contribute to advanced professional practice through the utilization of extensive knowledge of emerging business and management research within the context of applied business settings.
- Analyze critically the literature of both business management and applied research.
- Integrate applied research with academic learning as a forerunner to the formulation of vision and strategy in the business enterprise.
- Create rigorous, independent and creative dissertation research using applied research methodologies, in order to contribute to the professional body of knowledge and communicate the research findings.

## Program Curriculum: Doctorate in Business Administration (DBA)

<b>1 Orientation Course - No Cost, No Credit</b>		DOC900 Doctoral and Specialist Programs: Orientation	
<b>6 Business Foundations Courses (18 credits)</b> BA710 Foundations of Management Science BA711 International Business Management BA712 Organizational Development BA713 Leadership and Organizations BA714 Sustainability & Innovation in the Business Enterprise BA717 Strategic Management		<b>4 Dissertation Courses (16 credits)</b> DISS820 Dissertation Data Gathering DISS821 Dissertation Analysis DISS822 Dissertation Results DISS823 Dissertation Final Defense	
<b>6 Research Courses (18 credits)</b> RES700 Foundations of Doctoral Research Methods RES701 Qualitative Doctoral Research Methods RES702 Quantitative Doctoral Research Methods RES703 Advanced Quantitative Doctoral Research Methods RES704 Trend Forecasting RES705 Leading Change		<b>13 Dissertation Writing Courses (13 credits)</b> DOC910 Foundations of Doctoral Writing DOC911 Foundations of Doctoral Research DOC912 Structure of the Literature Review DOC913 Developing the Research Question DOC914 Structure of the Research Methodology DOC915 Structure of the Introduction and the Prospectus DOC916 Initial Drafts of the Literature Review DOC917 Initial Drafts of the Research Methodology DOC918 Final Draft of the Literature Review DOC919 Final Draft of the Research Methodology DOC920 Initial Drafts of the Introduction DOC921 Final Draft of the Introduction and IRB Application DOC922 Proposal and IRB Approval	
<b>1 Comprehensive Written Exam Course (3 credits)</b> BA730 Comprehensive Examination			
<b>1 Formal Proposal Course (4 credits)</b> BA731 Formal Proposal – School of Business			
		<b>Total Credits</b>	<b>72 credits</b>



## Doctorate of Education

Completing a Doctorate in Education (EdD) degree prepares candidates for professional practice in various learning environments. Opportunities for individuals with online Doctorate in education include school leadership, organizational training and education, administration of education programs, program and curriculum design in both traditional and computer mediated settings. The doctoral degree is the highest degree attainable in most academic disciplines and requires candidates to master the knowledge in their field of interest, as well as contribute to it through original research. While earning a doctoral degree is rigorous and time consuming, it is both personally and professionally satisfying.

JIU's School of Education offers two different online doctoral programs in Education to meet varying interests: EdD in Adult Education Leadership and EdD in K-12 Education Leadership. Candidates who are interested in an advanced graduate degree but do not want to pursue a doctorate degree should consider the EdS in K-12 Education Leadership.

For those who are interested in becoming a school leader, superintendent of schools or K-12 educational researcher, the EdD in K-12 Education Leadership program might be the right choice. Candidates may also use this program specialization to apply for Initial principal/administrator licensure in most states. In addition, this EdD is designed to be of service to both students and the Learning organizations and communities that graduates serve.

Candidates who are interested in an advanced graduate degree but do not want to pursue a doctorate degree should consider the EdS in K-12 Education Leadership.

## Doctorate of Education Adult Education Leadership

The [EdD in Adult Education Leadership](#) (EdD AEL) program has purposefully been designed to cross the traditional boundaries between education and business. This online adult education program is designed for professionals working with adult learners in various organizational settings including higher education, corporate structures, health care organizations, government and military settings. The study of adult learning theory and practice and program planning for adult education activities serves many types of organizational needs. As with any doctoral degree, you will master the English language and applied research methodologies.

Our online doctoral degree in education is designed to help you become a successful and influential adult education leader. The program stresses critical thinking and can help you develop exceptional knowledge, skills, integrity, and the ability to apply theory to creative and innovative solutions of practical adult education and training challenges.

The EdD in Adult Education Leadership degree program is designed to be of service to students, the learning organizations, and the communities that our graduates serve. The School of Education trusts that if you meet the program's rigorous admission standards, you are a mature individual, dedicated to your professional growth and the growth and well-being of your organization and community.

### The EdD AEL Program Mission

The EdD in Adult Education Leadership degree program's mission is to graduate successful and influential adult education leaders who are critical thinkers—with exceptional knowledge, skills and integrity—who are able to apply theory to the creative and innovative solutions of practical adult education and training problems.

### The EdD Program Vision

The EdD in Adult Education Leadership degree program is designed to be of service to both students and the learning organizations and communities that graduates serve. The School of Education trusts that students who have met the program's rigorous admission standards are mature individuals who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities.

**CONCURRENT ENROLLMENT IN CONTENT AND DISSERTATION ADVISING (DOC) COURSES IS MANDATORY.**

### Review Courses

Doctoral program students who have been pre-approved to transfer graduate level credits from one university automatically will be enrolled in a Review section to monitor the relevant course. This required review section is a Pass/Fail, 0 credit, \$0 fee course. Students will be required to participate in the Forum discussion as they would in a regular section and also will be required to submit a study guide that will assist preparations for the Comprehensive Exam and Dissertation. For more information, see the [Transfer of Credit Policy](#).

### Program Learning Outcomes

- Analyze and evaluate current practice as well as synthesize and apply critical thinking to the student's academic deliverables and professional lives.
- Examine, select and integrate solutions to practical problems in designing and recommending

training needs.

- Assess and select current research that is practical, relevant and appropriate to the students’ chosen research topic and methodology, and integrate this information into course synthesizing projects, the dissertation and other academic deliverables.
- Perform research and recommend practical solutions to a problem, question or issue relevant to the student’s area of research interest or specialization.

### Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our [Required Program Disclosures](#) webpage and select the appropriate program.

