

# DEPARTMENT OF EDUCATIONAL LEADERSHIP AND HIGHER EDUCATION ADMINISTRATION

*College of Education and Social Work*

## Overview

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Department of Educational Leadership and Higher Education  
Administration (<https://www.wcupa.edu/education-socialWork/educationalLeadership/default.aspx>)

Dr. Hodes ([jhodes@wcupa.edu](mailto:jhodes@wcupa.edu)), *Chairperson and Program Director - M.S./Certificate in Higher Education Policy and Student Affairs*

Dr. Schugar ([hschugar@wcupa.edu](mailto:hschugar@wcupa.edu)), *Program Director - Doctor of Education (Ed.D.)*

Dr. Kruger-Ross ([mkruger-ross@wcupa.edu](mailto:mkruger-ross@wcupa.edu)), *Program Director - Transformative Principalship Certification/LOE (Advanced Educational Leadership Certificate)*

## Programs of Study

The Department of Educational Leadership and Higher Education Administration is a dynamic and unique group of faculty members committed to preparing educational leaders at all levels. Our graduate programs provide educators in a variety of settings the skills necessary to identify challenges or questions in their practice and develop practice-based research agendas to inform possible solutions and initiatives. Everything we do is in service to our graduate students as they are the center of our work.

The Department of Educational Leadership & Higher Education Administration offers a variety of graduate programs, certificates, and certifications for students pursuing careers to serve as educational leaders both in K-12 and college/university settings.

The Doctor of Education (Ed.D.) in Policy, Planning, and Administration (54 credits) prepares K-12 and higher education professionals to serve as educational leaders. The Ed.D. is a practical, research-based terminal degree which can be completed, full-time, in three academic years. The Ed.D. program offers two tracks for students: Curriculum and Instruction (typically K-12 educators) and Higher Education Administration.

The Master's degree (M.S.) in Higher Education Policy and Student Affairs (36 credits) is designed to assist students as they prepare for careers that serve college and university students outside of the classroom. Typical positions post-graduation include resident director, admissions counselor, academic advisor, etc.

The Certificate in Higher Education Policy and Student Affairs (12 credits) is offered for individuals who wish to learn more about the field. Individuals who complete the certificate may apply to continue their education in the master's degree program. The certificate is ideal for those who are exploring the field or who are already working in a higher education setting and would like to build their knowledge and skills about the field of higher education and student affairs.

The Graduate Certificate in Advanced Educational Leadership (12 credits) is offered to students who are pursuing the Letter of Eligibility for Superintendentcy (LOE). Students complete these four courses as part of their application for the LOE and complete the remainder of the requirements with the Chester County Intermediate Unit.

The WCU Transformative Principalship is a 1-year certification program (21 credits) designed to give teachers who are aspirant school principals. The program will provide the tools and resources to

lead a school community at the principal level. Teachers who hold a master's degree can apply for the program and obtain their principal certification in just one year. Teachers who do not have a master's degree can choose one from WCU that matches their goals, and couple it with the principal certification program.

## Doctor of Education (Ed.D.)

Dr. Schugar ([hschugar@wcupa.edu](mailto:hschugar@wcupa.edu)), Program Director

The **Ed.D.** program prepares regional professionals in all aspects of educational leadership. The College of Education and Social Work developed this program to equip practicing educators in K-16 and higher education with the knowledge and skills to conduct relevant research while enhancing their instructional and/or administrative skills. This professional doctorate offers a practical, research-based, and clinically-oriented terminal degree that builds on the strong, dynamic programs that West Chester University has offered throughout the years. The program provides professional educators in a variety of settings with the skills necessary to identify challenges and questions in their practice and develop research agendas to inform possible solutions and initiatives. EDD courses may be taught as hybrid. The Ed.D. program offers two tracks for students: Curriculum and Instruction (typically K-12 educators) and Higher Education Administration.

## Core Components

The Ed.D. in Policy, Planning, and Administration consists of five main components:

- **Professional Core**  
Addresses applied research within the context of eight program goals.
- **Research Methods**  
Prepares candidates in both quantitative and qualitative research methodologies to study their practice in intentional, deliberate ways.
- **Area of Concentration**  
Affords candidates the opportunity for in-depth study in an area of interest and associated educational settings.
- **Focus Areas**  
Allows candidates to focus on a particular area of interest or inquiry.
- **Comprehensive Exam**  
Provides candidates the opportunity to demonstrate knowledge across educational domains and research methodologies and the intersection of this knowledge with their Areas of Concentration.
- **Integrated Dissertation**  
Offers a supervised research opportunity to identify site-specific challenges and questions, develop an action research plan, and collect and analyze data to inform solutions.

