



# **PROGRAM OVERVIEW**

## **DOCTOR OF EDUCATION (ED.D.) DEGREE**

### **IN**

## **EDUCATIONAL TECHNOLOGY LEADERSHIP**

### **Introduction**

The Ed.D. in Educational Technology Leadership is designed to develop educational technology leaders and innovators for school systems, teacher education programs, and the private and public sectors. The primary purpose of the Ed.D. program is to develop educational technology leaders whose work is characterized by scholarship, creativity, and innovation. Candidates in the program will work with technology not only as a tool but also as a catalyst for educational and organizational change.

The need for this program is caused by the gap between education and the changes in politics, society, and culture brought on by technology. There is a profound need for a core of trained professionals to thoughtfully examine broad changes created by technology, integrate it with contemporary learning theory, and develop innovative changes in education. The program will prepare practitioners who do not simply react to the changes brought on by technology but who are agents of change in technological environments.

Hybrid careers which combine technology with other fields such as medicine, finance, and the arts will be the new American jobs of the future (Kaufman, 2010; Lohr, 2009), and there is a subsequent push from private corporations and the government to have education address this change (Lohr, 2009; National Science Foundation, 2009). The trajectory of technology in labor, education, and organizations is complex and fluid, but undoubtedly vital. It is necessary to prepare educational technology leaders and innovators in school districts, teacher education

programs, and the public and private sectors who have the tools and training to understand these roles and relationships and who are prepared to innovate and lead.

The state and the nation need educational technology leaders who can address the educational issues of technology's role in civic, social, cultural, labor, and organizational change. Current and future K-12 administrators, teacher educators, and corporate professionals need to be trained to participate and be innovative in the community of technology leaders.

Today's and tomorrow's educational technology leaders must have the technology skills to maintain a balance between theory and implementation. The doctorate in Educational Technology Leadership meets the candidates' demand by training scholars in the decision-making process and decision technologies, information strategies and management, and operations research with effective communication through technology.

## Program Objectives

The guiding objectives of the program are to:

1. **Develop Educational Technology Leaders.** "One of the most important attributes that distinguishes leaders from managers is 'vision': the ability to communicate desirable, achievable futures quite different from where the present is drifting. Leaders redefine people's paradigms about what is possible" (Change Leadership Group at the Harvard Graduate School of Education, 2009). The overarching objective is to provide prospective educational technology leaders with the skills to guide initiatives that support innovation and integration of technology to enhance learning and professional development. Candidates in this program will be prepared for a wide variety of settings—K-12 schools, post-secondary institutions, and the corporate sectors.
2. **Emphasize the Theoretical Framework.** To prepare educational technology leaders and innovators who will thrive in changing environments, the Ed.D. in Educational Technology Leadership provides them with a comprehensive understanding of the landscape of learning and the ways in which learning shapes and is shaped by technology. There is a need to provide educational technology leaders in the academic and the corporate world with an appropriate theoretical framework of and relationship to educational technology in order to address the ever-changing and evolving world of technology.
3. **Be Professionally Anchored.** The program is "professionally anchored" (Coghlan & Brannick, 2005), meaning that each course is situated among real-world challenges faced by practitioners during the course of their daily work. Since its founding, the philosophy of the Educational Technology Department

- has been project-based learning, in which candidates research and design projects applicable to a course. The goal is to have candidates create laboratories of practice in their schools and organizations and be socialized in the mindsets and practices of leaders in educational technology.
4. **Redraw Boundaries.** The boundaries that have previously separated academic disciplines from each other and separated academia and the corporate world are shifting. Flexibility and innovation must be core values of a program that seeks to educate educational technology leaders and innovators for these times. Hybrid careers that integrate technology into diverse fields are the jobs of the future, and there is a call from labor experts, educators, businesses, and national leaders to address this trend in education (Lohr, 2009; National Science Foundation, 2009). An interdisciplinary focus that draws on a diverse pool of qualified candidates as well as capitalizing on the faculty and resources of the entire university will be at the core of what the program does.
  5. **Practice the Scholarship of Teaching and Learning.** The courses, the dissertation, and the entire program will be characterized by a "systematic reflection on teaching and learning made public" (Illinois State University, 2010). In the program this will specifically mean a focus on a systemic rather than a technocentric view of educational technology, an incorporation of adult learning theory and a strong focus on action research.