### Program Curriculum: Doctorate in Adult Education Leadership (EdD)

<b>1 Orientation Course - No Cost, No Credit</b>		DOC900 Doctoral and Specialist Programs: Orientation	
<p><b>6 Core Content Courses (18 credits)</b></p> <p>EDU770 Foundations of Adult Learning                  EDU775 Program Planning Needs Analysis                  EDU776 Program Planning                  EDU778 Instructional Delivery Methods                  EDU779 Assessment of Student Learning                  EDU782 Leadership in Adult Education</p> <p><b>5 Research Courses (15 credits)</b></p> <p>RES700 Foundations of Doctoral Research Methods                  RES701 Qualitative Doctoral Research Methods                  RES702 Quantitative Doctoral Research Methods                  RES704 Trend Forecasting                  RES705 Leading Change</p>		<p><b>4 Dissertation Courses (16 credits)</b></p> <p>DISS820 Dissertation Data Gathering                  DISS821 Dissertation Analysis                  DISS822 Dissertation Results                  DISS823 Dissertation Final Defense</p> <p><b>13 Dissertation Writing Courses (13 credits)</b></p> <p>DOC910 Foundations of Doctoral Writing                  DOC911 Foundations of Doctoral Research                  DOC912 Structure of the Literature Review                  DOC913 Developing the Research Question                  DOC914 Structure of the Research Methodology                  DOC915 Structure of the Introduction and the Prospectus                  DOC916 Initial Drafts of the Literature Review                  DOC917 Initial Drafts of the Research Methodology                  DOC918 Final Draft of the Literature Review                  DOC919 Final Draft of the Research Methodology                  DOC920 Initial Drafts of the Introduction                  DOC921 Final Draft of the Introduction and IRB Application                  DOC922 Proposal and IRB Approval</p>	
<p><b>1 Leadership Capstone Specialization Course (3 credits)</b></p> <p>EDU783 Adult Education Leadership Capstone</p> <p><b>1 Comprehensive Written Exam Course (3 credits)</b></p> <p>EDU850 Comprehensive Examination—School of Education</p> <p><b>1 Formal Proposal Course (4 credits)</b></p> <p>EDU851 Formal Proposal – School of Education</p>		<p><b>Total Credits</b> <b>72 credits</b></p>	

## Doctorate of Education K-12 Education Leadership

If you are interested in becoming a K-12 school leader, superintendent of schools, or K-12 educational researcher, the online [EdD in K-12 Education Leadership](#) degree program might be the right choice. You may also use this program specialization to apply for initial principal/administrator licensure in most states. In addition, this online doctorate in education is designed to be of service to students, the learning organizations, and communities that you will serve.

The online EdD degree program requires you to demonstrate mastery of program content which includes the role of law, governance, public education, or the political, cultural, or economic context as supported by educational research. Educational Leadership Constituent Council (ELCC) Standards will also be mastered through the course curriculum. Thus, upon graduating, you will have developed as a critical thinker, leader, and researcher. As with any doctoral degree, you will master the English language and applied research methodologies.

### EdD K-12 Program Mission

The EdD in K-12 Education Leadership degree program's mission is to graduate successful and influential K-12 leaders who are critical thinkers—with exceptional knowledge, skills and integrity—who are able to apply theory to the creative and innovative solutions of practical education problems. The EdD is designed to be of service to both students and the learning organizations and communities that graduates serve.

### EdD K-12 Program Vision

The EdD in K-12 Education Leadership degree program is designed to be of service to both students and the learning organizations/communities that graduates serve. The School of Education trusts that students who have met the program's rigorous admission standards are mature individuals who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities.

### EdD K-12 Program Professional Standards

The EdD K-12 program's advisory board and academic leadership aligned the program with the Educational Leadership Constituent Council (ELCC) Standards and the Interstate School Leaders Licensure Consortium (ISLCC) model standards for school leaders, which provides an excellent framework for defining meaningful program outcomes and key assessments to inform the program's mission and vision. The ISLCC standards provide the contextual foundation for the courses, and key assessments and learning outcomes are based on the ELCC standards.

**CONCURRENT ENROLLMENT IN CONTENT AND DISSERTATION ADVISING (DOC) COURSES IS MANDATORY.**

### Review Courses

Doctoral program students who have been pre-approved to transfer graduate level credits from one university automatically will be enrolled in a Review section to monitor the relevant course. This required review section is a Pass/Fail, 0 credit, \$0 fee course. Students will be required to participate in the Forum discussion as they would in a regular section and also will be required to submit a study guide that will assist preparations for the Comprehensive Exam and Dissertation. For more information, see the [Transfer of Credit Policy](#).

## Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); the Education Leadership Constituency Council (ELCC); and the Colorado Performance-Based Principal Licensure Standards.
- Analyze and evaluate current K-12 pedagogy and practice as well as synthesize and apply critical thinking to the student's academic deliverables and professional lives.
- Examine, select and integrate solutions to practical problems in leading K-12 institutions.
- Assess and select current research that is practical, relevant and appropriate to the students' chosen K-12 Leadership research topic and methodology, and integrate this information into course synthesizing projects, the dissertation and other academic deliverables.
- Perform research and recommend practical solutions to a problem, question or issue relevant to the student's area of research interest specific to K-12 Education.

## Program Learning Outcomes

### Knowledge

- **Knowledge of Content and Professional Practice:** The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment:** The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction:** The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice:** The knowledge that candidates master is based on professional and performance-based standards.

### Skills

- **Knowledge of Content and Professional Practice:** The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
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- **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.
- **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
- **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

### Dispositions

- **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.
- **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
- **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.
- **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.
- **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.
- **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

### Professional Dispositions Policy

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU's Policy on Professional Dispositions in the [K-12 Clinical Practice Guide](#).

### Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our [Required Program Disclosures](#) webpage and select the appropriate program.

### Certification and Licensure

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU's programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to <http://teach.org/> for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

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## Program Curriculum: Doctorate in K-12 Education Leadership (EdD)

<b>1 Orientation Course - No Cost, No Credit</b>		DOC900 Doctoral and Specialist Programs: Orientation
<b>7 Core Content Courses (21 credits)</b> EDI791 Facilitating a Shared Vision of Learning EDI796 Ethical Leadership EDI798 Leading K-12 Organizations that Foster Learning EDI800 Collaboration & Learning in Diverse Communities EDI802 Understanding and Influencing Society EDI803 Managing Learning Organization Resources EDU790 Current K-12 Education Theories  <b>3 Research Courses (9 credits)</b> RES700 Foundations of Doctoral Research Methods RES701 Qualitative Doctoral Research Methods RES702 Quantitative Doctoral Research Methods  <b>2 Electives (6 credits)</b> EDU795 Public Knowledge and Public Responsibility EDU799 The Future of K-12 Education and Democracy EDU801 K-12 Education Policy Analysis for School Leaders RES703 Advanced Quantitative Doctoral Research Methods RES704 Trend Forecasting RES705 Leading Change		<b>4 Dissertation Courses (16 credits)</b> DISS820 Dissertation Data Gathering DISS821 Dissertation Analysis DISS822 Dissertation Results DISS823 Dissertation Final Defense  <b>13 Dissertation Writing Courses (13 credits)</b> DOC910 Foundations of Doctoral Writing DOC911 Foundations of Doctoral Research DOC912 Structure of the Literature Review DOC913 Developing the Research Question DOC914 Structure of the Research Methodology DOC915 Structure of the Introduction and the Prospectus DOC916 Initial Drafts of the Literature Review DOC917 Initial Drafts of the Research Methodology DOC918 Final Draft of the Literature Review DOC919 Final Draft of the Research Methodology DOC920 Initial Drafts of the Introduction DOC921 Final Draft of the Introduction and IRB Application DOC922 Proposal and IRB Approval
<b>1 Comprehensive Written Exam Course (3 credits)</b> EDU850 Comprehensive Examination—School of Education		
<b>1 Formal Proposal Course (4 credits)</b> EDU851 Formal Proposal – School of Education		
		<b>Total Credits                      72 credits</b>

## Education Specialist

Completing an education specialist degree online prepares you for professional practice in various learning environments. Opportunities for individuals with advanced graduate degrees in education include: school leadership, organizational training and education, administration of education programs, program and curriculum design in both traditional and computer mediated settings.