## Program Goals

After successfully completing the Ed.D. program, candidates will be able to:

1. Demonstrate knowledge of the purpose of applied research within the contemporary education environment.
2. Demonstrate knowledge of the process of applied research within the contemporary education environment.
3. Strategically plan and organize professional pursuits to affect successful outcomes and policy formation.
4. Exhibit a sense of integrity, purpose, fairness, and ethical behavior.
5. Exhibit the knowledge, skills, and dispositions to positively impact the learning of all students.
6. Conduct applied research that produces reliable findings to:
  - a. Make informed decisions
  - b. Produce effective planning
  - c. Contribute to the development of relevant education policy.
7. Work collaboratively with others by recognizing the diversity of the talent and skills of all while providing leadership, as appropriate.

8. Articulate current trends in education that affect multiple stakeholders across various contexts.
9. Effectively lead or participate in dialogue about critical issues in education within the educational setting.

### M.S. in Higher Education Policy and Student Affairs

Dr. Hodes (jhodes@wcupa.edu), Program Director

Higher Education is ever changing. However, due to budget cuts, rising tuition accompanied by rising student debt, and other sociopolitical challenges to its most fundamental purposes, changes in recent decades have been especially dramatic. Nowhere are these changes felt more profoundly than with students. Support programs, student services, and institutional policies – especially as they relate to issues of equity and access – are struggling to keep up with these changes and meet the needs and wants of the current college student. The Master of Science in Higher Education Policy and Student Affairs seeks to prepare student affairs professionals and higher education policy-makers that can genuinely comprehend, analyze and meet those changing needs – working to assure that institutions of higher learning fulfill their stated missions as welcoming and supportive spaces for **all** students.

### Graduate Certificate in Higher Education Policy and Student Affairs

Dr. Hodes (jhodes@wcupa.edu), Program Director

The Graduate Certificate in Higher Education Policy and Student Affairs is designed to engage professionals in an analysis of higher education policy and practice. This certificate program seeks to enhance the knowledge base and practices of individuals who work in and around higher education policy development and/or student affairs. Students are prepared to genuinely comprehend, analyze, and engage the many barriers impeding institutions of higher learning from fully realizing their stated missions as welcoming and supportive spaces for **all** students.

### Graduate Certificate in Advanced Educational Leadership (Superintendent Letter of Eligibility)

Dr. Kruger-Ross (mkruger-ross@wcupa.edu), Program Director

The WCU Graduate Certificate in Advanced Educational Leadership (Superintendent Letter of Eligibility) is intended to inspire and support educators on a trajectory to become superintendents or assistant superintendents. The program seeks to be a major contributor to West Chester's commitment to our community through partnerships with urban, suburban, and rural schools. Through the certificate program, students will complete the competencies designated by the Pennsylvania Department of Education. The Advanced Educational Leadership (Superintendent Letter of Eligibility) certificate seeks to inspire members of the learning community to improve from within, rather than merely "operating" or "controlling" the community from above. Such leaders seek to improve school, districts, and other educational organizations through genuine collaboration between all the stakeholders; teachers, administrators, students, parents, and other members of the communities that they serve. EDD courses in the Graduate Certificate in Advanced Educational Leadership (Letter of Eligibility) will be taught online.

### Graduate Certification in Transformative Principalship

Dr. Kruger-Ross (mkruger-ross@wcupa.edu), Program Director

West Chester University's Transformative Principalship Certification program is a one-year program designed to provide teachers with the necessary tools and resources to take on administrative roles in schools. Teachers who hold a master's degree can apply for the program and obtain their principal certification in just one year. Teachers who do not have a master's degree can choose one from WCU that matches their goals, and couple it with the principal certification program. The program is taught by current and former school and district administrators who understand what it takes to lead a school.

