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# Historical Depiction of My Leadership & Andragogical Philosophies

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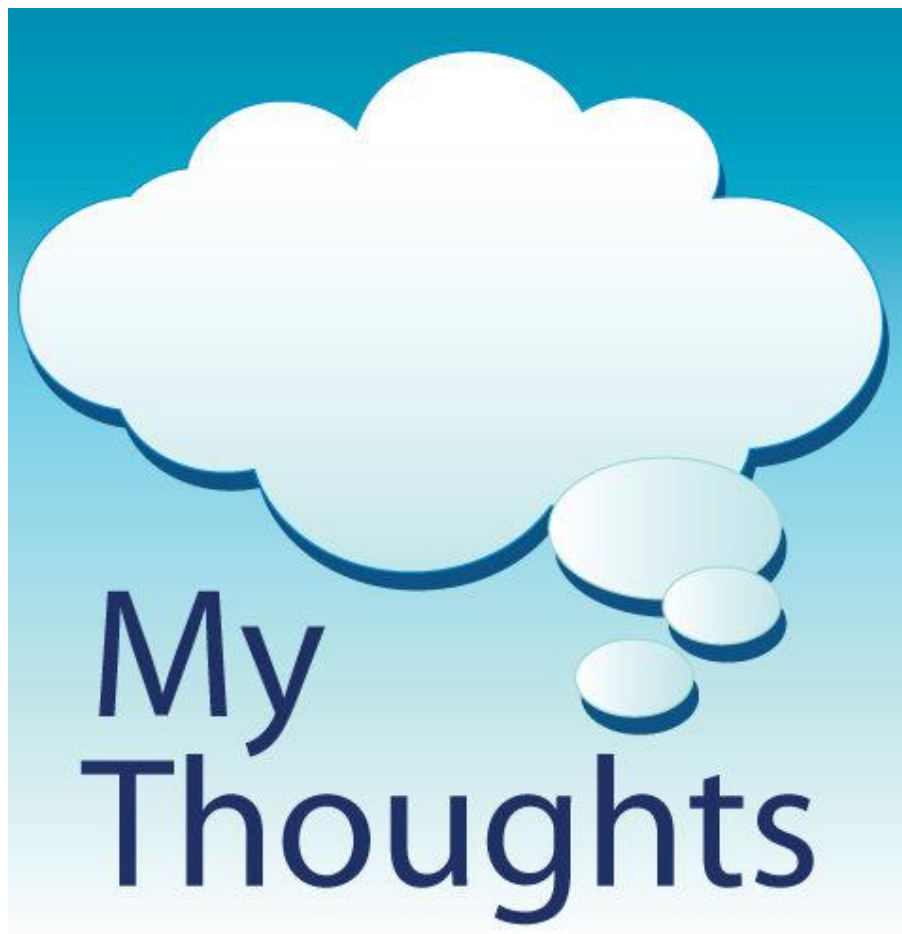
**Historical Depiction of My Leadership & Andragogical Philosophies**

**by**

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### **Personal Leadership Inventory and Professional Development Plan**

I would say that primarily because of my parents Toby and Henry Ross, most of my major experiences in life have lead me to become a competent adult educator and leader. Based on the teachings from my parents and other mentors, I have learned how to strive for a goal and to be sensitive to other peoples' needs as well. Whether a family member, friend, colleague, student, employee/employer, and/or community member, I treat everyone with fairness, honesty, courtesy, and respect. I have learned to promote an atmosphere that fosters open communication and collaboration, to listen carefully, and to understand through open two-way communication. I deeply value a supportive environment to coach and participate with others, which brings out the energies and talents of people. Positive and supportive environments align with leadership training and coaching, and could lead to increased job satisfaction, and positive organizational outcomes and behaviors to commitment and performance (Fallatah & Laschinger, 2016; Glavelia, Karassavidoua, & Zafiropoulos, 2013; Mechbach & Larsson, 2011). To me, this is where innovation, leadership, training, and recognition are considered essential.

I always strive for informed, responsible, and collaborative decision-making at all levels, drawing upon the wisdom and knowledge found throughout the organization or educational setting. The value of *pooled wisdom* (e.g., group intelligence, group dynamics, shared solutions) cannot be overemphasized. Howe (2009) defined a crowd as “a group of people united by a common characteristic” (p. 143). Within a group of people, lies diversity with individual perspectives, influence of averaging, and resolving issues in a collaborative process (Herzog & Hertwig, 2009; Howe, 2009; Surowiecki, 2004). My first doctorate course, which was a leadership course, started in the evening at Florida Atlantic University. Dr. Donald MacKenzie started the leadership course by stating, “welcome to our course.” I felt comfortable and

influenced from the first moment as he continued to demonstrate that all students are welcomed and have the freedom to share their experiences and expertise. This created an environment of collaboration and trust as we all had common characteristics as doctorate students pursuing many goals to educate ourselves. He also showed us a sign on the door that stated, “Test in Progress.” I found this very interesting as the sign was posted on the *inside* of the classroom door, rather than the typical location on the outside of the classroom door. After he explained his reasoning, it was clear why he asked all of us to *pool our wisdom and thoughts*. He felt that when a group collaborates and communicates effectively, and seeks to find solutions and take risks as leaders while in a protected environment such as a classroom, we would be well prepared to face our real-world challenges outside of the classroom. This is where the true *test in progress* would be for us. Now a scholarship bears his name within the Department of Educational Leadership at Florida Atlantic University, which is set up to award students who are in good standing preparing to assume leadership positions in schools.

### **Personal Philosophy of Leadership**

My philosophy of leadership requires that an organization must determine the success of its products and services. When an organization fails to meet the changes of economics, society, and technology, strategies, products, and services become outdated, even dilapidated. “There is pressure on organizations and workforces to deliver continuous improvement in products, systems and processes” (Bassett-Jones & Lloyd, 2004, p. 929). Many organizations fail because of their refusal to keep up with changing times and conditions, especially with the rapid change in technologies and diverse/generational workforce. In addition, failure occurs when human capital is ignored. Based on Herzberg’s *Two-Factor Theory*, recognition, achievement, and growth (Riley, 2005), and reward and performance management are important motivators within

an organizational structure (Bassett-Jones & Lloyd, 2004). Leaders, administrators, and management teams and staff must be growth-oriented to embrace realistic expansion plans, which facilitate dynamic change. Organizations that want to encourage change are using advanced technologies to manage and evaluate their employees by examining the relationship between how people behave and how they perform (Meyer, 2015). A stable leadership in top administration and the *rank-and-file* is necessary. When leadership changes frequently, the internal structure is fragmented, and productivity, quality, and creativity then suffer. I believe effective leadership builds organizations with enough stability to ensure loyalty among employees through the constructive principles of cognitive reasoning, understanding, confidence, openness, growth, and knowledge.

- Metaphysics (ontology) : speculative, cause-and-effect relationship

Eg : What is truth? What is mankind?

- Axiology : ethics and aesthetics

Eg : What is goodness? What is beauty?

- Epistemology : knowledge and beliefs

Eg : What is knowledge? What are the sources of knowledge?

- Logic : differentiates between valid and confusing ideas.

Eg : What is good reasoning? Not so good reasoning?

*Figure 1. Branches of Philosophy*

There are many areas of philosophy that, when understood, lead to the attainment of *wisdom* which, in turn, can lead to breakthroughs (see Figure 1). One philosophy is metaphysics, which has to do with the essential nature of life's events. It offers a view of the human existence and how one perceives life. I believe ethics and social responsibility are essential to governing one's life and guiding one's decisions in the pursuit of goals. One's own ethics should be an

instinctive compass to keep one on the right path. I believe my moral values guide my behavior. I also believe that people should be free to be creative and should not be controlled or coerced into following another individual's thoughts or beliefs.

### **Analyses and Assessments**

According to an interpretation survey of my *communication style*, I have an eclectic combination of styles, which are reflective of my personal philosophy of leadership. In communicating with others, I lean more toward an *organized* and *talkative* style. I am thorough, cooperative, organized, like the challenge of difficult assignments, and feel I am successful in persuading others, not directing them (e.g., power of influence versus power of control). I consider myself a good listener, believing that feedback and a two-way communication style are essential to solving problems.