The online Education Specialist degree program is an attractive option should you be interested in a program specialization leading to initial principal/school administrator licensure in most states. Many people pursue their EdS degree online in order to meet state or professional requirements for career advancement, including educational leadership, educational administration, higher education/adult continuing education, advanced curriculum and instruction, and technical education. JIU's advanced and doctoral programs emphasize theory through research that focuses on real-life problems and real-life solutions.

The JIU School of Education EdS degree program requires you to demonstrate mastery of program content which includes the role of law, governance, public education, or the political, cultural, or economic context as supported by educational research. Educational Leadership Constituent Council (ELCC) Standards will also be mastered through the course curriculum. Thus, upon graduating, you will have developed as a critical thinker, leader, and researcher.

If you are interested in an advanced graduate degree and want to pursue a doctoral degree, consider the [EdD in Adult Education Leadership](#) and [EdD in K-12 Education Leadership](#). Contact us today to see if one of these programs is right for you.

### Program Learning Outcomes

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**Program Curriculum: Education Specialist in K-12 Leadership**

<b>1 Orientation Course - No Cost, No Credit</b>		DOC900 Doctoral & Specialist Degrees: Orientation
<b>9 Core Courses (27 credits)</b> EDI791 Facilitating a Shared Vision of learning EDI796 Ethical Leadership EDI798 Leading K-12 Organizations that Foster Learning EDI800 Collaboration & Learning in Diverse Communities EDI802 Understanding and Influencing Society EDI803 Managing Learning Organization Resources EDU790 Current K-12 Education Theories EDU799 The Future of K-12 Education & Democracy EDU801 K-12 Education Policy Analysis for School Leaders		<b>2 Research Courses (6 credits)</b> RES700 Foundations of Doctoral Research Methods RES705 Leading Change  <b>1 Capstone Course (3 credits)</b> EDU804 EdS Capstone Course EDU850 Comprehensive Examination—School of Education
		<b>Total Credits</b> <b>36 credits</b>

## Courses

### BA710 Foundations of Management Science

This course provides incoming doctoral candidates with a comprehensive overview of both historical and current perspectives on management science theory and practice.

While the focus is on the growth of U.S. business science, candidates will also be exposed to pertinent international trends and research. The course is organized around four management science eras:

- Early Management Thought
- The Scientific Management Era
- The Social Person Era
- The Modern Era

The assignments focus on reading and writing analyses of journal articles relevant to management science, with an emphasis on transitioning into writing at the doctoral level. The course project, Research Portfolio: Management Science Seminal Works, is a portfolio comprised of the three superior quality analyses candidates author throughout the course. The portfolio is a reflection of the historical and current perspectives on management science's theory and evolution.

*Prerequisites:*

*DOC900 is a prerequisite for this course.*

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### BA711 International Business Management

This course provides doctoral candidates the opportunity to gain a comprehensive understanding of both historical and current perspectives on international management theory and practice. Specifically, candidates will:

- Analyze current international business research
- Identify, discuss, and analyze opportunities and barriers when an organization enters the global marketplace
- Synthesize solutions, based upon research, to problems organizations encounter when entering the international business market

The course project, Business Case: International Expansion, is a research-based project that requires candidates to investigate the viability of an organization's proposed entry into the international market by expanding into one of the four "BRIC" countries, identified by Goldman Sachs as the fastest-growing economies of the early 21<sup>st</sup> Century: Brazil, Russia, India, and China.

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### BA712 Organizational Development

This course discusses how continual change within an organization affects its ability to compete in the global economy. It addresses emerging trends in organizational development and the positive impact they can make in the knowledge-worker era. Incorporating the best of the seminal work from behavioral sciences, along with proven change management techniques, the course will also integrate new criteria for creating learning organizations that remain flexible and adaptable. The course project, Research Paper: Applying Theory to a Real-World Business Problem, explores a practical business problem selected by the candidate. The candidate will examine how their chosen business problem has impacted the business environment and then will propose, analyze, and evaluate three possible solutions.

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### BA713 Leadership and Organizations

This course provides a comprehensive overview of the historical, current, and emerging perspectives in organizational leadership theory and practice. The past and present state of leadership will be examined in order to consider and shape the future of leadership. Candidates will explore the nature of the leadership role in contemporary organizations, and determine the responsibilities and benefits of leadership in the broad social arena. In the course project, Research Paper: Leadership Theory Analysis and Application, candidates prepare an in-depth research study that explores a specific field of interest in organizational leadership. Project components include a historical timeline of research findings, an analysis and synthesis of applicable leadership theories, and a look at the impacts of technological and leadership theory as well as future research areas emanating from this initial research.

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### BA714 Sustainability and Innovation in the Business Enterprise

This course gives candidates a comprehensive overview of historical, current, and emerging perspectives that relate to theory and practice of management of innovation, with a specific focus on sustainability in the business enterprise. This course will assist candidates in understanding the state of knowledge with regard to management of innovation and in identifying research opportunities in the field. The course project, Research Paper: Interpreting Sustainability Factors of the 21st Century Business,

focuses candidates on an analysis and synthesis of the major theoretical perspectives in sustainability and innovation and how they can be applied in a business organization by a research professional. Additionally, candidates will identify the impacts of current technological and globalization issues, and the potential path of theoretical evolution, given the presence of such issues in contemporary business enterprise.

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### BA717 Strategic Management

This course provides candidates the opportunity to not only examine the concepts of strategic management, but also to review their previous research in all of their doctoral courses through the lens of strategic management concepts. In this course, candidates will bring their lessons learned from those individual courses into the larger context of strategic management. Through the course project, Research Paper: Strategic Management Concepts and the DBA Project, candidates will demonstrate their thorough understanding of five strategic management concepts that they believe to be the most pertinent to their proposed DBA Project. Project activities will focus not only on the current body of knowledge in strategic management, but also require candidates to revisit their many course projects from previous courses, affording them the opportunity to make new discoveries and reexamine previous arguments for accuracy and relevancy in relation to their proposed DBA Project.

