Graduate Studies Bulletin

2020–2021 Partial Addendum

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FAIRLEIGH DICKINSON UNIVERSITY

Fortiter et Suaviter

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Academic Offerings

Education

(Pages 126–154)

Higher Education (Ed.D.)

New.

The Ed.D. in higher education is a 45-credit, fully online program that can be completed in 26 months without career interruption. The curriculum provides a strong understanding of the history, culture and structure of higher education and provides a firm foundation in leadership skills required for the 21st-century leaders. The program focuses on:

• Use of data analytics to understand, interpret and respond to the systemic issues affecting enrollment, retention, graduation and assessment;

• Application of sustainable practices in higher education to support the health of local and global communities; and

• A focus on social justice issues to create an inclusive and welcoming learning environment.

Requirements include a dissertation and the completion of 45 credits through a variety of courses that cover essential higher-education topics, including academic innovation, effective retention methods, data analysis, field internships and more. Courses are taught in eight-week sessions by educators with years of field experience. Opportunities are available for monthly meetings with academic advisers and faculty members through on-campus or virtual sessions.

Admission Requirements

To be considered for admission to FDU's doctorate in higher education program, students must meet the following criteria:

• A master's degree of 36 credits or more in a related field.

• A minimum 3.00 grade point ratio from previous coursework.

• A written statement addressing a personal interest area to pursue in higher education.

• A completed FDU Application for Graduate Admission.

• Transcripts of all undergraduate and graduate studies (attempted and completed).

• Two letters of recommendation.

• A résumé detailing your educational background, work experience and professional goals

While current or previous professional experience in higher education is preferable, consideration will be given to qualified applicants interested in entering the field.

Requirements for the Doctor in Education Degree

Core Courses (45 credits)

All courses shown are 3 credits.

EDUC8650	Organization and Administration in Higher Education
EDUC8651	History of Higher Education
EDUC8652	Database Management and Reporting in Higher Education
EDUC8653	Sustainable Development and Higher Education
EDUC8654	Innovation and Technology in Higher Education
EDUC8655	Building an Inclusive University Culture
EDUC8656	Enrollment Management
EDUC8657	Community Development and Workforce Skills in Higher Education
EDUC8658	Higher Education Policy
EDUC8659	Data Analytics and Visualization in Higher Education
EDUC8660	Field-based Internship I
EDUC8661	Assessment and Evaluation in Higher Education
EDUC8662	Quantitative and Statistical Analysis
EDUC8663	Research Methods and Design
EDUC8664	Dissertation Seminar

Electives

Up to 9 credits from an accredited college or university may be approved for a waiver. With the approval of an adviser, students can choose electives from other graduate programs at FDU to fulfill the 45-credit requirement.

Policy on Probation and Academic Disqualification

Students must maintain a minimum GPR (grade point ratio) of 3.00 to complete a graduate program. If the cumulative GPR falls below 3.00, the student is placed on probation. Students who receive two or more C grades will be put on probation. An adviser will meet with the student to set up a course of remediation, the student's records will be reviewed each semester, and the student may be limited to the number of credits taken while on probation. A student may be removed from academic probation when the specific cause for being placed on academic probation has been removed. A student who has not shown evidence of academic improvement and has not met academic qualifications to earn an Ed.D. may be suspended or terminated from the program following a formal hearing.

Course Offerings

To determine availability of courses please check with appropriate department chair/dean.

Higher Education

Peter Sammartino School of Education

EDUC8650
3 Credits
Organization and Administration in Higher Education
This course provides an introductory exploration of the organization and administration of major American forms of higher education. The course will focus on the exploration of organizational and administrative forms, structures, processes, and critical issues

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including the organization across institutions and institutional types, as well as within the single institution. It will explore the different sectors of higher education, including public and private universities, liberal arts and technical colleges and community colleges. This course will provide the framework for the content in the studies of higher education.

EDUC8651
3 Credits
History of Higher Education
This course explores the history of higher education in the United States from the nation's formation to the present. It will explore the competing purposes Americans envisioned for colleges and universities. The course explores student life, institutional access and debates over the relationship between excellence and equity. It examines how colleges became centers of knowledge-making networks following World War II, and the activism of the 1960s and '70s. In addition, this course will give students a broader perspective on contemporary practices and problems in higher education including current developments in admission practices.

EDUC8652
3 Credits
Database Management and Reporting in Higher Education
This course will provide an introduction to data software and systems used to fulfill internal and external reporting. Essentials of data theory and management will be covered. Students will learn about the structure and querying of student information data systems (e.g. Banner, Colleague, PeopleSoft, Oracle) with respect to internal, state and federal reporting requirements. The use of common desktop data-management software (e.g. Excel, Access, SPSS, SAS) to create tabular and descriptive statistical analysis to support internal decision making will also be covered, including auditing and strategic planning.

EDUC8653
3 Credits
Sustainable Development and Higher Education
This course will examine how leaders in higher education can apply sustainable and equitable practices to support local and global communities. It will examine The Higher Education Sustainability Initiative (HESI), created in 2012 by the United Nations Department of Economic and Social Affairs, UNESCO. It will explore how higher education can integrate sustainable development across all disciplines of study, encourage research and dissemination of sustainable-development knowledge, develop green campuses and support local and global sustainability efforts, and engage and share information with international networks.