The Myers-Briggs Type Indicator is intended only to give a person a place to begin thinking about and understand one's style. This indicator provides insights into managerial style, decision-making practices, strengths and weaknesses in teamwork, motivating employees, organizational culture, and how an individual learns through the best opportunities (The Myers & Briggs Foundation, 2017). According to the results of the tests I have taken, my style is characteristic of a sensing and introvert type, either ISTJ or an ISTP. According to the Myers-Briggs test, an introvert tends to focus on the inner world of ideas and impressions, and a sensing person tends to focus on the present and concrete information gained from their senses. I do see myself as an introvert in this case because I invite other peoples' opinions and ideas, especially my students, and consider them to be very important when making decisions; in addition, they are experts in their fields. I feel that when others contribute something in a conversation, task, mission, vision, and/or value statements, they have a stake in that project. When sensing, I know

that I focus on the present, because if the present is not working, I choose other alternatives. I tend to lean toward being an intuitive type regarding the future and possible change. I do prefer to base my decisions on logic and an objective analysis of cause and effect because I am a realist. I am a person who takes full responsibility for making a decision and do not blame others for whatever mistake or impaired decision-making process that has resulted. I am accountable and can live with my decisions; I lead intelligently and can carry the weight so-to-speak. Overall, I am a person who takes control *when necessary* as I feel that I am observant, organized, trustworthy, responsible, and ethical in my attempt to do the *right thing*.

The Life Styles Inventory (LSI 1) self-development guide categories me as high in self-actualization, oppositional, and power; medium in all others, with the exception of approval, which was low (Human Synergistics, 2016). According to this guide, my task orientation is medium to high. Satisfaction and security needs, as well as people orientation, tend to be medium. I scored higher in affiliative style because I enjoy working with people and recognize the positive aspects of teamwork and cooperation; a true systems thinking approach. The approval style is correct in one aspect: I voice my opinions and act on beliefs and values because of my strong personal integrity. However, I also show a concern for others' opinions, seek approval from others, and make any decision-making process a joint effort. Avoidance style seems to be too high because I confront problems straight on as I believe in being forthright, take some risks, and see myself as competent and effective. The results from this test demonstrates that I am high in opposition, which I tend to question. I take full responsibility and accountability for mistakes as I am always asking for positive criticism because it makes me become an effective learner and enhances my performance. Power and influence can be either positive or negative. I scored high in the power style with which I agree, but only in the positive



sense, influencing rather than controlling. At this point in my life, I have reverent (i.e., spelled referent as well), expertise, information, situational, reward, and charismatic power; all which help me to positively influence others to complete a task or assignment. This allows them to *choose* to do the task rather than being *demand*ed to respond.

### **Personal Development Plans**

The major goals I have had were to become the university professor that I am. I remain student centered, a well-respected speaker, an administrator, and an author of many articles and chapters of books regarding issues in the fields of leadership, education, and homeland security to name a few. Over thirty-five years of education experience has given me the knowledge, skills, and abilities to strive in meeting my goals. Probably the most important skill that an educator and/or administrator must have is that of communication and the ability to connect with people. Based upon the *21 Irrefutable Laws of Leadership*, Maxwell (2007) stated that in the *Law of Connection*, the heart comes first when communicating to individual(s) (e.g., large group, team, personal relationship). Individuals who are great leaders and communicators recognize this characteristic to move people with emotion (Maxwell, 2007). My education and work experience have provided me with a strong and effective communication style, which I consider one of my most important strengths. My ability to communicate has been greatly facilitated by my advanced degrees in Justice Policy Management and Educational Leadership, and an Executive Certificate in Public Administration, all with its strong emphasis on education, curriculum, research, policy development, and leadership (see Appendices A and B). I also owe my parents a debt of gratitude who showed me the true essence of effective communication and being forthright, yet compassionate when interacting with others.

To reach my goals I have updated my curriculum vitae, furthered my education, and

read volumes on leadership, education, research, homeland security, Gerontechnology, stress management, and managing change and transitions. My objective in becoming a professor has been furthered by making several contacts in higher educational institutions, including human resource consultants. I will continue to research on writing and publishing material on leadership and other interests. My work experience, education, and life experience will aid me in continuing these goals. I am presently writing a *narrative inquiry* about my father who has truly taught me how to be a great person, communicator, and leader; he has taught me more than any book, experience, and/or lecture.

An effective administrator should spend time with the community and employees at all levels, in both informal and formal settings. This practice helps the administrators learn what is occurring throughout the community and organizations, which allows employees to take a more active part in upper management. I do not believe in micro-management; however, I do believe in knowing every aspect of the organization so I can help people become more successful while meeting their needs as they align with the organization's mission, vision, and value statements. I have a saying, *Shame on me if I am unaware of the issues and challenges within my organization*. This leads me to why I am so involved in my interactions with others, but not connected with the micro-management philosophy. When a leader is aware of issues and challenges, they can build a team to find solutions, not just reflections. By communicating commitment and caring, truthful interaction can be fostered in any organization; it simply takes the belief and initiative of upper management to succeed. I strongly feel that by communicating a vision by being idealistic and authentic, an atmosphere is created in which people, community and employees will naturally adopt the goals and mission of the organization. I am a leader who walks around frequently and consistently, contacting everyone within the community and

organization and asking for input. *Management by walking around* is simple but very effective; others should take the time to know their people.

It is my belief that the community and every employee of an organization be treated with fairness and concern. As a leader, I promote a learning organization platform to educate all employees on every aspect of the organization. This empowers employees and, in turn, they become viable contributors who can have the opportunity to self-actualize on the job.

Employees must have the interest, ability, and willingness to apply their knowledge and understanding to the organization. I believe that to be effective in our roles, we must have a solid knowledge and understanding of everyone's job description and be able to apply this knowledge in solving decision-making problems. My philosophy is not only to promote the development of knowledge and understanding, but to communicate clearly and concisely, and to approach problems with creativity and common sense. Problems should be seen as opportunities to change and evolve.

I feel I tend to have a positive influence, because employees choose to follow my lead. The key is to achieve personal influence through integrity, innovation, and wisdom. An effective leader will use positive influence and encourage employees and the community to hear ideas, believe in their ideas, and attempt to apply their ideas (Dawson, 1994; Maxwell, 2007). There are several factors needed for leaders to influence others: ability, character, experience, intuition, knowledge, past success, and relationships . . . "The true measure of leadership is influence – nothing more, nothing less: (Maxwell, 2007, p. 16). With integrity, ideas will be believed; with wisdom, ideas will be embraced; and with innovation, ideas will be applied. Rogers (2003) commented that an innovation is an idea when perceived to be new at the stage of adoption. Although, it could have been someone else's idea for some time, it is how one reacts to the

newness of the idea. “Newness of an innovation may be expressed in terms of knowledge, persuasion, or a decision to adopt” (Rogers, 2003, p. 12). I have always professed that every idea is a great idea; it might not be applicable at every place in time, so never discard it, just know when to accept it. When the community and employees see that administrators are using their ideas and that they have contributed to the organization’s mission, vision, and values, they have a sense of ownership because they have become stakeholders. Ownership makes the community and employees an integral part of the organization and helps them to grow along with the organization. I am on a mission to pursue innovation, apply wisdom, and live with integrity in my personal and professional life.

At the risk of repeating myself, I cannot stress enough how important communication is in all areas of life. I value the freedom of expression to constructively challenge and acknowledge our mistakes and learn from them. I respect other people, the community, and employees equally and recognize their unique contributions. Every person in the community, organization, and in the classroom is a resource and, by communicating effectively and openly, resources can be tapped for the betterment of everyone.

When I teach certain leadership courses, I comment that at times we could face the *penalty of leadership*. A very close friend and mentor of mine, Dr. John Cookson, who recently at the age of 84 had passed away, taught business and leadership at Virginia Commonwealth University. In our many conversations, he mentioned Cadillac in a January 1915 advertisement slot in the Saturday Evening Post used the slogan, the *penalty of leadership*. At the time, Cadillac was the number one vehicle in the United States. When an organization, person, or group of people are in leadership positions and making sound decisions to stay ahead of their competition, as well as looking out for the best of their organization, others will make negative

comments and try to sabotage their success. Theodore F. MacManus wrote the following about Cadillac: “To me, in some sense, this writing reflects how life can be full of people that want to tear down and beat at the walls of success.” In the 1960s, Edward Deming introduced “Quality Circles” to the United States car dealers. In short, they did not listen to him, so he went to Japan and introduced his philosophy to the Japanese vehicle market. As a result, the United States vehicle market started to compete with Japan’s progress and leadership. Why all this? We should listen to everyone and determine what is best for our organization(s) to make those sound judgments. The penalty of leadership is associated with leaders who takes risks, and at the same time not pleasing all stakeholders or constituents in the community. However, leadership was never said to be easy, especially when dealing with a myriad of people (i.e., those who support you and those who do not support you). I feel that this is true, yet the only thing a leader could try to accomplish is having effective communication skills to at least, inform people of their leadership characteristics of how to conduct business.