## Programs

### Doctoral Programs

- Doctor of Education (Ed.D.) in Policy, Planning, and Administration - Curriculum and Instruction Concentration (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/policy-planning-administration-edd-curriculum-instruction-concentration/>)
- Doctor of Education (Ed.D.) in Policy, Planning, and Administration - Higher Education Concentration (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/policy-planning-administration-edd-higher-education-administration-concentration/>)

### Master's Program

- M.S. in Higher Education Policy and Student Affairs (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/higher-education-policy-student-affairs-ms/>)

### Certificates

- Advanced Educational Leadership (Superintendent Letter of Eligibility) (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/advanced-educational-leadership-grad-cert/>)
- Higher Education Policy and Student Affairs (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/higher-education-policy-student-affairs-certificate/>)

### Certification

- Transformative Principalship (<http://catalog.wcupa.edu/graduate/education-social-work/educational-leadership-higher-education-administration/transformative-principalship-cert/>)

## Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions/>). When applicable, additional requirements for admission into specific department program(s) may be listed below.

### Doctor of Education Admission Requirements

The Admissions Committee will consider the following data points in making an admissions recommendation:

- Master's degree, from a regionally accredited college or university
- Professional experience in educational settings preferred
- Three letters of recommendation from education professionals
- Professional writing demonstration at the time of application (see program specific requirements)
- Current resume or vita
- Interview (upon committee request)

### Higher Education Policy and Student Affairs Program Admission Requirements

Applicants to the Higher Education Policy and Student Affairs graduate program must successfully complete an interview with program/departmental faculty as part of the application process.

## Policies

All graduate students are held to the academic policies and procedures (<http://catalog.wcupa.edu/graduate/academic-policies-procedures/>)

outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

## Doctor of Education Progression Requirements

Students enrolled in the Ed.D. program (Curriculum and Instruction Concentration/Higher Education Administration Concentration) must satisfy the following progression of degree requirements:

- Program Candidacy
- EDD 800 and successful completion of the Comprehensive Exam requirement (NOTE: EDD 800 is taken prior to the Comprehensive Exam)
- Degree Candidacy
- Capstone Coursework (EDD 801, EDD 802, EDD 803, EDD 804)

## Doctor of Education Program and Degree Candidacy Requirements

### Program Candidacy Evaluation

All Ed.D. students must participate in a program candidacy evaluation. The purpose of a program candidacy evaluation is to provide review and feedback to Ed.D. students regarding their academic progress within the first year of study. Students will meet with their academic advisor to complete the program candidacy evaluation at the end of the Spring term of their first year of study. Program candidacy is a prerequisite to degree candidacy.

### Degree Candidacy

All Ed.D. students must apply for degree candidacy prior to beginning EDD 801. Students must submit the Ed.D. Degree Candidacy application verifying the following:

- Successful completion of all courses in the professional core, research methods courses, concentration area courses, and focus area courses
- Successful completion of the comprehensive exam

Students who have not completed Degree Candidacy will be removed from their enrollment in EDD 801.

## Doctor of Education Comprehensive Exam Policy

After completing the Professional Core, Research Methods, Area of Concentration, and Focus Areas, students are required to sit for a comprehensive examination. Students will be required to successfully pass the comprehensive exam before enrolling in EDD 801. This exam will require students to answer comprehensive questions related to their proposed area of study. Questions will be furnished to students in Summer Session 1 and collected in Summer Session 2. Students not passing the comprehensive exam on the first attempt will be permitted only one additional attempt. Students who do not pass the comprehensive exam after two attempts will not be able to continue on in the Ed.D. Plagiarism on the exam will result in a forfeit of the second attempt.

## M.S. in Higher Education Policy and Student Affairs Degree Candidacy

HEPSA students enrolled in the M.S. graduate program will articulate and declare their Capstone Intervention Proposal thematic concern by 4:30 p.m. on the second Friday of the Spring-1 semester. To declare their thematic concern, students will turn in a one page explanation of their thematic concern. Students will be instructed by their advisor about where and how to submit this paperwork.

## Faculty

### Professors

Jacqueline S. Hodes (jhodes@wcupa.edu) (2012)  
Chairperson, Educational Leadership and Higher Education Administration  
Graduate Coordinator, Educational Leadership and Higher Education Administration  
B.A., M.Ed., Ed.D., University of Delaware

Heather Schugar (hschugar@wcupa.edu) (2008)  
Graduate Coordinator, Educational Leadership and Higher Education Administration  
B.S., M.Ed., Ph.D., University of Maryland

### Associate Professors

David I. Backer (dbacker@wcupa.edu) (2016)  
B.A., George Washington University; M.S., State University of New York, Buffalo; M. Phil., Columbia University; Ph.D., Columbia University, Teachers College

Matthew J. Kruger-Ross (mkruger-ross@wcupa.edu) (2016)  
Graduate Coordinator, Educational Leadership and Higher Education Administration  
B.S., M.S., NC State University; Ph.D., Simon Fraser University