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### BA730 Comprehensive Examination

The purpose of the comprehensive exam is to demonstrate doctoral candidates' mastery of program content. In this course, candidates have the opportunity to demonstrate mastery of the concepts covered in the content courses in the DBA program through the creation of their own comprehensive exam question and answer. This non-traditional approach is consistent with JIU's vision, mission, and values, as well as the learning philosophy embodied in all courses. The format of the comprehensive exam requires candidates to design five questions during the first week of the course, gain approval from the course instructors on those items, and then answer them subsequently during the comprehensive exam course. Each candidate must submit original questions and unique answers, and will be given an individual grade for the course.

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### BA731 Formal Proposal – School of Business

This is the final course before candidates begin to collect data and conduct their project or project research. During the course candidates will demonstrate that their project or project proposal meets all requirements to gain final mentor and committee approval. The course project, Project Proposal: Defense and Approval, is a program requirement. In order to pass this course, each candidate must have a fully approved project proposal that includes:

- IRB approval.
  - Chapters 1, 2, and 3 of the proposal finalized.
  - Oral presentation of formal project proposal.
  - Proposal approved by full committee.
  - Data collection procedures finalized and approved.
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### DISS820 Dissertation Data Gathering

The focus of this course is the collection of the candidate's dissertation research data. Over the next eight weeks, candidates will conduct their research as outlined in Chapter 3 of their dissertation proposal and tabulate their results. Candidates will use the assignments in this course to help them with these tasks. Please note that if a candidate has not collected sufficient data by the end of DISS820, they must request an extension course taken instead of DISS821. The dissertation writing sequence would resume following satisfactory completion of work in the extension course.

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### DISS821 Dissertation Analysis

This course begins the last phase of the candidate's doctoral work. In this course, candidates focus on Chapters 4 of their dissertation, writing up their research results while seeking feedback from peers and faculty. Please note that if a candidate has not attained Advanced or Proficient rankings in each of the criteria outlined in the Dissertation Rubric Level 3 for Chapter 4, they must request an extension course to be taken instead of DISS822 in the next term. The dissertation writing sequence would then resume with DISS822 following satisfactory completion of work in the extension course.

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### DISS822 Dissertation Results

This course completes the last phase of the candidate's doctoral work. Over the course of the next eight weeks, candidates write up their evaluation of their research results (Chapter 5) and finalize their dissertation draft, seeking feedback from their Dissertation Committee. Please note that if a candidate has not attained Advanced or Proficient rankings in each of the criteria outlined in the Dissertation Rubric Level 3 for Chapter 5 and their Dissertation Draft, they must request an extension course to be taken instead of

DISS823 in the next term. The dissertation writing sequence would then resume with DISS823 following satisfactory completion of work in the extension course.

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### DISS823 Dissertation Final Defense

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of eight weeks, candidates will defend their research to their committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JIU's Academic Team. The assignments in this course will direct candidates to complete their dissertation. Candidates must successfully meet all remaining program requirements, as specified in the JIU Dissertation Handbook, by the end of this course, to earn a passing grade.

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### DISS823C Dissertation Continuation Course

This course focuses on the completion of the candidate's doctoral work. This can be the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of eight weeks, candidates will make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JIU's Academic Team. The assignments in this course will direct candidates to the completion of their dissertation. If candidates do not successfully meet all remaining program requirements, as specified in the JIU Dissertation Handbook by the end of this course, they cannot earn a passing grade and will have the opportunity to take the course one additional time.

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### DOC900 Doctoral and Specialist Programs: Orientation

This mandatory orientation course is the first step in the JIU doctoral program. Students will explore the challenges and opportunities of online learning, what's expected of them as doctoral students, what they can expect from the JIU faculty, the structure of a typical JIU course, and the tools and resources available to support doctoral students. Students also will complete an analytical writing assessment to determine their writing skill level. There are no course projects due for this orientation; however, there are several graded assignments that must be completed and submitted to ensure that students are familiar with the doctoral program and tools before beginning their first course.

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### DOC910 Foundations of Doctoral Writing

Throughout this mentoring session, candidates will be exploring writing methods to concisely and formally express the critical thinking required to participate in their respective research community at the doctoral level. To that end, candidates will begin to examine and improve thinking and writing skills, and to orient themselves toward the task of expressing themselves academically. This course serves to support their first primary doctoral core course, providing the foundational tools they will use to improve their performance in assignments for that course.

This course consists of eight 1-week modules that correspond to the first core course of JIU's doctoral programs, and is taken concurrently. Throughout the core course, candidates will be expected to produce course-project related assignments where writing is a primary focus. Using these assignments as a basis, this mentoring course focuses upon writing mechanics in its use of the APA manual, plagiarism through the use of TurnItIn, and research skills through the introduction of the Jones e-global library®.

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### DOC911 Foundations of Doctoral Research

This course provides the operational tools for students to successfully complete RES700 in preparation for continuing on in their doctoral studies. This course contains assignments that support the RES700 course project research paper. All assignments directly contribute to the success of that paper, including discussion assignments.

This course will focus on doctoral research requirements specifically for candidates' dissertation or doctoral project in their respective programs. It aligns and is taken concurrently with RES700: Foundations of Doctoral Research Methodology, which focuses on applied research methods and theories in both the business and K-12 education venues.

This course does not have its own project. Rather, it is designed to prepare candidates to complete the RES700 research paper to satisfy the requirements of Doctoral Transition Point 3.

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### DOC912 Structure of the Literature Review

This course introduces students to the dissertation literature review and facilitates the development of a structure for the writing of the second chapter of their dissertation. Additionally, the course provides students with an opportunity to analyze the entire process of developing a dissertation and the methodology by which JIU approaches dissertation development. Through the course project, Structure of the Review of Literature, students will learn how to create a literature review that is scholarly, informative, and persuasive. By completing the course project, students will have developed the structure for their dissertation literature review.



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### DOC913 Developing the Research Question

This course is designed to assist candidates in developing their research ideas and topics into specific research questions. Throughout, candidates will learn how to hone their research ideas so that the research they propose is specific, appropriate, and executable. By the end of the course, candidates will be able to explain their proposed research in operational terms and produce a written explanation that is scholarly, informative, and meets JIU dissertation standards. The course project, Report: Statement of Intended Research, culminates in a synthetic account of how the candidate plans to approach their dissertation research. This includes an overview of the proposed research topic, the theoretical framework that supports the need for the proposed study, proper research questions, as well as preliminary assumptions, limitations, and definition of terms.

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### DOC914 Structure of the Research Methodology

This course requires candidates to identify a research methodology that is consistent with, and applicable to, the research question they developed in DOC913. By the end of this course, candidates will describe their research methodology structure, explaining what was chosen (a net benefit analysis of advantages and disadvantages vis-à-vis research question) and why other approaches were not selected. This deliverable will form the basis for Chapter 3 of the candidate's dissertation. Candidates will be engaged in weekly discussions and interim assignments that will facilitate the development of their research methodology.