*The penalty of leadership is loneliness.*

*- H. Wheeler Robinson*

*The rhetoric around leadership being lonely can be changed but it will require some courageous decision-making by women leaders.*

*-Makeda Pennycooke*

*In really good companies, you have to lead. You have to come up with big ideas and express them forcefully. I have always been encouraged -- or sometimes forced -- to confront the very natural fear of being wrong. I was constantly pushed to find out what I really thought and then to speak up. Over time, I came to see that waiting to discover which way the wind was blowing is an excellent way to learn how to be a follower.*

- Roger Enrico

*Leadership has a harder job to do than just choose sides. It must bring sides together.*

- Jesse Jackson

*Loneliness is the penalty of leadership, but the man who has to make the decisions is assisted greatly if he feels that there is no uncertainty in the minds of those who follow him, and that his orders will be carried out confidently and in the expectation of success.*

- Ernest Shackleton

### **My Philosophy of Curriculum Leadership**

Looking back on my years of teaching, I have observed that the purpose of education has many avenues. Before I explore this area, I have a philosophy of my own: I feel that all teachers can teach, but I do not feel they all have the capacity to facilitate learning. I once read a comic strip that illustrated a great point of how teachers can either teach or facilitate learning (see Figure 2). In the first frame, two boys and a dog were standing near one another, when the first boy wanted to know what he was doing with his dog. The other boy answered by saying he was teaching his dog how to whistle. The first boy put his ear to the dog's mouth and said, "I don't hear him whistling." The boy replied, "I said I taught him, I didn't say he learned it." What I perceived from the basis to this satire was very simple, not everyone can facilitate learning.



Figure 2. Cartoon van Bud Blake, Over Tiger en Stripe, Teaching and Learning. Pinterest.com.

I think that for teachers who can facilitate learning, it is the teacher's position to mold the minds of students so they can function in our global society. When a teacher facilitates learning, they are transferring knowledge making information portable, so that learning moves with the learner from the classroom to new locations such as other classrooms, home, work, and social environments. In Thomas Guskey's *Levels of Evaluation* (2009), it requires that evidence be provided when information was transferred: attainment of knowledge, achieving goals and satisfaction. When educators transfer knowledge in forms of expectations and theories, while making them significant and relevant, students will be able to perform in any situation and are able to learn something from the curriculum components (Bigge & Shermis, 1992; Costa, 1991). In the past as a high school teacher, since I did not feel that everyone was college bound, I was an advocate for preparing my students, not only for postsecondary schooling, but also for the real world. Costa (1991) commented that when transferring knowledge, teachers hope that students are able to learn something from the curriculum components and then apply it outside the classroom environment.

In 1971, I attended a private boarding high school, Kent School for Boys, which was located in Kent, Connecticut. My first mentor in education was William H. Armstrong who taught ancient history and general studies. Mr. Armstrong authored a book in 1969 titled *Peoples of the Ancient World* as well as a 1956 book titled *Study is Hard Work*. To me he was a teacher, author, and mentor who taught us about life, personal reward, compassion, and how to organize and balance life. He felt the classroom was a place to obtain knowledge and understanding, make mistakes, learn from the mistakes, and then test them in the external environment. One day he asked me to stand, as he did with all the students, which we did out of respect while learning the essence of formal communication, and tell my peers about

Mesopotamia, which today is known as the Middle East Region. This is when I started to learn how to transfer my knowledge to others. We learned that if you studied and were prepared for class, he would reward you and acknowledge your triumphs by taking the rest of the class off to enjoy the outside or the library; he actually used the word *triumph*. My roommate Seth Fairhurst and I would always notice these small birds (i.e., chickadees) outside of our dormitory window and throughout campus that never stopped singing. One day, there was a chickadee at the window of our class; Mr. Armstrong called on me and asked, “Mr. Ross, could you tell me the bird that is singing at our window? If so, you may take the day off and again, enjoy the wonderful day outside.” When I stated the type of bird, he rewarded me the day off; you could imagine how Seth felt. It was so memorable that at our 25th reunion, Seth reminded me of that small gesture by Mr. Armstrong as we reminisced of our mentor who passed away a year before our reunion. During those wonderful days of class, he continued to challenge our understanding of ancient history, but also about life and nature. I still to this date have his book *Study is Hard Work* as well as a daily planner book he asked us to create to stay focused for school and personal time. Keep in mind this was 1971, before any Day Runner or Outlook. Mr. Armstrong also authored *Through Troubled Waters* in 1957 after his wife passed away, which was based on how to understand and deal with grief after losing a loved one. In 1969, he also authored *Sunder*, which became a major motion picture in 1972; he was awarded the John Newbery Medal and the Lewis Carroll Shelf Award in 1970 for *Sunder*. I was so fortunate that my parents, Toby and Henry Ross, decided to send me to Kent School, which was a great learning experience academically and spiritually. I should mention I was raised Jewish . . . Kent School was a Catholic School.



I have learned that having a personal philosophical statement can be beneficial in helping to understand myself as an educator and as a person as well as understand the needs of my students. A philosophy statement in education can contain many issues such as meanings, aims and objectives, curricula, the roles of teachers, students, administrators, and society. As a faculty member, I believe that faculty-teachers should examine their philosophy periodically as it has a positive impact on the curriculum and instruction. Our philosophies can be researched and updated many times as a person progresses through life experiences and then reflects on their understanding of their field as well as personal strengths (Hiemstra as cited in Brockett, 1988; Merriam & Brockett, 1997).

Often I find myself in conflict with the meaning of my philosophical views. For instance, while researching additional information on constructivism, I found the Constructivist Learning Environment Survey that was originally designed for science teachers, can be used for other disciplines with some changes. The Constructivist Learning Environment Survey has several sections: (a) learning about the world, (b) learning about science, (c) learning to speak out, (d) learning to learn, and (e) learning to communicate. While reviewing this survey, I realized many of these questions pertain to my style of teaching. In my classrooms, I promote this type of learning, which allows students to ask questions on why they have to learn the topic, the process in how they are taught, and the ability to give their opinion. The students and I work in a collaborative approach to decide on what will they learn, what activities will be used, and how much time will be spent on the activities. I also allow my students to communicate freely with other students to get other perspectives on the class topics (Snowman & Biehler, 2006). In my courses, I ask my students to share their personal expertise rather than find scholarly resources when responding/communicating to selected topics.

The Constructivist Learning Environment Survey has four scales: Personal Relevance, Student Negotiation, Shared Control, and Critical Voice. These scales help students make use of their everyday experiences to help develop their scientific knowledge. The students are able to explain and justify to other classmates about their newly developing ideas, to listen and reflect on one another's ideas, as well as their own. The students also exercise a degree of control over their learning, which promotes an interest in student empowerment (Snowman & Biehler, 2006).

There is a need to show how a constructivist perspective can be helpful in planning and delivering instruction and how technologies can significantly support effective and theoretically sound teaching to increase student achievement. The challenge is to understand how to promote deeper, substantive learning. There are three principles needed to understand this process: (a) the product of actively relating new and prior experiences, (b) a function of learning facts and core principles of a discipline, and (c) a consequence of using and managing intellectual abilities (Sherman & Kurshan, 2005).

I agree with the quantum learning reform model as the curriculum has teachers capture students' attention by making the school environment more relevant, engaging, and dynamic as well as designed to initiate change, enhance teacher capacity, and increase student achievement (Northwest, 2005b). Students should be engaged in their own learning by being involved, rather than just taking a back seat as a spectator in their own education (Rich, 2005). I strongly believe the purpose of education is to help students build on their experiences and needs, their life skills, and basic skills. The quantum-learning model has components that focus on leadership, involvement from all stakeholders in the students' achievement, and learning life skills that aligns with my philosophy as illustrated in Figure 3.

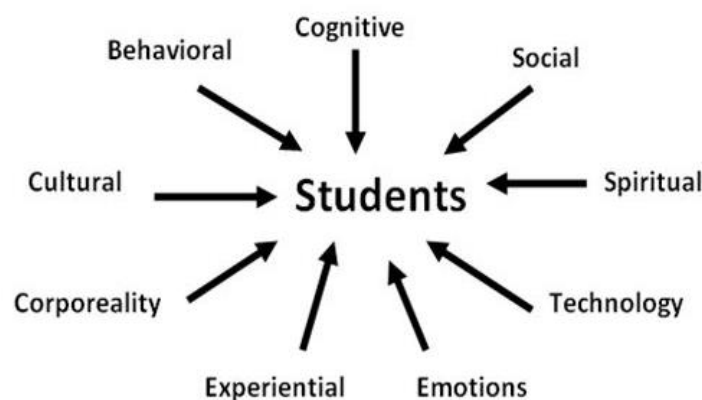


Figure 3. Quantum Learning Model for Students

My philosophy and the quantum-learning model align, making the curriculum meaningful and relevant to students' future, and have the understanding that all students can learn and learn differently as long as the curriculum is engaging and challenging. Ferrero (2005) mentioned the constructivist theory for some educators "justifies discovery learning driven by student interests" (p. 10). Parkay, Hass, and Anctil (2010) commented that curriculum planners must assist today's educators with adequate planning to meet relevant issues in problem solving, innovation, and prepare them "for work that does not exist yet" (p. 275).