Orkideh Mohajeri (omohajeri@wcupa.edu) (2018)  
B.A., Carleton College; M.A., M.Ed., Ph.D., University of Minnesota Twin Cities

Merry L. Staulters (mstaulters@wcupa.edu) (2017)  
B.S., Wheelock College; M.S., Ph.D., State University of New York at Albany

## Courses

### EDD

#### EDD 700. Doctoral Seminar in Educational Studies. 3 Credits.

The doctoral seminar explores the elements and purpose of the doctorate in Education Policy, Planning and Administration and provides students with an introductory survey of philosophical and historical foundations of education. The seminar serves as an introduction to applied doctoral studies and doctoral-level scholarship in Education, with a specific emphasis on each student's development as a critically reflective scholar.  
Pre / Co requisites: EDD 700 requires a prerequisite of majors only.  
Distance education offering may be available.  
Typically offered in Fall.

#### EDD 701. Social and Ethical Foundations of Education Policy Research. 3 Credits.

This course is intended to help students think critically about debates, research, and frameworks in contemporary education policy in the United States, with an emphasis on the interplay between local, state and federal policy contexts. Throughout the semester, we will explore the tensions between key policy goals such as access and equality, accountability, the purposes of public vs. private education, and funding of public education, as well as the consequences (intended and unintended) of those tensions.  
Pre / Co requisites: EDD 701 requires a prerequisite of majors only.  
Distance education offering may be available.  
Typically offered in Fall.

#### EDD 702. Innovation in Curriculum Development and Evaluation. 3 Credits.

An investigation of curriculum development, implementation and evaluation through historical, theoretical, political and cultural lenses, with examination of contemporary curriculum frameworks, the use of large and small scale data for evaluation and an examination of curriculum planning, processes and management of resources toward improved teaching and learning.  
Pre / Co requisites: EDD 702 requires a prerequisite of majors only.  
Distance education offering may be available.  
Typically offered in Spring.

**EDD 703. Critical Issues in Educational Justice. 3 Credits.**

This course examines the unique role education leaders play in the formation and implementation of school policy, planning and administration relating to addressing structural barriers to justice and educating students from a variety of backgrounds and identities. The course supports candidates as they advance their knowledge and skills as decision-makers who understand the complexities of education in the current sociopolitical context, are committed to sustaining social and cultural diversity, and work to maximize equity and justice-oriented outcomes for students, their families, and society.

Pre / Co requisites: EDD 703 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Summer.

**EDD 704. Political and Legal Trends in Educational Policy. 3 Credits.**

Schools are impacted by diverse factors, not the least of which is law and political interests. This course provides an introduction to school law and the complex and often contested field of politics and education. The purpose of the course is to provide students with an understanding of the forces that have shaped, and continue to shape, educational policy, with an emphasis on governance structures, stakeholders, public engagement, and current policy issues and political contexts. Within this context, this course seeks to examine the legal and governmental aspects, which increasingly influence public school policy, planning and administration.

Pre / Co requisites: EDD 704 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 705. Critical Issues in Special Education. 3 Credits.**

Special Education is the intersection of policy and evidenced-based practice. This course provides students the opportunity for in-depth analysis of current problems and issues in the field of Special Education. Topics to be included (but not limited to): disproportionate representation; teacher preparation; teacher-para relationships; adult outcomes/transitions; gifted education; models for leading and administering; policy and law; positive behavior supports; evidence-based instruction; multi-tiered systems; and addressing fads/fallacies. Each issue will be addressed from several perspectives including historical, legal, and theoretical.

Pre / Co requisites: EDD 705 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Summer.

**EDD 706. Critical University Studies. 3 Credits.**

This course seeks to address the current crisis of American higher education through the lens of Critical University Studies (CUS). Consisting of three interrelated themes, it will provide doctoral students with the knowledge and skills needed to critically analyze universities and colleges as well as make transformative interventions in higher education. The first theme of the course, What is Critical University Studies (CUS)?, introduces students to the relatively new field of study. Building on the first theme, the second theme of the course, Higher Education through the Lens of Neoliberalism and Intersectionality, grants students the opportunity to study how CUS emerged as a response to neoliberalism and how it incorporates intersectionality in its analysis. Rounding out the course, students will learn how to connect CUS and Action Research. In this final section, students will be asked to address a specific issue of concern in higher education that they wish to examine through a CUS-Action Research framework.