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### DOC915 Structure of the Introduction and the Prospectus

This is your last dissertation advising course for Year One. It is a benchmark for you. It requires you to combine the work you have done during the year into a prospectus. And it requires you to find a Dissertation Chair. You cannot progress to Year 2 mentoring courses without both an approved prospectus and a Dissertation Chair. The modules and assignments in this course will help you finish Year 1. Use the course information to develop your prospectus and find a Dissertation Chair. Your prospectus is a five to ten page report that includes at least 10 primary and 10 secondary resources. It must combine your research question (from DOC913) with a brief justification based on relevant research you have identified (from DOC912 and DOC913) and your proposed methodology (DOC914). It must follow APA format, be free of grammatical errors, and be free of plagiarism. Your Dissertation Chair is a JIU faculty member who guides you through the second and third year of the EdD program. Your Chair has the knowledge, experience and credentials to make a profound difference in your progress.

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### DOC916 Initial Drafts of the Literature Review

This course focuses student efforts on developing a first draft of their Literature Review (Chapter 2) based on the Structure of Literature they developed in DOC912. Students will then revise the first draft based on feedback from their dissertation chair and their own reflection, critical thinking, additional research, analysis, and evaluation to develop a second draft of the literature review. The course project is a first and second revised draft of the second chapter of the dissertation, Chapter 2 Literature Review. The project involves the student's assessment and selection of current research that is relevant to the chosen topic and integrating this information into a synthesized review, written at the doctoral level, with a minimum of 30 pages.

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### DOC917 Initial Drafts of the Research Methodology

This course focuses student efforts on developing a first draft of their Research Methodology (Chapter 3) based on the Statement of Intended Research developed in DOC913 and the structure of research methodology developed in DOC914. Students will then revise the first draft based on feedback from their dissertation chair and their own reflection, critical thinking, additional research, analysis, and evaluation to develop a second draft of the Research Methodology. By the end of this course, students will have completed a polished and well-developed draft of Chapter 3 of the dissertation research proposal at Level 2 quality. Chapter 3 is a major component of the dissertation proposal and should be a scholarly work that encompasses your research design decisions. Students will develop and revise a formal chapter that describes the dissertation study method and design, the content and format of which will be reviewed in this course.

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### DOC918 Final Draft of the Literature Review

The primary focus of this course is the completion of a final draft of Literature Review (Chapter 2). This course builds on information students learned in DOC916, including editing and revision of first and second drafts of Chapter 2. Students will revise Chapter 2 based on feedback from their dissertation chair and from their own reflection, critical thinking, additional research, analysis, evaluation, synthesis, and scholarly writing to develop a final draft of the literature review.

The course deliverable for DOC918 is a final draft of Chapter 2: Literature Review that adheres to the following requirements and guidelines:

- Includes a title page, formatted per JIU requirements, Dissertation Handbook



- Is a minimum of 30 pages in length (not including References)
- Adheres to APA format, including standards for format, grammar, punctuation, word usage, numbering, abbreviations, pagination, spacing, indentations, and in-text citations
- Meets the standards of scholarly writing, including synthesis of sources at the doctoral level
- Is free of plagiarism, as evidenced by a TurnItIn® Originality Report
- Includes an APA compliant References list that includes at least 40 references, of which at least 20 must be primary sources and dated within the last 5 years

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### DOC919 Final Draft of the Research Methodology

This course focuses on the development and refinement of a final draft of the dissertation Research Methodology (Chapter 3) component continuing from the drafts prepared in DOC917. Students will prepare and polish a final draft at Level 3 quality based on feedback from their dissertation chair and their own reflection, critical thinking, additional research, analysis, and evaluation.

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### DOC920 Initial Drafts of the Introduction

This course focuses student efforts on developing the first two drafts of their Introduction (Chapter 1). This course builds on information students learned in DOC915 when they completed the dissertation prospectus. Students will develop the structure of Chapter 1 based on feedback from their dissertation chair and from their own reflection, refinement, analysis, evaluation, and synthesis, and present two drafts of the chapter for review. The course deliverable for DOC920 is a complete draft of Chapter 1: Introduction that meets university expectations for Level 2 quality.

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### DOC921 Final Draft of the Introduction and IRB Application

This course focuses your efforts to refine the final draft (Level 3) of the Introduction (Chapter 1) and accompanied by a TurnItIn report to ensure originality. The final course project is a final draft of Chapter 1 at Level 3 quality, and a Level 4 quality review of the chapter will be included in the final dissertation manuscript after the study is completed. Additional course projects include a final, complete IRB application ready for dissertation chair approval, and preparation of the form to Designate a Dissertation Committee. DOC 921 is a Transition Point Course (i.e., an official and important milestone), and to successfully pass this course, you must receive a rating of 'Proficient' on each of the three course learning objectives from your instructor in an end-of-course assessment. Note that there are no points associated with this summative assessment, as all assignments are graded individually. The summative assessment records your readiness to proceed in your doctoral program to DOC 922.

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### DOC922 Proposal and IRB Approval

This course focuses student efforts on developing three key deliverables:

- The formal Proposal with Chapters 1, 2, and 3 revised to Level 3.
- The Chair-approved IRB Application submitted to IRB and revised, and approved per IRB review.
- A recorded presentation of the formal Proposal using WebEx, PowerPoint, etc.

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### EDI791 Facilitating a Shared Vision of Learning

*Educator as leader* is the focus of this course. Candidates will:

- Explore the importance of a vision as a central guide to all school decisions,
- Analyze the effectiveness of the vision, mission and goals shared by a specific learning community,
- Promote the success of all learners by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by their learning community,
- Under the direction of a site supervisor, plan, discuss, and lead the learning community effectively in applying their vision to a program or problem at the school.
- Reflect on their own strengths and challenges as a visionary leader.

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### EDI796 Ethical Leadership

This course analyzes and evaluates ELCC Standard 5, focusing on educator integrity, fairness, and ethics. The course focuses on the school as a community of ethical values, the task of becoming an ethical leader, and the priorities of justice and caring. Candidates explore ethics and social evolution as well as apply ethics to common school scenarios. School leaders are often in positions that require them to enforce school procedures and regulations. However, they should also understand the ethical perspective behind the procedures, and competing ethical perspectives associated with the issue.

For their course project, Illustrative Case Study: School Policy and Procedure Analysis, candidates will analyze a district policy and the procedures for compliance and non-compliance at the internship school associated with that policy. They will illustrate the debate and conflicting positions regarding the procedures by writing an illustrative case study. Citing ethical perspectives, legal requirements, research literature, and comparative procedures at other schools, the candidate will either defend the existing procedure or synthesize strategies to implement a change.