I researched another reform model, First Things First (K-12), which also conforms to my constructivist philosophy pertaining to what is most important for students to learn. I feel that a curriculum should include higher-level thinking to help the students in the classroom as well as when they are taking a standardized test. This reform helps engage all students, prepares them for high-stakes assessments, and helps encourage students to think at a higher level using classification, application, analysis, and creativity (Northwest, 2005a). By using these higher levels of thinking, it will help raise the academic performance of all students to do well in school and prepare them not only for life skills but also for many levels of education. This reform and the constructivist philosophy align with having a strong relationship between teachers and other

students. I am certain that the role of the teacher in relationship of the curriculum should be to provide the best possible learning environment for their students. Noddings (2005) mentioned that the public schools are pressured to increase test scores and that they should provide students with a thorough and efficient education. Bell (2002/2003) remarked about strategies to help the teachers close the achievement gap. One of the strategies is to get the students to read, this is a great commitment from both the teacher and student. A teacher needs to establish the classroom as the learning environment open to reading and high-order thinking skills.

In my opinion, students who seek an educational experience should be treated equally regardless of their race, ethnicity, religion, gender, and beliefs. The public schools “were established as much for moral and social reasons as for academic instruction” (Noddings, 2005, p. 9). Faculty-teachers should make modifications in their classes based on a student’s learning abilities and barriers so that every student has an equal chance to learn regardless of their difficulties. The idea of equality also includes an unbiased teacher assessment of each student. A teacher cannot make the decision to help a certain classified group of students and neglect another. The educational field faces an ethical dilemma because of the large influx of diverse cultures in the United States. Because of this, there is a large demand to meet the needs of all diverse learners.

As educators, our challenge is to identify, invent, adopt, and use classroom practices that are consistent with our constructivist philosophy. Consistency between theoretical conceptions of learning and teaching practice has been shown to support effective applications of technologies to increase achievement. Learning conducted in classrooms should be designed to be learner centered, thought-provoking, focused on relevance, and provided with time to learn, with opportunities to elicit frequent and facilitative feedback, and support. When educators

exhibit these qualities, it will be more effective with all learners. Of course, to have this become successful, there is a need for a collaborative effort of the entire schools' staff, including the approval of the leaders (Sherman & Kurshan, 2005).

An effective administrator as it relates to curriculum should spend time with the community and employees at all levels, in both informal and formal settings. This practice helps the administrators learn what is going on throughout the community and organization and allows them to take a more active part in what is being taught in our schools. By communicating commitment and caring, truthful interaction can be fostered in a school environment; it simply takes the belief and initiative of the school administrators to help reach this goal. I strongly feel that by communicating a vision by being idealistic and authentic, an atmosphere is created in which people will naturally adopt the goals and mission of the school. Rothstein (2004) presented his opinions concerning why there is such a large achievement gap between students from poor families as compared from the middle and upper class. His opinion is that too many people feel the idea of the achievement gap is due to the need for school reform, while many other reasons are actually influencing the achievement gap. I believe an educational leader influences most stakeholders if they walk around frequently and consistently, contacting everyone within the community and school setting asking for their input to improve student achievement. Checkley (2004) commented on how Lorraine Monroe achieved her goal to have great education at The Frederick Douglass Academy. After reflection and research, Monroe stated that schools were good because of the leadership of the principals who acted on their vision and the teachers who had very disciplined instruction. Monroe created a curriculum in her school where every teacher had to have a plan to identify their aim, goal, objective, and/or purpose.

My philosophy of educational curriculum leadership requires that an institute of learning (e.g., K-12 school system, higher education) must determine the success of its products and services: student achievement. When a school, college, and/or university fails to meet the changes of its student's populations, socioeconomics, technology, strategies, products, and services, student achievement could be negatively impacted. Many organizations, including these learning institutions fail because of their refusal to keep up with changing times and conditions. There are several school reform models that can drive the curriculum. When designing a curriculum, curriculum leaders need to take in account of several issues: pedagogical and andragogical methods, classroom arrangements, and students' learning outcomes. Figure 4 illustrates the skills that teachers need to acquire when enrolled in any format of adult learning. Teachers and other stakeholders must look upon the students as whole people (Noddings, 2005).

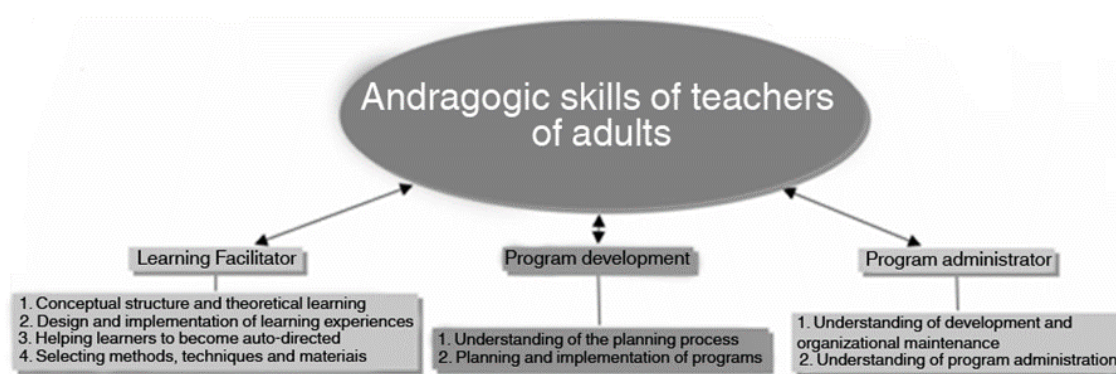


Figure 4. Andragogic Skills of Teachers.

Curriculum leaders must be growth-oriented to embrace realistic expansion plans, which facilitate dynamic change; a stable leadership format is necessary. When leadership changes frequently, the internal structure is fragmented, which in turn cause productivity, quality, and creativity to suffer. Education should be related to a student's life with the end goal of education being to prepare the student not only for the classroom and all types of assessments, but for real-world applications. Students need to engage in realistic exploratory learning situations because

they will encounter them outside of the classroom. Curriculum should be relevant, not just busy work.

A curriculum leader should utilize instructional time to focus on students' needs. The classroom environment should be very relaxed, giving students the opportunity to reflect and discuss their views on each topic, which reflects the constructivist philosophy. As a curriculum leader, I emphasize students' creativity to empower them when they face the real world.

Perkins-Gough (2004) wrote about the eroding curriculum, as school districts have to develop changes in their curriculum areas. The surveys in this article showed an increase in instructional time and professional development in the areas of math, reading, and writing. However, there were decreases in the arts and foreign languages. A good administrator will find options to keep all the disciplines in the curriculum (Perkins-Gough, 2004). In addition, the curriculum leader should encourage students to network with other students, family, friends, teachers, administrators, and utilize many resources such as books, computers, libraries, and field visits. This will help them gain the knowledge, skills, and abilities to be successful and compete in today's global market.

In the 1970s, the curriculum was created to promote development of young adolescents in the areas of intellectual and personal development, to include social, emotional and physical needs. The curriculum should incorporate all areas of study to include the arts and foreign languages. The curriculum in the 1980s was to contain individualization of instruction knowing that every student has different needs and learning styles. During the 1990s, the curriculum became a separate subject model. During this span of time, the curriculum ideas were vital for a student to obtain a better education (Thompson & Homestead, 2004). Since all stakeholders

should conduct a collaborative approach to educating people, maybe there is a need to combine the many decades of pedagogy and andragogy (see Figure 5).

	<b>Pedagogical</b>	<b>Andragogical</b>
The Learner	<ul style="list-style-type: none"> <li>• The learner is dependent upon the instructor for all learning</li> <li>• The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>• The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is self-directed</li> <li>• The learner is responsible for his/her own learning</li> <li>• Self-evaluation is characteristic of this approach</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>• The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>• The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>• The learner brings a greater volume and quality of experience</li> <li>• Adults are a rich resource for one another</li> <li>• Different experiences assure diversity in groups of adults</li> <li>• Experience becomes the source of self-identify</li> </ul>
Readiness to Learn	<ul style="list-style-type: none"> <li>• Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Any change is likely to trigger a readiness to learn</li> <li>• The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>• Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
Orientation to Learning	<ul style="list-style-type: none"> <li>• Learning is a process of acquiring prescribed subject matter</li> <li>• Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>• Learning must have relevance to real-life tasks</li> <li>• Learning is organized around life/work situations rather than subject matter units</li> </ul>
Motivation for Learning	<ul style="list-style-type: none"> <li>• Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</li> </ul>

Figure 5. Pedagogy Versus Andragogy.