EDUC8654
3 Credits
Innovation and Technology in Higher Education
This course will explore how leaders in higher education can implement technology-enabled practices that optimize student success for all of today's students and create a culture that promotes collaboration, innovation, and change. Through case studies it will explore innovations that different higher education institutions have implemented successfully. It will explore online learning as a rapidly emerging framework for delivering instruction, as well as different technological applications, such as mobile technology, video conferencing and content-management systems.

EDUC8655
3 Credits
Building an Inclusive University Culture
This course will focus on how higher education leaders can create an organizational culture that respects all students, staff and faculty who comprise the learning community. It will examine institutional policies, laws and practices that can promote equitable practices. Different issues will be examined through case studies. Students with disabilities, bilingual populations, racial and gender differences will be discussed, as well as how changing demographics and socio-economic status affect student populations today.

EDUC8656
3 Credits
Enrollment Management
This course will examine the efforts related to recruitment, retention and graduation of students and how such work must be coordinated across the institution. It will also entail a focus upon revenue generation, rankings, enrollment projections and institutional decisions that reflect and respond to broad demographic, economic, political and social forces respective to the needs of the institution to "craft an incoming class."

EDUC8657
3 Credits
Community Development and Workforce Skills in Higher Education
This course will explore common strategies for building partnerships between employers and educators to help students enter the workforce better equipped to establish careers. There is growing public concern about the return on investment (ROI) associated with higher education, which has created pressure for both public and private institutions to assume greater responsibility for students' post-graduation outcomes. Recent statistics report that there is an increasing misalignment between the talents employers demand and the skills graduates have

as they enter the U.S. workforce. This course will examine how leaders in higher education can address this misalignment through articulations with community colleges and other universities, partnerships with local and national businesses and government agencies, work-based learning and internships, career services and University-wide initiatives.

EDUC8658
3 Credits
Higher Education Policy
The purpose of the course is to critically review current policy issues in higher education. The policy-making process, as well as methods of policy analysis and policy research, will be covered. This course will review higher-education policy issues on the state and federal level that leaders will most likely confront, such as state budgets, affordability, student loans, economic and workforce development, immigration and Title IX. It will also address policy issues impacting retention, graduation rates and the satisfaction and employment rates of graduates.

EDUC8659
3 Credits
Data Analytics and Visualization in Higher Education
Colleges and universities are increasingly using data analytics (i.e. predictive analytics) and visualization software (e.g. Tableau, Power BI) to analyze and benchmark student retention and graduation rates, as well as internal costs and productivity for improvement. This course will first cover predictive analytics and other regression-based models as they applied to marketing and admissions processes and predicting longitudinal student outcomes. The second half of the course will integrate the use of data-visualization software to create interactive-data models to enhance existing reporting as well as identify areas for institutional improvement. Students will complete a capstone-data analysis project utilizing the skills introduced in both data-focused courses.

EDUC8660
3 Credits
Field-based Internship
This course will provide the student with real-life work experience within an approved higher-education institution. Mentors will be provided and students will attend a seminar to support their internship experiences.

EDUC8661
3 Credits
Assessment and Evaluation in Higher Education
This course will cover why assessments in higher education are crucial in measuring the educational effectiveness and quality of an

institution. Formative and summative data will be discussed, as well as the different levels of assessment that need to occur: assessment of student-learning outcomes, assessment of disciplines and departments, and assessment of the institution. Instruments to collect data and methods of analysis will be covered.

EDUC8662
3 Credits
Quantitative and Statistical Analysis
A comprehensive survey of the theoretical and practical aspects of descriptive and inferential statistical procedures — z tests, t tests, analysis of variance, correlation and regression analysis, and nonparametric. Emphasis is on why and when to use the various procedures as well as on the interpretation of statistical results.

EDUC8663
3 Credits
Research Methods and Design
This course provides an introduction to quantitative and qualitative methods and procedures through the study of the logic and procedures of educational and social research. Information about the various stages of the research process with attention on measurement, sampling, design, data analysis and application will be included in the course.

EDUC8664
3 Credits
Dissertation Seminar
This seminar will guide students through the often-difficult process of conceptualizing a dissertation topic, writing proposals and defending both the proposal and the final project. Areas covered will include, but not be limited to, the development of a research statement; review of relevant literature; the writing process; internal review board (IRB) approval; data collection and analysis.

EDUC8665
0 Credits
Dissertation Maintenance
Continuation of the research project required of all Ed.D. candidates in higher education.

The Dissertation
A faculty mentor will be assigned to the doctoral candidate at the beginning of the program, and a traditional advisory committee will be set up before defense of the proposal. It is expected that the doctoral candidate will arrive at the dissertation phase with a research topic to pursue. The candidate can choose to complete a traditional or alternative dissertation format. For the alternative dissertation the candidate will develop at least three publishable manuscripts that support a singular theme; each manuscript will be approved by the committee in advance of the proposal defense. The candidate will follow the traditional dissertation format with five chapters: Chapter 1 is the introduction; Chapter 5 is the conclusion; Chapters 2, 3 and 4 are the individual papers. Candidates will be responsible for ensuring that their dissertation is consistent with University guidelines and the academic-integrity policy for their dissertation.