Pre / Co requisites: EDD 706 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 707. U.S. College Students Today. 3 Credits.**

This course examines the research, theories, and models concerning college students in the United States today. The course will familiarize learners with the many challenges and experiences college students engage in during their formalized course of study in higher education institutions. This course will take a broad look at the many ways students are engaged in learning and development from the college choice process to completion. Special focus will be directed toward understanding the implication of these processes, the current issues college students are facing (e.g., debt, the high cost of college, mental health issues, etc.), how structural inequalities contribute to challenges for students, and how higher education leaders and professionals can begin to develop and influence policy, programs, and administration to enhance and ensure student success.

Pre / Co requisites: EDD 707 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Summer.

**EDD 708. Higher Education Governance, Law & Finance in the Neoliberal Era. 3 Credits.**

The rise of neoliberalism as a socio-political and economic force has produced a fundamental shift in the way that institutions of higher education have defined and justified their institutional existence. This shift has had a profound and varied impact on a whole host of ways that post-secondary institutions function; how they are governed, financed, regulated, and evaluated. The purpose of this course is three-fold: 1) To provide an overview of the various models of organization and systems of governance that have existed within institutions of higher education and how these models have been altered during the neoliberal era, as well as an analysis of the philosophical and theoretical bases of these systems and practices. 2) To examine legal issues relevant to American colleges and universities in order to provide students with the fundamental knowledge of higher education laws and how these laws impact and shape post-secondary education within the neoliberal era. And, 3) to investigate the economic circumstances of higher education within the neoliberal era: the defunding of public higher education, the corporatization of management and de-centralizing of the faculty, the rise of for-profit post-secondary education, vocationalization of curriculum, the rising cost of tuition, and the resulting rise of student indebtedness. A culminating goal of this course will be to not only understand these three aspects of higher education as separate and distinct, but to consider how they interweave to influence and shape the culture and socio-political purposes of higher education.

Pre / Co requisites: EDD 708 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Summer and Winter.

**EDD 709. Higher Education Administration, Governance, and Leadership. 3 Credits.**

This survey class examines issues and topics related to the administration and governance of post-secondary institutions, primarily within a U.S. context. The content and assignments are designed to broadly engage two questions: Who/what holds power and shapes current understandings and operations within post-secondary systems and organizations, and what/how can high education professionals and groups co-construct change and progress? This course is intended to help participants develop ways of thinking about societal dynamics, organizational principles, and leadership approaches, and apply them to policy-making and administrative issues in colleges and universities. The course readings and assignments have been designed with two audiences in mind: education administrative and faculty leaders, and students studying to become mid- to upper-level administrators, leaders, and policy-makers. During this course, students and instructors will employ an issue-oriented approach to examine leadership, governance, and administration in higher education. Through case studies from different institutional perspectives, student will address "real world" problems facing campus administrators in various institutional contexts. In addressing these problems, students will examine theories and strategies of higher education planning, decision-making, organizational culture, and leadership.

Pre / Co requisites: EDD 709 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 710. Critical Perspectives on Race in Higher Education. 3 Credits.**

This course introduces and engages with a range of understandings of race and racialization in post-secondary education settings, scholarship, and processes, with a focus on the United States as the geographic context. Thus, students review theories of racial formation, decolonization, and critical race theory in education. Throughout, notable studies from higher education scholarship are presented as weekly readings, and in some cases, these span into the disciplines of sociology and law. This course is not meant to be a thorough encapsulation of the scholarship on race in post-secondary education, but rather, aims to familiarize students with core concepts in contemporary usage and present thresholds for further independent inquiry. Post-secondary education leaders must also be conversant with these theories and engage in deep self- and system-reflection.

Pre / Co requisites: EDD 710 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring & Summer.

**EDD 720. Educational Research Design and Measurement. 3 Credits.**

This course provides individuals the opportunity to master basic competencies in understanding and evaluating educational research as well as planning and conducting original research. The course provides a framework for evaluating existing research including quantitative and qualitative research methods, research designs, sample selection, data collection, experimental research, and data analysis.

Pre / Co requisites: EDD 720 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 721. Educational Statistics. 3 Credits.**

This course introduces statistical theories and techniques commonly used by Education professionals in data analysis and program evaluation. Topics include major statistical techniques and the fundamentals of quantitative analysis. Included will be an introduction to frequently used Nonparametrics.

