

HIGHER EDUCATION LEADERSHIP & ORGANIZATIONAL STUDIES (HLO)

HLO 570: Academic Program Evaluation and Management (0 credits)

This course is designed for higher-education leaders involved in decisions to start, stop, sustain, or grow academic programs. It is appropriate for senior administrators, academic leaders, faculty, researchers, consultants, assessment officers, and graduate students in higher education. It should also be useful for state-level leaders who oversee higher education. Course objective: Give higher-education leaders, decision-makers, and analysts an understanding of the data, systems, processes, and participants needed to make well-informed and broadly-supported program decisions consistent with an institution's mission, academic standards, markets, and program economics. Participants will learn the concepts, information, and tasks needed to make data-informed program decisions. They will learn to complete an academic portfolio evaluation, including finding, analyzing, and synthesizing relevant data and evaluation criteria. They will grasp the keys to effective decision-making processes for current and new programs. Specifically, participants will learn the mechanics of Integrated Program Analysis, program evaluation software, program portfolio workshops, and the overall art and science of academic entrepreneurship. Upon completing the ten modules, participants will receive a certificate in Academic Program Evaluation and Management (APEM). This certificate is co-sponsored by Gray Associates and The Center for Higher Education Leadership and Innovative Practice (CHELIP) at Bay Path University. The all-inclusive certificate fee is \$775, which is due on registration.

HLO 691A: ABD Dissertation in Practice Community Seminar 1A (0 credits)

The ABD Dissertation in Practice Community Seminar 1, required fall semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

HLO 691B: ABD Dissertation in Practice Community Seminar 1B (0 credits)

The ABD Dissertation in Practice Community Seminar 1, required fall semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 691A

HLO 692A: ABD Dissertation in Practice Community Seminar 2A (0 credits)

The ABD Dissertation in Practice Community Seminar 2, required spring semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 691B

HLO 692B: ABD Dissertation in Practice Community Seminar 2B (0 credits)

The ABD Dissertation in Practice Community Seminar 2, required spring semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 692A

HLO 693A: ABD Dissertation in Practice Community Seminar 3A (0 credits)

The ABD Dissertation in Practice Community Seminar 3, required summer semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 692B

HLO 693B: ABD Dissertation in Practice Community Seminar 3B (0 credits)

The ABD Dissertation in Practice Community Seminar 3, required summer semester in year one, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 693A

HLO 694A: ABD Dissertation in Practice Community Seminar 4A (0 credits)

The ABD Dissertation in Practice Community Seminar 4, required fall semester in year two, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 693B

HLO 694B: ABD Dissertation in Practice Community Seminar 4B (0 credits)

The ABD Dissertation in Practice Community Seminar 4, required fall semester in year two, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 694A

HLO 695A: ABD Dissertation in Practice Community Seminar 5A (0 credits)

The ABD Dissertation in Practice Community Seminar 5, required spring semester in year two, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 694B

HLO 695B: ABD Dissertation in Practice Community Seminar 5B (0 credits)

The ABD Dissertation in Practice Community Seminar 5, required spring semester in year two, provides ABD doctoral students with a small learning community of peers and a faculty mentor/dedicated advisor. Through this community of practice, students will be introduced to the skills and knowledge needed to be successful in a doctoral degree program generally and to be successful in the Bay Path University Educational Leadership doctoral program specifically. Beginning in year one students will review the Educational Leadership dissertation requirements and timeline, review research methodologies with a focus on action research, and confirm a topic for the action research dissertation. In the summer semester students begin planning their research and writing the dissertation. Beginning year two, students finalize the dissertation proposal and conduct research guided by their faculty mentor/dedicated advisor who serves as the dissertation chair for all students in the assigned seminar section. Students will also be introduced to and will have opportunity to practice reflective learning skills.

Lab fee: \$257.00

Prerequisite: HLO 695A

HLO 697: Preparing for Immersive Weekend I (0 credits)

In this short, required course, students will complete pre-work and review plans and expectations for the first campus-based immersive weekend.