### **Philosophical Mongrel: My Teaching Style**

It would be true to say that, I am a *philosophical mongrel* in the best sense. Mongrels are always healthier and more adaptable because of their even temperament than pedigrees. In my experience, I have found it beneficial and even necessary to adopt an eclectic approach to most



things, including my own teaching philosophy. An eclectic approach allows flexibility for future change, as well as provides the opportunity to borrow the best from different existing philosophies. It is inherently limiting to adopt a single teaching philosophy.

I examine and update periodically my teaching style based on new student populations as well as technology. In today's environment with its increasing diversity, having a flexible and eclectic personal philosophy is even more beneficial. The environment is constantly changing; this is not to say that certain core beliefs and values should be subject to change. How one applies his or her own teaching philosophy under different circumstances and in light of new information can be adapted to fit the circumstances without sacrificing one's most sacred values, which compose his or her own teaching philosophy.

I believe that freedom comes through a liberated mind. In the classroom, I allow and encourage my students to *go outside the box* in their critical and creative thinking. This approach allows for an environment in which the fullest potential of each student can be achieved. I also find a necessity of *empirically proven facts* on which to provide this basis for all educational curricula. Blending these two thoughts effectively in the classroom requires experience and awareness of the goals of the course, as well as an appreciation for the inherent abilities of the students.

I have found through my own experience that radicalism, with its dialogue and problem solving; and humanism, with its self-direction, teamwork and facilitation provide the best possible learning environment. Individuals can be self-directed when their real-life experiences are applied as vital resources, which I promote in my classes. "Students are most likely to be self-directive in their learning if they see the connection between the literature and their becoming skillful professionals. Students need to be encouraged to read to inform and improve

their practice” (Gitterman, 2004, p. 104). Learning becomes intrinsic and the professor, in turn, benefits and learns from his or her students; creating a learning environment for all participants.

I feel the emphasis of the educational content should be to instigate critical thinking and “build

	<b>Liberal</b>  (Classical, Trad.)	<b>Behaviorist</b>	<b>Progressive</b>	<b>Humanistic</b>	<b>Radical</b>
<b>Purpose</b>	To develop intellectual powers of the mind; to make a person literate in the broadest sense~ intellectually, morally, and spiritually.	To bring about behavior that will ensure survival of human species, societies, and individuals; to promote behavioral change.	To transmit culture and societal structure to promote social change; to give learner practical knowledge and problem-solving skills, to reform society	To develop people open to change and continued learning; to enhance personal growth and development; to facilitate self-actualization, to reform society.	To bring about fundamental, social, political, economic changes in society through education; to change culture and its structure.
<b>Learner</b>	"Renaissance person"; cultured, always a learner; seeks knowledge rather than just information; conceptual; theoretical understanding.	Learner takes an active role in learning, practicing new behavior, and receiving feedback; strong environmental influence.	Learner needs, interests, and experiences are key elements in learning; people have unlimited potential to be developed through education.	Learner is highly motivated and self-directed; assumes responsibility for learning and self-development.	Equality with teacher in learning process; personal autonomy; people create history and culture by combining reflection with action
<b>Teacher</b>	The "expert"; transmitter of knowledge; authoritative; clearly directs learning process.	Manager, controller; predicts and directs learning outcomes, designs learning environment that elicits desired behavior.	Organizer; guides learning through experiences that are educative; stimulates, instigates, evaluates learning process.	Facilitator; helper; partner; promotes, but does not direct learning, sets mood for learning, acts as a flexible resource for learners.	Provocateur; suggests but does not determine direction for learning; equality between teacher and learner

Figure 6. Philosophies of Adult Education.

on people’s experiences and needs,” as well as their life skills and basic skills. In this case, I would call myself a *progressive behaviorist* with a radical philosophy, a real mongrel. I take real

exception to the humanism approach where any curriculum is a vehicle for meeting needs (see Figure 6).

In conclusion, I have come to realize just how eclectic my own teaching philosophy is, and how much its eclectic nature helps me to adapt to my ever-changing environment: student demographics and needs, and technology. This philosophy is eclectic and provides me with a strong foundation because it facilitates change when it is necessary. I continue to make modifications based on a student's learning abilities and barriers so that every student has an equal chance to learn in my classroom regardless of the difficulties. The idea of equality also includes unbiased teacher assessment of each student. A professor cannot make the decision to help a certain classified group of students and neglect another.

Education should be related to a student's life and the end goal of education is to prepare the student for the world outside of the classroom. This is why I instigate thought (i.e., progressive style) in my lectures and dialogues to make all lessons relevant to the environment. I believe that students need to engage in realistic exploratory learning situations because they will encounter them outside of the classroom. I utilize my instructional time to focus on students' needs: student-centered environment. My classroom environment is very relaxed, giving every student the opportunity to reflect and discuss their views on each topic. I also emphasize student's creativity to empower them when they face the real world.

I encourage students to network with other students, and professionals, and utilize many resources such as books, computers, libraries, and field visits. This will help them gain the knowledge, skills, and abilities to be successful and compete in today's global market. Mentoring is another area that I will continue to do by publishing with my doctoral students. I have had this continued opportunity from my dissertation chair Dr. Valerie Bryan as we have

collaborated on articles and book chapters; this is a great gift to give to others. Dr. Bryan has shown me the importance of research and connecting with others to mentor, teach, learn, and publish. I consider her a mentor, colleague, and friend.

I have certain guidelines for myself that give me the commitment to be accountable for my students' needs. These guidelines are: (a) students are my primary concern, (b) I will treat all students with equity and equality, (c) I will be approachable and supportive of my students, and (d) the students will know how everything we do is relevant inside and outside of the classroom. In addition, although I do not allow a doctoral student to rewrite an assignment once they received my feedback, I would rather them take the time to move forward and apply my feedback to their next assignment as I look for improvement and that the student has reviewed and understood the feedback to move forward. Why waste time to go backwards on rewriting the past, when one can move forward and create a better future. I have an analogy regarding the difference between a windshield and a rearview mirror; the windshield is bigger and has a better view of where one is going, as the rearview mirror gives you a glimpse of one's past. Being a *philosophical mongrel* is not so bad after all.

### **A Clear Conscious of My Core Values**

The following writing is based upon my outlook of my core values as an Associate Professor at Nova Southeastern University for the 2015-2016 academic year; this was the same year I was the recipient for Professor of the Year award at the Abraham S. Fischler College of Education. My core values align with the core values of Nova Southeastern University. Every semester I promote *academic excellence* in every class (i.e., online, blended) and equally for each student to include my dissertation students. From 2014 to 2015, three of my dissertation students received the Dr. Charles L. Faires Dissertation Distinction Award for outstanding

contribution to research and education. As I constantly change my curriculum to stay current while giving relevance of the course of instruction, I will continue to develop *innovative* ways to help my students see the alignment from the courses and dissertations to the real world.

I have had many conversations with other faculty, students, my mentors, as well as my administrators regarding the importance of writing at a doctoral level. The reason for the dialogue was based on a collaborative approach to improve how we teach and facilitate learning for our students. This improvement is so the students can deliver a well-written dissertation and develop future thoughts on publishing articles and professional-type presentations. I feel that I am achieving my goals to promote academic writing and research at the doctoral level. This is a commitment and true service to my students, especially when requested on numerous occasions to facilitate writing at the summer institute/conference, faculty retreats, as well as dissertation workshops. Therefore, due to my clear conscious, I will continue to promote academic excellence in every course of instruction, dissertations, and publications with *integrity*: Treat every student equally and give them the same opportunities to improve in their research and writing. I believe in a *diverse* culture of learning, giving every student the *opportunity* to a doctoral level education. This will assist them in their future endeavors, both personally and professionally.

I consider myself extremely *student-centered*, as I am accessible seven days a week. I allow my students to call me at any time via my personal cellular phone and/or email me through the NSU email system and the course messages email system. I find this as a benefit to my students to have an open line of communication. I feel since we teach leadership, communication and collaboration are important characteristics of a true leader. I also conduct Blackboard online sessions a minimum of 3 to 4 times per class, per semester. These sessions

are scheduled weeks in advance of each assignment deadline; this gives students the ability to ask any questions so they are clear on the expectations of the course, dissertation, or a specific topic, and able to do well.