New Jersey City University has a proud history of preparing a high quality of educators for the state of New Jersey, the country, and many foreign countries. It pledges to continue that fine tradition while expanding its scope as a leading public university.

## Entering the Program

There are three ways in which a candidate can enter the program:

<p><b>With a Master’s Degree</b></p>	<p>Candidates can enter the Educational Technology Leadership doctoral program with a Master’s Degree and apply for the 60-credit doctoral program. Up to 30 credits from the person’s Master’s Degree program will be applied to the 90-credit sequence. Candidates will be welcome from both the K-16 sector and the corporate arena.</p>
<p><b>Without a Master’s Degree or Desiring a Second Master’s Degree</b></p>	<p>Candidates can enter with no Master’s Degree or desire a second Master’s Degree and a Doctorate. Those candidates would follow a 90-credit track—completing the MA in Educational Technology, then the 60 credits in the Ed.D. in Educational Technology Leadership program.</p>
<p><b>With Graduate Credits But No Master’s Degree</b></p>	<p>Candidates can enter with some graduate credit (up to 21 graduate credits can be transferred in) and, with the Program Coordinator, select the remaining credits from the Master’s in Educational Technology coursework to bring them to a total of 30 graduate credits; then complete the 60 credits in the Ed.D. program, for a total of 90 credits. It is understood that candidates will not receive a Master’s Degree in Educational Technology. They will receive a 90-credit Ed.D. in Educational Technology Leadership.</p>

## Course Schedule

<b>Year I (20 credits)</b>	<b>Summer I</b>	EDTC 801, Summer Institute I (2) EDTC 802, Principles of Educational Technology Leadership (3) EDTC 803, Data Analysis and Report Writing (3)
	<b>Fall I</b>	EDTC 804, Global Issues in Educational Technology Leadership (3) EDTC 805, Cross-discipline Studies in Technology (3)
	<b>Spring I</b>	EDTC 806, Research Methods in Educational Technology Leadership (3) EDTC 807, Implementation and Evaluation of Curriculum (3)
<b>Year II (20 credits)</b>	<b>Summer II</b>	EDTC 808, Summer Institute II (2) [including Comprehensive Exam I] EDTC 813, Advanced Using Integrated Software across the Curriculum (3) EDTC 814, Advanced Effective Models of E-Learning (3)
	<b>Fall II</b>	EDTC 815, Advanced Administration and Supervision of Technology in Educational Settings (3) EDTC 809, Assessment and Evaluation (3)
	<b>Spring II</b>	EDTC 816, Advanced Methods for Building Online Communities (3) EDTC 810, Statistics for Educational Research (3)
<b>Year III (20 credits)</b>	<b>Summer III</b>	EDTC 811, Summer Institute III (2) [including Comprehensive Exam II] EDTC 812, Teaching in the Adult Learning Environment (3) EDTC 817, Advanced Developing and Managing Distance Learning Programs (3)
	<b>Fall III</b>	EDTC 901, Dissertation I (6) [including Proposal Review]
	<b>Spring III</b>	EDTC 902, Dissertation II (6)

## Course Descriptions

**EDTC 801, Summer Institute I (2 credits).** This course is the initial intensive summer seminar for incoming doctoral cohort candidates. This is a foundation course which outlines the expectations and practices of the program. It also introduces candidates to the program's mission of preparing effective leaders for an interdependent world.

**EDTC 802, Principles of Educational Technology Leadership (3 credits).** This course focuses on concepts and strategies necessary for a leader in a technologically rich learning environment. Topics include strategic planning, leadership styles, institutional change processes, and policy issues in educational technology.

**EDTC 803, Data Analysis and Report Writing (3 credits).** This course will focus on the content and the mechanics of effective data analysis and report writing. Candidates will analyze textual and graphical data from many sources, process data in ways that readers can understand, and generate comprehensive academic and business reports.

**EDTC 804, Global Issues in Educational Technology Leadership (3 credits).** This course will investigate educational technology through a global perspective. The issues covered will include development strategies, diversity, cultural values, and the systemic role educational technology plays in global economic development. The course will focus on a cross-cultural examination of contemporary academic and workplace skills.