*Prerequisites:*

1. *Student Solutions Advisor permission required for this course.*
2. *EDI791*

### EDI798 Leading K-12 Organizations that Foster Learning

*Educator as leader of teaching and learning* is the focus of this course. Candidates will:

- Investigate the influence of school culture on promoting the success of all students
- Explore the influence of effective school programs (curriculum) on promoting the success of all students
- Examine the influence of best practices of student learning (instructional strategies) on promoting the success of all students
- Consider the influence of comprehensive professional growth plans (staff development) for staff on promoting the success of all students
- Under the direction of a site supervisor, plan, discuss, and lead the learning community in promoting the success of all students via a program or activity at the school
- Reflect on their own strengths and challenges as an academic leader that can promote the success of all students

The course project, Promoting Teaching and Learning in K-12 Schools, is a key assessment designed to demonstrate mastery of the ELCC professional standards. The Course Project is a portfolio that documents the candidate's skills and accomplishments in promoting the learning of all students.

*Prerequisites:*

1. *Student Solutions Advisor permission required for this course.*
2. *EDI791*

### EDI800 Collaboration and Learning in Diverse Communities

This course focuses on the education leader's skills in building community far beyond the school walls, integrating the resources of the town and state into the school environment, and extending the resources of the school into the neighborhood. In this course, candidates explore three themes:

- Diversity as an asset to individual students and the community
- Building community relations
- Communication in a diverse learning community

The course project, Internship Portfolio: Collaboration and Learning in Diverse Communities, is a key assessment designed to demonstrate mastery of the ELCC professional standards. Each candidate is responsible for developing with his or her internship site supervisor and colleagues at their internship site a *One Year Action Plan for Partnerships* as part of the course project, in which the candidate analyzes and evaluates current and relevant literature on effective partnerships with school, home, and community stakeholders. Building on the base of best practice, candidates audit the internship site for evidence of partnerships that are already in place. They then create a plan for change that leads to greater school, home, and community mutual support. The plan will be supported by a presentation to a subset of affected stakeholders. Finally, the candidate reflects on plans for implementation.

*Prerequisites:*

1. *Student Solutions Advisor permission required for this course.*
2. *EDI791*

### EDI802 Understanding and Influencing Society

This course continues the series of internship courses for the EdD/EdS student. As such, in addition to mastering course content, the candidate is required to complete at least 50 hours of supervised, authentic administrative work in a real school setting. It is expected that the candidate will continue the site and site supervision situation established in prior courses. The course focuses on ELCC Standard 6, which reads:

*Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.*

The context of this course is generally *outside* of the local school organization, which is a departure from other internship-related courses. This is because it covers the local school in the context of the influences of the greater community on the local

school. Sergiovanni has visualized this as an onion, with the local school in the core, surrounded by layers of separate and distinct influences from outside sources. It is the description of this 'onion' that is the focus of this course. This course encompasses two main projects. The first is to investigate, analyze, and report on the principles and practices of school administration that relate to positioning the local school within the environment of those outside influences that form the school. The second is to complete a practical internship project or program that relates to the administration of matters related to relating the local school to the greater environment in which the school operates.

*Prerequisites:*

1. *Student Solutions Advisor permission required for this course.*
2. *Candidates in the EdD K-12 Leadership program only:*
  1. *DOC916-921, EDI791, EDI796, EDI798, EDI800, EDI803*
3. *Candidates in the EdS program only:*
  1. *EDI791, EDI796, EDI798, EDI800, EDI803*

### EDI803 Managing Learning Organization Resources

EDI803 addresses two requirements for doctoral candidates: to satisfy the requirements of ELCC Standard 3 related to the governance of resources in a school, and to satisfy the requirements of ELCC Standard 7 related to conducting an internship in school leadership. The course encompasses these two requirements by requiring that candidates investigate principles and practices of school resource management and apply this knowledge to authentic administrative work in a real school setting.

Candidates complete reading and writing assignments related to the conduct of resource management practices in a school setting, such as fiscal budgeting and control, facilities operations, legal matters, human resources management, etc. Internship assignments relate to conducting actual, practical governance of these various resources within a school setting.

The course project, Internship Portfolio: Management of School Resources, is a key assessment designed to demonstrate mastery of ELCC professional standards. The Course Project is a portfolio that documents the candidate's skills and accomplishments in promoting the learning of all students.

*Prerequisites:*

1. *Student Solutions Advisor permission required for this course.*
2. *EDI791*

### EDU770 Foundations of Adult Learning

Foundations of Adult Education provides an introduction to the historical, philosophical, social, and psychological bases of adult education in the United States, an overview of barriers to participation and adult participation models, and an introduction to methods for facilitating adult learning. This course provides the foundation for all future courses in this program.

The course project, Portfolio: Analytical Model to Increase Adult Participation, is designed to demonstrate mastery of the course objectives. The Analytical Model will be developed for the student's sponsoring organization's adult education program, including the following elements:

- A thorough analysis of the sponsoring organization's history, philosophy of adult education, social and psychological variables impacting learners, learner population barriers, facilitation methodologies, and current adult education professional association memberships.
- Recommendations, based upon research, for the sponsoring organization to address identified social and psychological impacts, participant barriers to learning, facilitation methodology issues, and professional association memberships.

*Prerequisites:*

*DOC900 is a prerequisite for this course.*

### EDU775 Program Planning Needs Analysis

Training Needs Assessment presents the principles, practices, and techniques of conducting training needs assessments for adult education programs. Training needs assessment is a continuous process of data collection and analysis that is used to identify existing training needs so that training can be developed to help organizations achieve their goals and objectives. This course provides students with the opportunity to gain and demonstrate the knowledge, skills, and abilities needed to accurately and completely determine the training needs of an organization. The course project, Portfolio: Training Needs Assessment, is designed to demonstrate mastery of the course objectives. A needs assessment will be conducted for a sponsoring organization's adult education program. The Needs Assessment will detail the conduct of this needs assessment and include its findings, conclusions, and recommendations.

### EDU776 Program Planning

Program Planning covers the principles and practices of conducting program planning for adult education programs. It provides the knowledge, skills and abilities to accurately and completely conduct program planning for adult education programs. The course blends two instructional strategies. First, the student explores the basic principles and related practices for the elements of program

planning. Second, the student applies the learned principles and practices in a sponsored, synthesizing project developing a program plan to meet a need for training in an actual organization. There are all kinds of programs, but this course will discuss the design and planning of programs for university non-profit, university for-profit and community adult education programs; and will include the design of programs that may be developed for corporations, non-profit agencies, military organizations, government, health care, and individual consulting businesses. Designing programs consists of organized learning activities that produce specific outcomes over a given period of time. This course will examine key principles of program design and delivery so that students can develop programs that achieve optimal results within their organizations. At the end of this course, students will demonstrate mastery of the knowledge and abilities needed to design and implement effective training and education programs that demonstrate their mastery of this subject. The course project, an educational training program, is the capstone assignment for the EDU776 course. The course project is designed to demonstrate understanding of the principles of program design and planning with an authentic product that exhibits mastery of the course objectives.