In the past year, I have helped all of my dissertation students with their research. I feel as the co-investigator, I should also help contribute to their **research**. I do not believe in being a silent partner in this important journey for my dissertation students. This past year, I submitted an article for publication, which was accepted in a journal on principal leadership. I co-authored this article with a dissertation student. I presently completed research on how parents cope with their children with autism. This was another joint research project with another dissertation student as our focus was using a phenomenological approach by interviewing parents lived experiences. I have also completed two book chapters with three different dissertation students and one professor titled *Stress and Its Relationship to Leadership and a Healthy Workplace Culture* and *The Aging and Technological Society: Learning Our Way Through the Decades*. My research continues with other projects, presentations, poster sessions, articles, and book chapters. Based on the core value of **research and scholarship**, I will plan to continue with several research projects with my doctoral students and colleagues/researchers from other institutions.

For the past four years, I have been on the School Advisory Committee for Orchard View Elementary. This school is a Title I school consisting of a very **diverse** culture. Based on the core value of **community**, I have attended every SAC meeting, attended literacy night, math night, and reading night at a local bookstore. I have also recruited other faculty to help me create a better learning environment at this elementary school. Dr. Teger was recruited to help me create a more welcome and learning environment for the school's media center. We helped

create a more current professional library so teachers can have new and *innovative* ways to improve in their classrooms and profession. I have also worked with the principal to help with professional development and presentations. I have also presented at the Florida Council of Independent Schools and judged a Scripps Regional Spelling Bee.

### **My Philosophy of Teaching Undergraduates 2006**

My philosophy of teaching in the undergraduate program was to allow the student to become involved in their education. A professor should not only teach a student theory, but also most importantly, help them learn by ways of critically thinking and integrating real-life situations. By doing this, I used several strategies to assist the student reach their goal, academically and professionally. I administered several surveys to help the student understand how they perceive themselves as a learner, have them write a reflection paper on their experiences and give advice for their future, and prepare a spotlight presentation by selecting and researching a specific topic.

When a student is unaware of their learning style or the characteristics they possess as a learner, they have frustrations of why they are unable to obtain information. After receiving explanations and completing learning-style surveys, the student could have a better understanding of themselves and know how to learn. Not only do they now have an understanding, but also as a professor, I can now share their frustrations, needs and wants, and expectations to help them grasp the material of each subject area as well as prepare academic papers and presentations. This is important, especially with diverse cultures in our community. After taking diversity train-the-trainer instruction and certification at the University of South Florida in 1993, teaching cultural diversity and teaching about different learning styles, I have acquired the knowledge, skill sets, abilities, and other characteristics needed to help the student,

community, and the institution of higher education.

The reflection paper is a student's assignment that is to be written prior to the end of the semester. The student is to write, in their own words, the reflection of their learning over the entire course. Since I allow my students to be open, creative, and take risks, they are very honest and forthright in their writings. I have found that this strategy gets into the students' minds of what works for them and what does not work for them. As part of the assignment, we discuss the reflections in an open forum so that all students can share their triumphs and frustrations. This becomes another tool to help teach excellence in our classes. I know this because the students actually write about their accomplishments, weaknesses, and what their future holds. I can then take all of this information and place it into my next course of instruction as well as stay in communication with past students; this keeps me on track for improvement and open to new ideas regarding any course or topic. This brings up another issue: I believe in continuing my own education in search for more information and experiences. I consider myself a lifelong learner, someone open to new ways and new philosophies to bring to the classroom.

The spotlight presentation is a strategy as well as an assignment to help students learn how to research and present a topic amongst their peers. Our students, whether in the educational field or any other field, have to at one point in their professional career give a speech, conduct a meeting, or just communicate and collaborate with other individuals. This spotlight presentation allows the student to research a topic that they have an interest in, and present it to the class. This allows the class to hear more than one perspective of a given topic and gives them real-life experience in the area of public speaking, especially if becoming a teacher.

Undergraduate students also need to take other types of assessments, such as true false,



multiple choice, and essays. I feel that for a student to have a better understanding of the coursework, they should be part of the process and understand how an assessment is crafted, especially when most of them will become future teachers. I allowed my undergraduate students to write their essay exam questions and other formatted quizzes. My theory is when a student studies for a typical multiple choice and/or true-false test, they either cram for the test, take guesses or in an ideal world, actually study for it. For the student who crams or guesses walk away from the course with absolutely no or little information to help them succeed professionally and personally. I have found through observations and interviews that students really enjoy having input into their educational experience, including assessment procedures. First, the students I taught in the undergraduate program were future teachers or teachers needing coursework for their recertification. The student by writing their essay questions will learn how to research the topic, outline the exam, and make final edits. Students obtain the information stored in long-term memory and can recall it when needed for their career. Students who cram for tests keep the information in short-term memory and after the assessment is completed, students have a difficult time recalling the information. My philosophies are very different and radical as I like to prepare people for real-world experiences. As a professor who taught *Education Measurements and Evaluation* and *Applied Learning Theory*, I found my techniques to work well.

### **My 2007-2008 Narrative Description of Changes**

In today's classroom of higher education, which is constantly changing, I rely on many philosophies of adult education; this approach allows me the flexibility for future change: technology, student diversity, goals, and plans. I encourage my students to be forward thinkers/futurists and game changers.

As a professor, I continue to make modifications based on my students' learning abilities and barriers so they have an equal chance to learn in our classroom regardless of their difficulties. The curriculum should be structured to facilitate learning relevant to a student's personal and professional life, as the end goal of education is to prepare the student for real-life applications outside of the classroom. I plan to create my curricula to give my students the tools as well as the directions so they can engage in realistic exploratory learning situations.

I design appropriate curriculum, instruction, and assessments to focus on students' needs: (a) listening to others with respect, (b) active participation and motivation, (c) valuing individual culture and diversity, (d) meeting and relating to the needs of others, and (e) instilling an internal value system. I also use *Bloom's Taxonomy* and focus on the higher-level thought of *application, analysis, synthesis, and evaluation*, rather than just knowledge and comprehension. I have found through my own experience that using dialogue and problem solving, teamwork, and facilitation provide the best possible learning environment.

### **My 2009-2010 Narrative Description**

My plan for this academic year was to continue to remain student-centered. My philosophy as a professor is to facilitate learning from many directions: faculty to student, student to student, and student to faculty. Since every student has an expertise in several areas, I use many techniques to involve them through instigation, stimulation, and evaluation of the learning process. The students not only feel part of their learning experience, but also learn more than one perspective of the lessons and topics. The students' comments in class as well as in their evaluations supported this viewpoint.

The winter term of 2010 was the fourth semester of the EDD 9100S leadership simulation course, which I have had the pleasure to facilitate along with the EDD 9100 leadership course.

This course, based upon the course design, has helped me increase my technological skills.

During the first term of the simulation course, faculty and students had found many technological barriers; however, through collaboration of the faculty and students, we were able to rectify the problems, learn from them, and redesign portions of the course and simulation structure. The simulation committee, which I was a part of, created a “quick-start” study guide for the students. Once we completed our thoughts, we selected many students who participated in the classes to add their input. As a result, future students had benefitted from this collaboration. This is another direction I plan to continue as I recognized the importance of all stakeholders being part of the *global* learning experience.

Although I have always brought information to the classroom to show the students the relevance of their learning, the simulation course has made me look deeper into real-life situations to show them the link between the theory portion of leadership and the simulation. The information I have obtained and presented in class, online and voice direct sessions, as well as phone conferences, has been a positive learning experience for students and me. The students’ comments have been positive, as they have stated after these sessions that they *now* understand the link between the two classes as well as how they can take this learning experience and place it in their personal and professional lives.

In conclusion, I will continue using technology, real-life situations, current events, students’ point-of-views, and research to make the students’ learning experience an environment where they feel they have learned and contributed to others, as well as promote this experience to future students.

### **My 2011 Narrative Description**

As a lifelong learner and facilitator of knowledge, I will continue to stay focused on my students' needs. When teaching either a face-to-face class or logging in to an online classroom, the professor should be accessible to their students as well as be flexible with schedules of today's adult learner. I promote student-faculty interaction and student-to-student collaboration as students, not only faculty, bring expertise and experience from their personal and professional lives to the classroom.

My belief in transferring knowledge is student-centered while also challenging them to be forward thinkers. I am also aware that the students are from different generations, learning styles, as well as communication styles. While trying to meet these various styles, I challenged them independently to create learning situations that would be best used by those students. At times, some students when highly challenged would sometimes feel the pressure of doctoral level studies to be overwhelming. Although the student may respond negatively to some pressures, it was my position to adjust the curriculum to promote a positive learning outcome.

My goals are to show more empathy as well as establish better communication so I recognize my students' feelings and reinforce their learning. While setting the mood for learning through instigation, stimulation, and relevance, I continued to link the curriculum through research and awareness of the literature. While teaching Advanced School Policy, Leadership and the Simulation, and Trends and Issues, I continued the mission of showing relevance to the theory and integrating the global picture.