**EDTC 805, Cross-discipline Studies in Technology (3 credits).** The focus of the course is exploration and evaluation of advanced and emergent technologies and the means by which educational and training leaders learn about them and sustain them in a learning environment. This course assists educational and corporate professionals to develop innovative educational and organization practices across disciplines.

**EDTC 806, Research Methods in Educational Technology Leadership (3 credits).** With the program's emphasis on the scholarship of teaching and innovative learning experiences, this course is an in-depth treatment of the research process and techniques for planning and designing research projects. Emphasis will be placed on the appropriate choice of methodologies for a variety of problem situations.

**EDTC 807, Implementation and Evaluation of Curriculum (3 credits).** This course will provide candidates with a comprehensive understanding of the landscape of implementation and evaluation of educational technology programs. The philosophies, methods, and processes of curriculum design in educational technology will provide the framework for curricular models; resources for decision-making; and evaluation methods for educational and corporate settings.

**EDTC 808, Summer Institute II (2 credits) [including Qualifying Experience I].** This course is the second five-week intensive summer seminar for Year II doctoral cohort candidates. The course focuses on building the skills, knowledge, understanding and commitment necessary to become effective leaders in a variety of organizational settings.

**EDTC 813, Advanced Using Integrated Software across the Curriculum (3 credits).** Students will examine the patterns of traditional use, current issues and emergent trends of digital technology in learning, and develop an expertise to function as entrepreneurs in establishing new products or services. They will assess integration strategies that support and enhance educational experiences across a diverse array of learners and analyze professional development and training initiatives in technology for relevant stakeholder.

**EDTC 814, Advanced Effective Models of E-Learning (3 credits).** At an advanced level, this course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and E-learning. Students explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Students will also explore the role of leadership in balancing the priorities of technology integration and curriculum decisions.

**EDTC 815, Advanced Administration and Supervision of Technology in Educational Settings (3 credits).** This course prepares students to serve as professionals who promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for schools and organizations at an advanced level. The course prepares students who desire to lead education and training organizations in improving teaching and learning through the scientifically sound application of educational technology.

**EDTC 809, Assessment and Evaluation (3 credits).** This course provides an introduction to systematic inquiry using assessment methods to understand, evaluate and solve user and organizational needs. Candidates will integrate their knowledge of research methods with the real-world challenges of conducting and analyzing research in educational and corporate settings.

**EDTC 816, Advanced Methods for Building Online Communities (3 credits).** The course prepares students for roles as online community researchers, designers, managers, and users. It will introduce important concepts, terms, and theories about online communities. Students will gain a better understanding of how social science research can help design interaction spaces that encourage community building.

**EDTC 810, Statistics for Educational Research (3 credits).** Candidates will develop competence in applying, synthesizing, and evaluating statistics from sources including dissertation, journals, technical reports, and Web sites. With an emphasis on the scholarship of teaching, candidates will move from basic to context-driven statistics, applying the fundamental concepts and procedures of descriptive and inferential statistics to real-world applications.

**EDTC 811, Summer Institute III (2 credits) [including Qualifying Experience II].** This course is the third five-week intensive summer seminar for Year III

doctoral cohort candidates. Candidates foster their development as scholars and professionals for service by presenting their original scholarly work to a wider audience and provide a professional portfolio with a growth plan for continued learning and renewal.

**EDTC 812, Teaching in the Adult Learning Environment (3 credits).** This course will emphasize teaching adult learners in post-secondary learning environments including the workplace and corporate settings. Topics will include: learning theories applied to the adult learner; distinctions of post-secondary learning environments; delivering instruction in non-traditional settings and time frames; and assessing adult learning.

**EDTC 817, Advanced Developing and Managing Distance Learning Programs (3 credits).** Delivering high-quality distance learning programs requires innovation in program development and delivery. In this course, students will analyze the relevant issues impacting distance education and incorporate an understanding of the historical and current evolution of distance learning into a vision for the future. Students will explore industry best practices in planning, launching, maintaining, and coordinating distance education programs.