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### EDU778 Instructional Delivery Methods

Instructional Delivery Methodologies covers the principles and practices for the analysis, design, development, implementation and evaluation of instructional delivery methodologies for adult education programs. It provides the knowledge, skills and abilities to accurately and completely develop and utilize instructional delivery methodologies for adult education programs. The course blends two instructional strategies. First, the student explores the basic principles and related practices for the elements of instructional delivery methodologies. Second, the student applies the learned principles and practices in a sponsored synthesizing project applying instructional systems methodologies to meet a training need in an actual adult learning organization. The course project, An Instruction Delivery Methodology Project, is designed to demonstrate mastery of the course objectives. The development of instruction development methodologies will be conducted for one of the sponsoring organizations adult education programs. A final written report chronicling the outcomes of the application of the instructional delivery methodologies process will be the synthesizing course project.

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### EDU779 Assessment of Learning Programs

Assessment of Learning Programs explores the principles and practices for the planning, implementation, and evaluation of learning programs for adult education programs. Students will have the opportunity to gain the knowledge, skills and abilities to apply different learning program assessment methodologies for adult education programs. While assessment and evaluation are considered marginally different, program assessment is a term used in the accreditation and accountability of educational programs and is a focus of the course. Additionally, other evaluation approaches useful in non-educational fields will be explored to address pluralistic views and approaches. The course blends two instructional strategies. First, students explore the basic principles and related practices for applying the elements of learning program assessments. Second, students will apply the learned principles and practices in a sponsored synthesizing project implementing learning program evaluation methodologies to assess a learning program in an actual adult learning environment. The course project, Report: Program Assessment, is designed to demonstrate mastery of the course objectives. A program assessment will be conducted for one of the sponsoring organizations adult education programs. To commence, a program assessment proposal and plan will be created along with a research methodology plan and data collection instruments. Once the assessment is completed, a final written report specifying the process and outcomes of the learning assessment for one of the sponsoring organization's adult education programs will be the synthesizing course project. Additionally, a peer review of fellow classmate's learning assessment reports will be conducted to provide valuable feedback before submitting a final version.

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### EDU782 Leadership in Adult Education

Leadership in Adult Education covers the principles and practices of being a leader in an organization with adult education programs. It provides the knowledge, skills and abilities to assess accurately and completely and to utilize principles, strategies and methodologies for leading adult education programs. The course blends two instructional strategies. First, the student explores the basic principles and related practices, strategies and methodologies of leadership for adult education programs. Second, the student applies these learned principles and practices in a sponsored course project applying adult education leadership principles, strategies and methodologies in an adult learning organization. The course project, Adult Education Leadership, is designed to demonstrate mastery of the course objectives. Adult education leadership principles, strategies and methodologies will be applied to one of the sponsoring organization's adult education programs. A final written report, Adult Education Leadership, will chronicle the process and outcomes of applying the learned leadership principles, strategies and methodologies to one of the sponsoring organization's adult education programs.

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### EDU783 Adult Education Leadership Capstone

Adult Education Leadership covers the principles and practices of being a leader in an organization with adult education programs. It provides the knowledge, skills and abilities to evaluate accurately and completely and to implement principles, strategies and methodologies for leading adult education programs. The course blends two instructional strategies. First, the student explores the

basic principles and related practices, strategies and methodologies of leadership in adult education programs. Second, the student applies these learned principles and practices in a sponsored synthesizing project applying adult education leadership principles, strategies and methodologies in an adult learning organization.

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### EDU790 Current K-12 Education Theories

This course introduces candidates to current K-12 theories and their application in solving education problems. Additionally, candidates will develop the necessary skills to become a successful doctoral candidate. Course content encompasses the following tasks:

- Analyzing important education issues using relevant theory and research
- Applying critical skills to deepen understanding of theoretical constructs and applications
- Mastering of the APA style
- Writing a synthetic plan to solve an important education problem

The course project, Research Project: Applying Theory to an Education Problem, explores a practical education problem selected by the candidate's mentor and the candidate. The components of the project are developed over the length of the course and include project selection, analyzing education theories, incorporating a personal framework of teaching and learning based on theory and models, and developing potential and applicable solutions.

*Prerequisites:*

*DOC900 is a prerequisite for this course.*

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### EDU795: Public Knowledge and Public Responsibility

This course addresses the public responsibility regarding public knowledge so that candidates can be ethical, responsible educators. Candidates will study the motivations for and practice of education research as well as the power of reporting conclusions. Further, candidates will explore the influence of the media and politics on education along with the responsibility of education leaders to report data accurately.

In the course project, Monograph: Influential Research, the candidate will work with a leader or a leadership team to develop a professional synthesizing project — ideally one that supports their dissertation plans — that explores an important education problem faced by K-12 leaders. Candidates will analyze and evaluate the research from an influential report, book, or study and submit to an appropriate magazine or newspaper a professional and synthetic op-ed monograph that analyses the ramifications of that report, book, or study the resulting media coverage and political influence and their effects on American and/or international systems of education.

*EDU790 is a prerequisite for this course.*

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### EDU799 The Future of K-12 Education and Democracy

This course analyzes and evaluates the purposes of education in a democracy. The goal of this course is to help candidates find ways to improve K-12 education that strengthen democratic ideals.

The course project, Argument Paper: Solving an Educational Problem, requires candidates to choose an important educational problem to solve. Candidates analyze and evaluate the purposes of education in a democracy, how the problem has impacted teaching over the last 50–100 years and currently, potential solutions and their impact of those solutions on a democracy.

*Prerequisites:*

*EDU790 is a prerequisite for this course.*

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### EDU801 K-12 Education Policy Analysis for School Leaders

This course introduces candidates to K-12 policy analysis and education. Candidates will investigate the politics and policies affecting the school leader, including:

- The politics of intergovernmental relations and education policy-making
- The standards-based education movement
- State and Federal education policy and student achievement
- Demographics and democracy

Focusing on politics and policy in education, the course project, Synthetic Monograph: Supporting Change in Policy Provision or Implementation Strategy, is drawn from the genuine needs of a specific learning community (at the building, district, state, or federal level). In the course, candidates will identify the policy and the legal, social, and ethical influences that shape the policy, document any changes that might have occurred since the policy was put into place, and write several professional abstracts and critiques of the research literature that affect the policy. Candidates will then analyze any differences between the stated language of the policy and its implementation. Finally, candidates will evaluate the strengths and weaknesses of the policy, and make recommendations for any changes.

*Prerequisites:*

*EDU799 is a prerequisite for this course.*

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### EDU804 EdS Capstone Course

This course represents the culmination of the EdS program. Each candidate will synthesize his or her learning by producing a capstone project that exemplifies acquired knowledge and expertise.