HLO 698: Preparing for Immersive Weekend II (0 credits)

In this short, required course, students will complete pre-work and review plans and expectations for the second campus-based immersive weekend.

HLO 699: Preparing for Immersive Weekend III (0 credits)

In this short, required course, students will complete pre-work and review plans and expectations for the third and final campus-based immersive weekend.

HLO 700: The Reflective and Visionary Leader Theory and Practice (3 credits)

This course considers leadership from theoretical, practical, and personal perspectives and models. It provides a comprehensive examination of how to mobilize people and guide innovation grounded in scholarly resources and practical evidence. Students will connect leadership theories to their own practices and actions in an organizational context.

Prerequisite: EXT 099

HLO 705: Organizational Development, Change and Transformation in Ed. Orgs. (3 credits)

This course explores the organizational dynamics and behavior that facilitates or hinders change and institutional viability. Traditional and contemporary organizational theories are examined along with theories of organizational change and implications for leaders. Students will gain an understanding of organizational perspectives, along with ways to adopt effective practice when confronting ongoing and shifting organizational tensions, contexts, and challenges.

HLO 710: Leading Transformation and Change (3 credits)

This course examines the role, responsibility, and accountability of innovative education leaders who must manage institutional responses to external and internal forces. Students will consider how to apply evidence-based practices and approaches to navigate, initiate, and sustain effective organization change with a focus on the education context. Through an examination of leadership and management strategies and approaches, students will develop a toolbox for creative problem solving and adaptive change leadership.

HLO 715: Entrepreneurial Thinking and Innovative Practice in Education (3 credits)

This course examines theory and research surrounding innovation in the education context, the nature of disruption, and the role of entrepreneurial leadership in innovation. Through case studies, scenario planning, and other learning activities students will examine new models and practices for the 21st century and analyze factors and conditions that support and constrain entrepreneurial thinking and practice.

HLO 720: Capacity Building for High Performing Educational Organizations (3 credits)

This course delves into organizational capacity including strategic management, structure, governance, technology, academic planning, financial resources, analytics, human resources, and campus master planning. Students will consider how these elements interact and affect institutional viability and will acquire tools for understanding, assessing, and strengthening organizational capacity to accomplish institutional mission and realize aspirations.

HLO 730A: Community Practice 1A (0.50 credits)

This first year course explores practical and personal dimensions of leadership. Students gain understanding of their strengths, what it takes to inspire those they are privileged to lead, and consider how to lead with empathy, conviction, and authenticity in education organizational settings. Students connect leadership theories to their own practice and actions in organizational contexts through reflection assignments and guided by a faculty mentor in conversation with a small group of classmates. This course continues in the companion HLO 731A and HLO 731B Community of Practice II courses.

Prerequisite: HLO 697

HLO 730B: Community Practice 1B (0.50 credits)

This first year course explores practical and personal dimensions of leadership. Students gain understanding of their strengths, what it takes to inspire those they are privileged to lead, and consider how to lead with empathy, conviction, and authenticity in education organizational settings. Students connect leadership theories to their own practice and actions in organizational contexts through reflection assignments and guided by a faculty mentor in conversation with a small group of classmates. This course continues in the companion HLO 731A and HLO 731B Community of Practice II courses.

Prerequisite: HLO 730A

HLO 731A: Community Practice 2A (0.50 credits)

This second first year course explores practical and personal dimensions of leadership. Students gain understanding of their strengths, what it takes to inspire those they are privileged to lead, and consider how to lead with empathy, conviction, and authenticity in education organizational settings. Students connect leadership theories to their own practice and actions in organizational contexts through reflection assignments and guided by a faculty mentor in conversation with a small group of classmates.

Prerequisite: HLO 730B

HLO 731B: Community Practice 2B (0.50 credits)

This second first year course explores practical and personal dimensions of leadership. Students gain understanding of their strengths, what it takes to inspire those they are privileged to lead, and consider how to lead with empathy, conviction, and authenticity in education organizational settings. Students connect leadership theories to their own practice and actions in organizational contexts through reflection assignments and guided by a faculty mentor in conversation with a small group of classmates.