**EDD 722. Qualitative Methods for Educational Researchers. 3 Credits.**

This course examines important theories and practices in planning and designing qualitative research in educational environments. Students will develop proper qualitative techniques for implementing educational leadership practices, school policies, administrative actions and evaluation within diverse settings. Topics include action research, narrative, case studies, interviewing, focus groups, participant observations, ethnography, and evaluation of qualitative research.

Pre / Co requisites: EDD 722 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 723. Quantitative Methods for Educational Researchers. 3 Credits.**

This course focuses on advanced quantitative methods commonly used by Education professionals in data analysis and program evaluation. Topics include the Scientific Method, variations on Experimental Design, variations on Correlational Design, and the use of statistical inference, advanced statistical techniques such as multivariate regression, regression with limited dependent variables, time-series analysis, and nonparametric statistics. The practice and use of these statistical tools will be applied to the development of authentic research problems.

Pre / Co requisites: EDD 723 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 724. Mixed Methods for Educational Researchers. 3 Credits.**

This course is a doctoral-level introduction to mixed methods research methodology. As a methods course, its focus is on the design and implementation of research that combines qualitative and quantitative data collection and analysis. The course will include discussions about the most effective ways to integrate qualitative and quantitative data and critiques of published mixed methods research. Additionally, students will review the philosophical foundations of qualitative and quantitative paradigms so as to better understand the appropriate use of each, as well as to effectively avoid pitfalls common to mixed methods designs. Analysis of specific conceptual frameworks will provide basic practice in designing and executing mixed methods research in the field of education.

Pre / Co requisites: EDD 724 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 750. Strategic and Cultural Leadership. 3 Credits.**

This course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practice these strategic and cultural leadership skills and reflect on their impact. Self-directed learning prepares students to "systematically and collaboratively develop a positive district culture to promote continuous student growth and staff development as well as gain experience with articulating and modeling a clear vision of the district's culture that involves students, families, and staff" (adapted from the "Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

Pre / Co requisites: EDD 750 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 751. Systems Leadership. 3 Credits.**

This course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practice these systems-based administrative skills and reflect on their impact. Self-directed learning prepares students to interact with the district's "processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work of a school district as well as the skills needed to efficiently, effectively, and safely manage a school district to foster staff accountability and student achievement" (adapted from "Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

Pre / Co requisites: EDD 751 requires a prerequisite of majors only.

Consent: Permission of the Department required to add.

Distance education offering may be available.

Typically offered in Spring.

**EDD 752. Leadership for Learning. 3 Credits.**

This course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. Self-directed learning gives students practice in addressing the "linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices" (adapted from "Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

Pre / Co requisites: EDD 752 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 753. Professional and Community Leadership. 3 Credits.**

This course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to use self-directed learning experiences to practice skills that promote "the success of all students, the positive interactions among building stakeholders, the professional growth of staff by acting with integrity, fairness, and in an ethical manner" ("Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of superintendent preparation programs and the Letter of Eligibility certification.

Pre / Co requisites: EDD 753 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 799. Special Topics in Higher Education Administration. 3 Credits.**

This course is special topics seminar or independent study on selected Higher Education Administration topics and issues. The course will include assignments, readings, and discussions that examine one or more contemporary Higher Education Administration issues not available in the existing program.

Distance education offering may be available.

Typically offered in Fall, Spring, Summer, Winter.

Repeatable for Credit.

**EDD 800. Pre-Dissertation Seminar. 3 Credits.**

This course provides individuals the opportunity to master basic writing and research competencies needed to be prepared to successfully participate in the dissertation writing process. In particular, this course focuses on ethical and legal responsibilities in social science research, the genre of dissertation writing, human subjects review, preparing for comprehensive exams, and strategies for balancing work and life during the dissertation process.

Pre / Co requisites: EDD 800 requires a prerequisite of successful completion of all Ed.D. core and research coursework.

Distance education offering may be available.

Typically offered in Summer.

**EDD 801. Education Research Experience I: Research Questions/ Literature Review. 3 Credits.**

The Ed.D. Research Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar I is designed to guide and support students in the identification of a research topic, the development of the research question(s), and the investigation of relevant professional literature to be used to inform their work as education researchers.

Pre / Co requisites: EDD 801 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 802. Education Research Experience II: Instrumentation and Data Collection. 3 Credits.**

The Ed.D. Research Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar II is designed to guide and support students in the development of an appropriate research design (selection of participants, data collection planning, instrumentation), following from the development of the students' research and the investigation of relevant professional literature and in the collection of data period.