The course project, Research Project: Addressing the Needs of a Specific Learning Community, is a specialist-level research endeavor that demonstrates the candidate's mastery of the core concepts and skills covered by the EdS program. The project tests the candidate's ability to apply this knowledge to a real and practical educational problem or opportunity. The project will:

- Include a tangible product
- Involve a minimum of 120 hours of effort and be relevant to the candidate's professional development goals
- Synthesize content from across several courses taken in the program

*Prerequisites:*

*EDI802 is a prerequisite for this course.*

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### EDU850 Comprehensive Examination, School of Education

The purpose of the comprehensive exam is to demonstrate doctoral candidates' mastery of program content. In this course, candidates have the opportunity to demonstrate mastery of the concepts covered in the content courses in the EdD program through the creation of their own comprehensive exam question and answer. This non-traditional approach is consistent with JIU's vision, mission, and values, as well as the learning philosophy embodied in all courses. The format of the comprehensive exam requires candidates to design five questions during the first week of the course, gain approval from the course instructors on those items, and then answer them subsequently during the comprehensive exam course. Each candidate must submit original questions and unique answers, and will be given an individual grade for the course.

*Prerequisites:*

*EDI803 is a prerequisite for this course.*

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### EDU851 Formal Proposal, School of Education

This is the final course before candidates begin to collect data and conduct their dissertation or project research. During the course candidates will demonstrate that their dissertation or project proposal meets all requirements to gain final mentor and committee approval.

The course project, Dissertation Proposal: Defense and Approval, is a program requirement. In order to pass this course, each candidate must have a fully approved dissertation proposal that includes:

- Proof of IRB approval.
- Chapters 1, 2, and 3 of the proposal finalized.
- An oral presentation of formal dissertation proposal.
- Data collection procedures finalized and approved.
- Proof of proposal approval by full committee.

*Prerequisites:*

*EDU850 is a prerequisite for this course.*

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### RES700 Foundations of Doctoral Research Methods

This course introduces students to the components of scientifically acceptable research projects and the considerations that need to be made to narrow the focus of topic choice and research methodology. Key topics include:

- General theories and principles of educational and business research
- Selecting a research topic and design
- General research methods, including statistical methods
- Collaboration and peer review as important parts of scientific research
- Research implementation and dissemination

The course project, Doctoral Research Project Proposal: Identifying Topics, Methods, and Design for Research, is a doctoral level research project proposal that helps students demonstrate their ability to apply what they have learned about choosing a research topic. Students will apply research searches, design, methodology (including basic statistical methods), writing for research dissemination, and leadership skills and knowledge to the solution of a practical but significant problem in their field.

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### RES701 Qualitative Doctoral Research Methods

This course focuses on the qualitative paradigm of doctoral-level research from a practitioner-based perspective. The theoretical and philosophical foundation of qualitative methods, including naturalistic and inductive inquiry, other inherent assumptions, and analytical tools, provide the groundwork for the justification of an empirical qualitative research design to address a pertinent research problem. The course project, Research Prospectus: Qualitative Paradigm, will culminate in a research prospectus that presents a justified research problem, research question, conceptual framework, study setting, population and sampling method, and a plan for qualitative data collection and analysis methods for a proposed qualitative research study. The course provides an understanding of qualitative methodology so students can become competent to conduct and evaluate research in the field. The audience for the prospectus will be the decision makers that would typically determine whether the study would proceed to a research proposal. The prospectus will be formatted using APA style and JIU requirements for dissertation documents.

*Prerequisites:*

*RES700 is a prerequisite for this course.*

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### RES702 Quantitative Doctoral Research Methods

This course focuses on the quantitative paradigm of doctoral-level research from a practitioner-based perspective using non-inferential and inferential analyses. The theoretical and philosophical foundation of quantitative methods-including deductive inquiry, other inherent assumptions and analytical tools for descriptive and correlation study design-provides the groundwork for the justification of an empirical quantitative research design to address a pertinent research problem. The course project results in a research prospectus that presents a justified research problem, research question, conceptual framework, study setting, population and sampling method, and a plan for quantitative data collection and analysis methods for a proposed quantitative research study. A research prospectus is a common precursor document that may lead to a proposal to conduct a research study. In this course, the components of a non-experimental quantitative research prospectus are developed throughout the course and presented in Module 8 as a polished doctoral-level research prospectus as the course project. The final research prospectus will incorporate:

- A justified research problem worthy of doctoral-level study
- Study Purpose
- Research question(s)
- Conceptual framework
- Research setting
- Population and Sampling Frame
- Sampling Method
- Data Collection & Analysis Plan
- References

The audience for the prospectus will be the decision makers that would typically determine whether the study would proceed to a research proposal. The prospectus will be formatted using APA style and JIU requirements for dissertation documents.

*Prerequisite: RES700 Foundations of Doctoral Research Methods*

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### RES703 Advanced Quantitative Doctoral Research Methods

This course focuses on complex quantitative research methods and analyses used in doctoral-level research. The course focuses on experimental and quasi-experimental design using multivariate and inferential analyses. Probability sampling, intervention, and group comparison are integrated into an advanced quantitative study design. Students will also design and pilot test a valid and reliable instrument for quantitative data collection. The course project is a pilot study report that presents (a) the design and results of a pilot study to test a valid and reliable self-designed instrument appropriate for quantitative data collection, and (b) proposes a study designed to use the pilot-tested instrument in a two-group experimental or quasi experimental research study to investigate a relevant research problem within the field.

*Prerequisites:*

*RES702 Quantitative Doctoral Research Methods*

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### RES704 Trend Forecasting

In this course, students will be investigating and applying proactive trend forecasting concepts and techniques (also known as *strategic foresight* and *future studies*) to successfully move their organizations and careers into the future. The course is a tool box and practice lab for time-tested, field-tested, how-to techniques for building the following skills:

- How to anticipate and seize future opportunities through trend forecasting.
- How to anticipate and manage future crises through trend forecasting.
- How to apply trend forecasting to sharpen competitive edge.

- How to identify bad thinking habits that blind us to winning trend forecasts.

The course project is a research paper that applies 10 key trend forecasting techniques to the student's doctoral research. The course emphasis, including the course project, is on practical "take-aways" that empower students to discern and seize the future

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### RES705 Leading Change

The intent of this course is to be a vehicle for exploration into the concepts, theories, and best practices in leading organizational change in various environments. The course focuses on the nature of change, change models, change theories, and the linkage to leadership/change theories that are necessary for success in today's world. The intent is to provide the opportunity for learners to gain a thorough understanding of the critical steps of how to put leadership and change theories into practice in their respective fields. The weekly discussions in this course will entail research based topics where the students will analyze and synthesize various author's viewpoints with the intent of creating challenges and perspectives with their classmates. The weekly written assignments will also be research based projects that will allow students to personalize their learning with actual applications in their respective fields. The final project will be an application learning based on an actual change effort of their choice. The paper will be assessed on the student's understanding and application of the theories and best practices on leading change.