Prerequisite: HLO 731A

HLO 735A: Colloquium Scholarly Journey to Innovative Leadership 1A (0.50 credits)

In this first of two courses taken in the second year, students explore action research principles and methodologies and how these fit with their research interests. Students will also continue their personal leadership journey in collaboration with a small group of peers and a faculty mentor, now more fully examining and reflecting upon their interest, strengths, and opportunities for education leadership roles.

Prerequisite: HLO 698

HLO 735B: Colloquium Scholarly Journey to Innovative Leadership 1B (0.50 credits)

In this first of two courses taken in the second year, students explore action research principles and methodologies and how these fit with their research interests. Students will also continue their personal leadership journey in collaboration with a small group of peers and a faculty mentor, now more fully examining and reflecting upon their interest, strengths, and opportunities for education leadership roles.

Prerequisite: HLO 735A

HLO 736A: Colloquium Scholarly Journey to Innovative Leadership 2A (0.50 credits)

In this second of two courses taken in the second year, students explore action research principles and methodologies and how these fit with their research interests. Students will also continue their personal leadership journey in collaboration with a small group of peers and a faculty mentor, now more fully examining and reflecting upon their interest, strengths, and opportunities for education leadership roles.

Prerequisite: HLO 735B

HLO 736B: Colloquium Scholarly Journey to Innovative Leadership 2B (0.50 credits)

In this second of two courses taken in the second year, students explore action research principles and methodologies and how these fit with their research interests. Students will also continue their personal leadership journey in collaboration with a small group of peers and a faculty mentor, now more fully examining and reflecting upon their interest, strengths, and opportunities for education leadership roles.

Prerequisite: HLO 736A

HLO 740A: Capstone Seminar 1A: Final Destination (0.50 credits)

This first of two seminars taken in the third year serves as the capstone experience for the doctoral degree in Educational Leadership. Students bring together their academic knowledge and the educational experience of becoming reflective and self-aware leaders equipped with the skills to serve as catalysts for change within their local institutions. The culminating project is the sharing and discussion of findings from students' action research dissertation showing how they initiated, enacted, and reformed local practices while strengthening their personal leadership capabilities. Students will present their e-Portfolios to demonstrate their development as learners and as education leaders. This course is designed to reflect Bay Path's innovative vision: preparing leaders committed to improving education practice, who possess the mindset, skills, and insight needed for the 21st century organization.

Prerequisite: HLO 699

HLO 740B: Capstone Seminar 2B: Final Destination (0.50 credits)

This first of two seminars taken in the third year serves as the capstone experience for the doctoral degree in Educational Leadership. Students bring together their academic knowledge and the educational experience of becoming reflective and self-aware leaders equipped with the skills to serve as catalysts for change within their local institutions. The culminating project is the sharing and discussion of findings from students' action research dissertation showing how they initiated, enacted, and reformed local practices while strengthening their personal leadership capabilities. Students will present their e-Portfolios to demonstrate their development as learners and as education leaders. This course is designed to reflect Bay Path's innovative vision: preparing leaders committed to improving education practice, who possess the mindset, skills, and insight needed for the 21st century organization.

Prerequisite: HLO 740A

HLO 741A: Capstone Seminar 2A: Final Destination (0.50 credits)

This second of two seminars taken in the third year serves as the capstone experience for the doctoral degree in Educational Leadership. Students bring together their academic knowledge and the educational experience of becoming reflective and self-aware leaders equipped with the skills to serve as catalysts for change within their local institutions. The culminating project is the sharing and discussion of findings from students' action research dissertation showing how they initiated, enacted, and reformed local practices while strengthening their personal leadership capabilities. Students will present their e-Portfolios to demonstrate their understanding about their development as learners and as education leaders. This course is designed to reflect Bay Path's innovative vision: preparing leaders committed to improving education practice, who possess the mindset, skills, and insight needed for the 21st century organization.