### **My 2012 Narrative Description of Changes**

In the past year, I have developed more creative and effective methods to assist my students transfer their knowledge of our course subject area as well as develop their doctoral

level writing skills. These areas include content and research, paraphrasing and synthesizing their research, as well as APA and NSU style guide formats. I have re-designed all of my Blackboard pages to meet the needs of my students, making the course links more relevant and accessible; students spend less time searching for information from the lengthy syllabi and place more time to their studies. My expectations and due dates of all assignments are posted at the beginning of the semester so students can time manage themselves throughout the semester. Today's adult learners face many obstacles, which will keep them from furthering their studies, their dreams, and their goals; thus, the reason I have developed new course procedures.

I continued to chair several dissertation students as well as assist other faculty as a dissertation committee member. My knowledge, skills, and abilities have strengthened in the past year in this area as I continue to familiarize myself with research, scholarly literature, conferences, committees, and face-to-face meetings with research faculty and staff. As a result of my quest for more knowledge and understanding of the dissertation process, three dissertation students have graduated, two are in their final review stage, and five new students are in the concept paper phase.

Last year, I developed an academic writing session for the Summer Conference. Since this session was well received by faculty and students, I have been asked once again to design the technical writing session for the 2012 Summer Conference. I have also worked with the Title V grant staff in development of (a) several instructional videos for several educational and organizational courses, (b) my welcome video, and (c) academic and technical writing videos. I will continue to develop my commitment to our students and the university, as well as myself.

### **My 2013-2014 Prediction for Facilitating Knowledge**

As another year of three semesters approach, I will continue with my philosophy of being student-centered. This philosophy of mine has been the focal point my entire career . . . and prior to learning that Dr. Hanbury includes this in one of his core values. I continue to hold *virtual* office hours 7 days a week, including holidays, so students can feel free to call my cell phone as well as chat via online. There are many characteristics of a leader; one in particular is communication. I believe in answering emails and phone calls within the same day, this again is including weekends, nights, and holidays. Since our student populations are working professionals, they spend their study hours at night, weekends, and sometimes during holidays. This is why I make myself available during these periods. I condition my students that the environment is open for dialogue to discuss any concerns or issues they might have regarding their course work as well as my dissertation students.

I believe in a structured format regarding the due dates of all assignments and weekly discussion topics. The reason is to have equity in the course as well as one important aspect: So that I can remain consistent in my work ethic of returning assignments within the same due date week. I strongly believe in immediate, yet positive feedback so that the students can learn and produce future assignments and discussion topics at a higher level of achievement. I help my students with their content as well as their format (i.e., APA, NSU format, grammar, etcetera). I feel a doctoral paper not only needs to sound great (i.e., content), but look great (i.e., format). This will help students in all of their studies, especially their dissertation.

I constantly revisit my evaluations to make sure I can improve my skills as a professor and deliver a great lecture and transfer knowledge that is relevant for my students' needs. One other point that I pride myself is to keep all courses current and show the relevance of how it

aligns with today's local and global issues. I constantly send new topics to my students through the Blackboard announcement and daily mini-lecture link and course messages link. This keeps not only the student updated on new worldly events, but also myself included.

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Appendix A  
Facilitated Courses  
(Graduate and Undergraduate)

Dr. David B. Ross - Doctoral Courses Facilitated		
Course Code	Course Name	Course Description
EDD 8432	Advanced School Policy -- <i>Content Area Faculty</i>	This course is designed to provide present and future school leaders with a view of the global process of policy making. Emphasis will be placed on the process of creating, implementing, executing, and reviewing a proposal. Additionally, this course will explore the political and power based influences on policy development and/or revision. These concepts, which will be reflected in the assignments, allow students to acquire knowledge and skills for real world problem solving and critical examination of policy analysis. The transfer of learning will be delivered through case studies, field-base projects, interviews with key leaders, proposal development, and discussion topics. Students will leave the course with a clearer understanding of their role as educational leaders in real world situations.
EDD 8442	Ethics and Social Responsibility -- <i>Content Area Faculty</i>	Leaders are regularly called upon to make ethical judgments. This course will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework.
EDD 8490	Urban Schools	This course will analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students will study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education.
EDD 8510	Leading a Learning Organization -- <i>Content Area Faculty</i>	This course, which explores the organizational system and subsystems, provides students with the critical thinking skills needed to explain organizational issues. The role of the organizational culture consists of its structures, political processes, both governmental and nongovernmental, systems thinking, continuous learning, empowerment and teamwork, in addition to individual and cooperative efforts to resolve a myriad of problems that are important elements in the current system of worldwide governance. Emphasis is placed on conducting research of a learning organization, building a systems theory, creating an organizational handbook, role playing as a consultant, transformational leadership, vision, and reflection.
EDD 8753	Facility Operations Management	This course includes topics on physical plant planning, budgeting for capital outlay, accountability for capital resources, maintenance of physical plant, indoor air quality, and safety and crisis management. Effective and efficient facility management contributes to the educational environment in which instructional programs are delivered. Topics include developing facility plans, funding sources related to construction and the bond process, preventive school maintenance, environmental assessment and resource management. Students will obtain knowledge of the critical role of physical environment toward the support of instruction and effective administration within the largest single investment for a school district.
EDD 8754	Maintenance and Operation of Ancillary Services in School Systems	This course is designed to introduce the student to several support areas of education: technology, risk management, food service, transportation, security and human resources. The scope of responsibilities of these areas will be discussed along with the potential fiscal impact on the educational program. Funding sources, expenditures, and recent trends will be examined and discussed.
EDD 8760	Governance in Charter Schools -- <i>Content Area Faculty &amp; Created the Course</i>	This course is designed to provide educational leaders in charter schools an understanding with the knowledge and skills necessary to work effectively with a charter school board, local school board and other groups that are critical to the success of a school district as well as the legal framework of charter school education at the national, state, and local levels. A study of the impact of, and relationship between, constitutional law, statutory law, administrative law, and judicial law that influence the operation of quality charter schools will be a major focus of the course.

<b>EDD 8761</b>	Charter School Democracy: Parental Choice -- <i>Content Area Faculty &amp; Created the Course</i>	This course is designed to provide educational leaders in charter schools an understanding of the history of public and independent education in the United States as it pertains to parental choice. Charter schools grew out of the demand for better choices for families regardless of income. Quality charter schools have become the leadership trend for school choice proponents and opponents. Charter schools have now become a permanent part of the educational change movement to replace failing schools.
<b>EDD 9100</b>	Leadership Seminar -- <i>Content Area Faculty</i>	This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural,
<b>EDD 9100S</b>	Leadership Simulation -- <i>Content Area Faculty</i>	The purpose of this simulation-based leadership course is to transfer the skill sets necessary to collaborate with team members when faced with decision analysis. This simulated-city illustrates how any organizational structure, known as a system, operates with four sub-systems. Numerous times throughout the semester, participants will independently as well as cooperatively, determine the rationale for their decisions; report on the process of overcoming obstacles and differences; strategically plan responsibilities, agendas, and meetings; and periodically submit written reports to their constituents. This course reinforces real-world application as well as builds a formal dialogue between student-and-student and student-and-faculty.
<b>EDD 9200</b>	Trends and Issues	This course focuses on the study of significant, current trends and issues that impact society and the individual on both a national and global level. Emphasis is placed on critical review of trends and issues affecting (a) social process: culture socialization and change; (b) institutions: political, economic, educational and religious; and (c) social structures: social stratification, ethnic, race, and gender relations. Students will examine a variety of issues through reading, research, case study analysis, and problem-based learning. All course activities provide opportunities to learn, to develop informed opinions and formulate logical, coherent arguments.
<b>ARC 9300</b>	Research Evaluation and Development	This course focuses on research design, implementation, and analysis and their place in leading educational change. The course requires a one-week, face-to-face component at the annual Summer Conference with national and international research leaders and members of the student's dissertation committee. The course also includes both pre- and post-conference activities and assessment. Prerequisite: EDD 9200
<b>EDLR 8410</b>	Leading an Educational Organization: Theory, Practice, and Reflection -- <i>Content Area Faculty</i>	This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups by integrating theory, practice, and reflection. This includes shaping educational culture and values, facilitating the development of shared strategic vision, formulating goals and planning change efforts with staff, and setting priorities in the context of community and district priorities for all student and staff needs. It links theory to practice in the exploration of topics such as models of educational leadership, organizational behavior, institutional change, resource allocation, conflict management, problem solving, decision making, and ethical considerations.
<b>EDLR 8420</b>	Policy, Power, and Politics in Educational Leadership-- <i>Content Area Faculty</i>	This course is designed to provide current and future school leaders with a view of the global process of policy making, while balancing the appropriate use of power with the political culture. Emphasis will be placed on the process of reviewing, constructing, implementing, and executing policy proposals and recommendations. Additionally, this course will explore the relevance and proactive approaches of political and power-based influences in regard to policy development and/or revision. While applying and sharing these concepts, school leaders will increase their knowledge base with the critical examination of policy analysis. Students will leave the course with a clearer understanding of their role as educational leaders and policy makers to their everyday experiences.
<b>ORGL 8780</b>	Emerging Theories of Organizational Leadership -- <i>Content Area Faculty</i>	Leadership theories and practice serve to focus on the designed to prompt self-awareness. The goal is to focus on what is effective leadership and what it means to be a good leader. The emphasis is on the practice of leadership. The course includes an examination of the nature of leadership, recognition of leadership traits, development of leadership skills, the creation of a vision, displaying excellent organizational goals, setting the authoritative tone, communication with group members, overcoming obstacles, and the recognition of values and ethics in leadership.