Pre / Co requisites: EDD 802 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Fall.

**EDD 803. Education Research Experience III: Quantitative and Qualitative Analysis. 3 Credits.**

The Ed.D. Research Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar III is designed to guide and support students in the identification of and use of appropriate qualitative and/or quantitative data analysis methodologies following data collection.

Pre / Co requisites: EDD 803 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDD 804. Education Research Experience IV: Findings and Conclusions. 3 Credits.**

The Ed.D. Research Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar IV is designed to guide and support students in formulating findings and conclusions and identifying implications/recommendations/action planning for their setting or other educational settings.

Pre / Co requisites: EDD 804 requires a prerequisite of majors only.

Distance education offering may be available.

Typically offered in Spring.

**EDH****EDH 500. Introduction to Higher Education Policy and Student Affairs. 3 Credits.**

This course introduces students to the field of higher education and student affairs. The emphasis in this course is on the structure and variety of institutions, the functional areas of student affairs and student services, policies that govern higher education and professional organizations in the field.

Consent: Permission of the Department required to add.

Typically offered in Fall.

**EDH 505. Genealogies of Race in Higher Education & Student Affairs. 3 Credits.**

This course attempts to broadly trace a critical genealogy of conceptualizations of race in higher education and student affairs scholarship and practice, with a focus on the United States as the geographic context. Students review theories of racial formation and immerse themselves in tenets and applications of critical race theory in the field. Throughout, applied studies from Higher Education and Student Affairs practice are woven alongside more theoretical works in order to equip them to name and investigate the material consequences of ideas of racial difference, particularly as they are manifested in the university. The final third of the course considers some institutional responses to the call for addressing the complex, and ever-morphing disease of racism as it shows up on our campuses and in our curriculum. Throughout the course, students have opportunities to delve into core concepts, apply and critique them, and build off of them, both in individual assignments and in group work.

Consent: Permission of the Department required to add.

Typically offered in Fall.

**EDH 510. Historical and Philosophical Foundations of Higher Education. 3 Credits.**

This course examines the historical and philosophical foundations of higher education in the United States. The emphasis on this course will be to understand the social, political, economic, and cultural contexts in which higher education institutions have developed and continue to exist. The course content will examine how policies and programs in higher education are created in relation to the current political, economic and cultural contexts and challenges.

Consent: Permission of the Department required to add.

Typically offered in Fall.

**EDH 515. Theories of College Student Identity Development. 3 Credits.**

This course examines the theories and models of identity development of contemporary college students from multiple perspectives including demographic changes, theories of development, growth, change and learning during the college years and identity development and educational needs of diverse student groups. Special focus will be directed toward understanding the implication of these models and theories on the design of administrative and educational policy and practice.

Pre / Co requisites: EDH 515 requires prerequisites of ERM 591, EDH 500, and EDH 510.

Consent: Permission of the Department required to add.

Typically offered in Spring.

**EDH 525. Action Research Approaches in Higher Education and Student Affairs. 3 Credits.**

This course introduces learners to the Action Research process, including its philosophy, principles, history, and unique approaches to systematic inquiry and social change. Students will explore how to apply this approach in the field of Higher Education and Student Affairs, including how it might shape their upcoming HEPSA Capstone Intervention Proposal. Students will both demonstrate and critique understanding of the steps involved in conducting systematic, participative inquiry and apply reflective practices in the context of post-secondary education systems and processes.

Distance education offering may be available.

Typically offered in Fall.

**EDH 530. Advising and Supporting Students: Internship 1. 3 Credits.**

This field experience course requires that the student spend 250 hours of supervised practice in a student affairs or student services office. This course will also focus on the basic interpersonal skills necessary for successful student affairs educators and higher education professionals. Topics to be discussed include: individual advising and helping skills, crisis management skills, referral skills, dealing with difficult students and other stakeholders, group and organizational intervention.

Pre / Co requisites: EDH 530 requires prerequisites of EDH 505, EDH 500, and EDH 510.

Consent: Permission of the Department required to add.

Typically offered in Spring.

**EDH 535. Law and Policy in Higher Education and Student Affairs. 3 Credits.**

This course explores current and emerging legal issues in higher education and student affairs. Laws and policies such as due process, free speech, discrimination and social equity, Title IX, liability issues, personnel decisions, contract negotiations, affirmative action and other legal/policy topics of importance to higher education practitioners and student affairs educators will be discussed.

Distance education offering may be available.