Prerequisite: HLO740B

HLO 741B: Capstone Seminar 2B: Final Destination (0.50 credits)

This second of two seminars taken in the third year serves as the capstone experience for the doctoral degree in Educational Leadership. Students bring together their academic knowledge and the educational experience of becoming reflective and self-aware leaders equipped with the skills to serve as catalysts for change within their local institutions. The culminating project is the sharing and discussion of findings from students' action research dissertation showing how they initiated, enacted, and reformed local practices while strengthening their personal leadership capabilities. Students will present their e-Portfolios to demonstrate their understanding about their development as learners and as education leaders. This course is designed to reflect Bay Path's innovative vision: preparing leaders committed to improving education practice, who possess the mindset, skills, and insight needed for the 21st century organization.

Prerequisite: HLO 741A

HLO 750: Foundations of Action Research (3 credits)

This course examines action research in an organizational setting. Students will explore action research as a process of deep inquiry into one's practice in service of setting and achieving goals that align with values. Action research involves taking action or attempting change and collecting data to analyze and understand the action from the perspective of others and in relationship to intended outcomes. It is cyclic as the researcher moves through structured periods of thoughtful planning, taking action, and then collecting and analyzing evidence to identify outcomes produced by the action. The final step—critical reflection on what was learned—is used to create conceptual tools for planning of new action.

HLO 751: Research Design and Methods I (3 credits)

This course, the first in a two-course sequence, builds upon HLO 750 Foundations of Action Research with a deeper exploration of research design principles and methods used in action research. Students will be introduced to philosophical assumptions, key elements of the research process including review of literature and use of theory in research applications, and the importance of writing and ethics in scholarly inquiry. Students will learn about qualitative, quantitative, and mixed methods approaches, their similarities and differences, and develop an understanding of the methods needed to design a rigorous action research project.

Prerequisite: HLO 750

HLO 752: Research Design and Methods II (3 credits)

This course, the second in a two-course sequence, builds upon HLO 751 Research Methods and Design I, with a deeper exploration of research design principles and methods using an action research approach. By the completion of HLO 752 students will understand and properly utilize a framework for designing and conducting an action research project including constructing an effective introduction and research topic for study, identifying research questions, formulating hypotheses, and selecting methods and procedures for data collection, analysis, and interpretation appropriate for the action research topic.

Prerequisite: HLO 751

HLO 760: Introduction to the Action Research Dissertation (3 credits)

This course focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relationship between elements in the proposal including the problem statement, conceptual/theoretical framework, literature review, research design, and methodology.

Prerequisite: HLO 752

HLO 761: Dissertation Seminar II (3 credits)

In this course, students prepare for their action research study by planning the process and obtaining necessary approvals and permissions to conduct research. A major purpose of planning activities is to establish a positive climate that engages all stakeholders. After designing a meaningful action research proposal, students identify stakeholder groups, identify key people, establish their role as the action researcher, set the agenda by informing people of their purpose, and ensure participants come to no harm as a result of their role in the study. After the Institutional Research Board's (IRB) permission is granted, students will begin data collection.

Prerequisite: HLO 760

HLO 762: Dissertation Seminar III (3 credits)

This course focuses on the continuation of data collection, analyzing the data, developing a plan for action, implementing the plan, reflecting upon the plan, sharing the findings, and evaluating the quality of the action research study.

Prerequisite: HLO 761

HLO 763: Dissertation Seminar IV (3 credits)

This course focuses on the final chapters of the action research doctoral dissertation with a presentation of the results/outcomes or findings and conclusions. Students will further develop and demonstrate the higher levels of understanding and skill needed to analyze and interpret data collected, draw meaningful conclusions in answer to the research questions, and propose solutions appropriate to the action research approach including implications for future policy and practice.

Prerequisite: HLO 762

HLO 765: Dissertation Continuation (0 credits)

This course is required for any student who has not completed and successfully defended the dissertation at the conclusion of HLO 763.

Lab fee: \$995.00