**EDTC 901, Dissertation I (6 credits).** With the emphasis on educational technology leadership and the scholarship of teaching, in Dissertation I candidates will develop and refine their hypothesis, research contemporary related literature, and explain in detail their research method and procedures, as well as design all necessary research, permission, and data collection instruments.

**EDTC 902, Dissertation II (6 credits).** In Dissertation II candidates will conduct their research, process the data gathered, draw conclusions, and reflect upon their study.

## Summer Institutes

The Summer Institute is the doctoral residency requirement that will be conducted on the NJCU campus during the NJCU Summer II semester. It will run from Monday to Friday, beginning at 9:00 AM and ending at 5:00 PM. There will be working breakfasts and lunches with presentations and question-and-answer periods with the Advisory Board. Candidates will be on their own for dinner.

The coursework for Summer Institute I and II will focus on long-range planning, and candidates will meet with their program advisor, professors, dissertation committee, administrators, librarians, and the Advisory Board. It is in the Summer Institute where candidates will have the opportunity to showcase their projects and plan their dissertation topics. This is especially relevant in Summer III where the

candidates begin their dissertation proposal. The capstone of each Summer Institute has the candidate writing his/her long-range report for the coming year.

## Qualifying Experiences

There are two Qualifying Experiences that are part of the program:

Qualifying Experience I, taken during Summer Institute II, consists of five case studies. All candidates will analyze Case Study #1, then select two out of the remaining four case studies.

Qualifying Experience II, taken during Summer III, consists of an electronic portfolio that will be reviewed by the Academic Committee and candidates will make presentations to the cohort and NJCU stakeholders. At that time the candidate will have completed 40 credits and the Academic Committee will review each candidate to determine Doctoral Candidacy.

## Dissertation Advisement and Oversight

Doctoral dissertation committees shall consist of three core committee members and may have up to two additional committee members. Each core committee member of a dissertation committee must be a full-time, tenured or tenure-track faculty member of the University and hold the rank of Professor, Associate Professor, or Assistant Professor. All three members must have an earned doctoral degree from an accredited university. One of the three core committee members shall serve as committee chair and that same individual shall serve as the doctoral candidate's primary dissertation advisor. The committee chair and at least one of the other core committee members shall be members of the Educational Technology Department. More detailed information about the dissertation committee can be found in the *Handbook for Doctoral Programs*.

## Grading Policy

A grade of B or above is acceptable.

### B- Grade Policy

- One grade of B- is acceptable with the student receiving a probationary warning
- A second grade of B- on the transcript requires repeating the course the following year with the next cohort. The student receives a final warning.
- Three grades of B- the student is expelled upon receiving the third probationary grade.

Below B- grades

- A grade below B- (failing grade) requires repeating the course with the following cohort. The student receives a final warning.
- Two grades below B-, the student is expelled upon receiving the second failing grade.

(Approved 2/1/2016 Educational Technology Department Meeting)

## Summary

To recap, there are three stages to the doctoral process—Entry, Progress, and Exit. The criteria for **Entry** into the program are detailed in the document entitled Application Procedures.

Criteria for **Progress** in the program include:

- GPA. Candidates must maintain a 3.5 GPA throughout the program.
- Coursework. Candidates must complete all coursework—including individual projects, group projects, oral presentations, and research projects—at the level appropriate to a doctoral candidate.
- Qualifying Experiences. Candidates must successfully pass Qualifying Experience I and Qualifying Experience II.
- Doctoral Candidacy. Candidates advance to the level of Doctoral Candidacy after successfully completing the two Qualifying Experiences.
- Doctoral Proposal. Candidates must successfully complete a dissertation proposal, as approved by the Doctoral Dissertation Committee.

Criteria for **Exit** from the program include:

- Coursework. Candidates must successfully complete all courses in the doctoral program.
- GPA. Candidates must successfully complete the program with a GPA of 3.5 or higher.
- Dissertation. Candidates must successfully complete a doctoral dissertation, as approved by the Doctoral Dissertation Committee.
- Dissertation Defense. Candidates must successfully defend the dissertation, as approved by the Doctoral Dissertation Committee.

- Graduation Clearance. Candidates must be cleared for graduation by the Program Coordinator.
- **Last step: GRADUATION!!!**