Typically offered in Fall.

**EDH 545. Issues of Power and Privilege in Higher Education and Student Affairs. 3 Credits.**

This course will explore issues of power and privilege in American higher education in relation to program and policy development. Students will develop the knowledge, skills and abilities needed to become culturally competent educators and practitioners in higher education. Students will understand the importance of advocating for policies and practices that result in creating and sustaining an inclusive campus community.

Pre / Co requisites: EDH 545 requires a prerequisite of EDH 510.

Consent: Permission of the Department required to add.

Typically offered in Spring.

**EDH 550. Applied Transformative Leadership in Higher Education and Student Affairs. 3 Credits.**

This course is designed to prepare the student as an educational leader in higher education and student affairs. In this course students will review the policy implications that affect social, interpersonal, and academic success of college students. Students will learn how to make high impact decisions in an ever-changing, challenging, and political environment while focusing on student access, retention, completion, and excellence. Additionally, students will be responsible for completing 250 hours of internship over summer 1 and 2.

Pre / Co requisites: EDH 550 requires a prerequisite of EDH 530.

Consent: Permission of the Department required to add.

Distance education offering may be available.

Typically offered in Summer.

**EDH 560. Seminar in Higher Education Policy and Student Affairs. 3 Credits.**

This seminar course will provide HEPESA graduate students with a forum to reflect on the concepts explored and knowledge gained from previous and current courses and their field experiences. The course will prepare them for the higher education/student affairs job search. This course will also focus on analyzing current issues in higher education and student affairs. Additionally, students will be able to develop goals for their post-graduate/new professional practice. Finally, students will be able to discuss and evaluate their action research thesis intervention prepared simultaneously in concurrent courses.

Consent: Permission of the Department required to add.

Distance education offering may be available.

Typically offered in Spring.

**EDH 570. Program Planning, Implementation, and Assessment in Higher Education and Student Affairs. 3 Credits.**

This course introduces program planning, implementation, and assessment in higher education and student affairs. Students will learn how to create, implement, evaluate, and assess small and large-scale programs. A focus on understanding resource management and funding will be included in this course. Students will learn how to create and utilize needs assessment, satisfaction surveys, benchmarking, student learning outcomes and outcomes assessment, higher education data sets, and program evaluation.

Pre / Co requisites: EDH 570 requires prerequisites of EDH 500, ERM 591, EDH 505, EDH 510, EDH 515, EDH 545, EDH 530, and EDH 550.

Consent: Permission of the Department required to add.

Typically offered in Spring.

**EDH 575. HEPESA Capstone Intervention Proposal. 3 Credits.**

Students will design a capstone intervention proposal on a topic of interest and concern related to student needs and student success. They will formulate their design into a proposal, using research from the literature and best practices and defend the proposal.

Consent: Permission of the Department required to add.

Distance education offering may be available.

Typically offered in Spring.

**EDL****EDL 510. Strategic and Cultural Leadership: WCU Transformative Principalship. 3 Credits.**

This course examines the skills required of a school principal leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. This course will prepare principals and school leaders to systematically and collaboratively develop a positive culture to promote student growth and staff development.

Distance education offering may be available.

Typically offered in Fall.

**EDL 512. Leadership for Learning: WCU Transformative Principalship. 3 Credits.**

This course examines the skills required of a school principal to become the Instructional Leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. This course will prepare principals and school leaders to ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices for schools with diverse socioeconomic, ethnic, and cultural backgrounds.

Distance education offering may be available.

Typically offered in Spring.

**EDL 513. Professional and Community Leadership: WCU Transformative Principalship. 3 Credits.**

This course examines the leadership skills and ethical responsibilities required of a school principal leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. The course will prepare principals and school leaders to promote the success of all students; the positive interactions among building stakeholders; and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

Distance education offering may be available.

Typically offered in Summer.

**EDL 514. The Principal Field Supervision: WCU Transformative Principalship. 3 Credits.**

This course examines the skills required of a school principal to become the Instructional Leader. The course requires individuals to practice these leadership skills and reflect on their impact. This course will provide practical experiences principals are faced with on a day-to-day basis. Candidates will apply theories and activities developed throughout the program coursework. 360 hours of field work to be completed over the course of a calendar year.

Pre / Co requisites: EDL 514 requires acceptance into the Transformative Principalship certification program.

Consent: Permission of the Department required to add.

Distance education offering may be available.

Typically offered in Fall & Spring.

Repeatable for Credit.