<b>Dr. David B. Ross - Undergraduate Courses Facilitated</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Course Description</b>
<b>DEP 2102</b>	Child Growth and Development	Stressing the emerging self of the child, this course explores the physical, cognitive and psychosocial nature of children within a developmental perspective. This course encompasses major theories and research relevant to diverse populations of children and families. Observation of children from pre-school level through adolescence provides for application of
<b>EDF 2005</b>	Foundations to Education	This course is an introduction to the nature of teaching in public schools in the United States. Topics included are: planning and preparation for teaching; roles and responsibilities of teachers; relationships between schools and society; organization, financing and control of public schools; historical perspectives; and the aims and objectives of education as a social institution. Fifteen hours of observation, to be arranged with your instructor, are required
<b>EDF 3210</b>	Applied Learning Theories	Factors influencing the general and special learner and the learning process. Implications of learning processes for curriculum, instruction and classroom management. Recent research as reflected in the knowledge base and applied to the classroom.
<b>EDF 3430</b>	Education Measurements and Evaluation	Developing instructional objectives and classroom assessment techniques. Interpretation of standardized tests. Evaluating Student progress using measurement results.
<b>EGD 2701</b>	Teaching Diverse Populations	This course is designed to introduce prospective educators to: (a) the value of diversity in American society; (b) various concepts and meanings of diversity; (c) manifestations of diversity in the U.S.; and (d) the role of education in developing, extending and utilizing diversity. Future teachers will become more sensitive to the needs of their diverse student populations and can move toward determining ways in which they could adapt or modify their teaching to a population with diverse abilities, learning characteristics and motivational styles. Fifteen hours of observation arranged with your instructor are required for this course.
<b>EDP 2002</b>	Educational Psychology	This course examines the psychological basis of educational theory and practice. Topics of study include developmental theories, psychological perspectives of the teaching-learning process, instructional design and program evaluation.
<b>EME 2040</b>	Education Technology	This course will provide introduction to the various educational technologies available to prospective classroom teachers for use in the development and delivery of improved instruction. The technologies and accompanying materials will be demonstrated and used in a wide variety of subjects and

Course Code	Course Name	Course Description
<b>EPI 0004</b>	Teaching and Learning Process	This course provides the participant with a foundation in various learning theories as applied in the instructional process. Topics include: stages of development, learning theories, motivation and persistence, intelligence, exceptionalities, standardized testing, critical thinking, multiple intelligences, and second language acquisition.
<b>EPI 0030</b>	Diversity in the Classroom	This course provides the participant with an understanding of the variety of backgrounds and cultures that may be found in a typical classroom. Topics include: social class, religions, language, gender differences, culture and ethnicity, physical differences, prejudice and multicultural teaching.
<b>SLS 1501</b>	Strategies for College Success	This course assists students in developing and improving note-taking, test-taking and study skills. Time management and test-taking techniques are discussed. College resources, listening skills and effective communication are emphasized. Students assess and examine their individual learning styles and adjust their study habits.
<b>EDUC 3520</b>	Principles and Practices of Instruction and Assessment	This course explores the three pedagogical models of presentation, concept teaching, and direct instruction. Teacher candidates are asked to apply their knowledge of the pedagogical models to the phases of instructional development: planning, instruction, and assessment. This course is ESOL infused and requires 10 hours of field experiences. Prerequisite(s): EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360 and passing scores on the General Knowledge Test. Pre-Requisites: EDUC 3330, EDUC 3350, EDUC 3360, ESOL 3340 Credits: 3
<b>EDUC 4320</b>	Classroom Management	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom: This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addressed the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is ESED 4320 Dec 14 - 3 - required. This course is ESOL infused. Prerequisites: ESOL 3340; ESED 3535; ESED 3570; EDUC 3360; EDUC 3350; EDUC 3330



Appendix B  
Graduate Courses Completed

Dr. David B. Ross Graduate courses taken for Doctorate Degree in Educational Leadership (College of Educational Leadership) and Master of Justice Policy Management (College of Urban and Planning) at Florida Atlantic University, University of Alabama, and Nova Southeastern University		
Course Code	Course Name	Course Description
CURRICULUM		
ADE 5185	Adult Community Education	An overview of adult and community education: Learner-centered approach of needs assessment methodology, environment conducive to teaching and learning, history, philosophical-based scope, processes, and trends. Special emphasis is placed on the role of lifelong learning in a rapidly changing society.
ADE 6184	Program and Curriculum Development for Adults	Philosophy, principles, and practices in designing, implementing, and evaluating programs and curricula for adults in a wide variety of settings.
ADE 6930	Adult Education Seminar	Selected topics in adult education. Students may select any one or a combination of topics for a maximum of 5 credits.
EDF 6229	Educational Psychology	Application of psychological principles and related research in curriculum to assist teachers in promoting academic achievement and fostering progress toward educational goals.
EDG 5931	Elementary, Middle and Secondary Curriculum	This course focuses on historical, theoretical, and practical perspectives of curriculum and instruction at the national, state, and local levels. This course is designed for graduate students preparing to assume professional responsibilities as administrators and curriculum developers in institutions associated with K-12 education.
EDG 6285	Program Evaluation in Curriculum Instruction	This course is designed to enable students in Curriculum and Instruction to survey program evaluation strategies used in C and I content areas. An emphasis is placed on analyzing and interpreting evaluation literature in subject specific areas. In addition, students will examine national and state trends in program evaluation.
LEADERSHIP, MANAGEMENT, POLICY, and BUDGET & FINANCE		
ADE 6265	Organization and Administration of Adult and Community Education	A comprehensive overview of the principles and processes essential for effective management of adult or community education programs. Addresses the state competencies for adult education administrators.
ADE 6381	Leadership I: Adult Learning and Assessment	This foundational course focuses on the continuous learning that is essential for all individuals in an effective, dynamic educational unit or organization. It emphasizes analysis of oneself and of organizations and groups as learners and provides an opportunity to explore concepts, processes, and barriers in adult learning.

Course Code	Course Name	Course Description
<b>LEADERSHIP, MANAGEMENT, POLICY, and BUDGET &amp; FINANCE</b>		
<b>EDS 6100</b>	Leadership II: Theories and Assessments	The study of leadership theories, characteristics, behaviors, and use of instruments that will provide indicators of leadership style with emphasis on the development of skills and abilities essential for effective leadership for different group situations, and applying knowledge and skills in context of a workplace environment.
<b>EDA 5931</b>	Leadership Assessment and Development	The study and use of leadership assessment procedures and programmed simulation to provide indicators of the individual leadership style and effectiveness.
<b>EDA 6244</b>	Higher Education Business and Finance	An introduction to concepts and practices of administering business and financial operation in colleges and universities.
<b>EDA 7905</b>	Independent Study: Educational Leadership	Research on Leadership in Educational Institutions: Administration, Leadership, Human Resources, & Budget and Finance.
<b>EDF 5935</b>	Diffusion of Innovation	An introduction to research on the diffusion of innovations. Topics include: (1) Attributes of innovations, (2) The adoption-decision process; (3) Adopter categories; and (4) The role of the change agent. Students also consider how diffusion research informs practice, particularly the diffusion of innovations advanced by performance and instructional technologists.
<b>EDG 6940</b>	Internship: Budget and Finance	Worked in The Comptroller's Office at Florida Atlantic University regarding Budgeting and Finance.
<b>EDH 6065</b>	History and Philosophy of Higher Education	A study of the evolution of western higher education and its philosophical basis. Primary emphasis is on the American college and university movements.
<b>EME 6426</b>	Administrative Applications Educational Technology	A survey of the fundamental application of technology to educational administration, including basic knowledge of hardware and software for word processing, database management, telecommunications and electronic spreadsheets.
<b>PAD 6036</b>	Public Administration and Public Policy	A critical examination of the role of public administrators in setting the public agenda, formation of action strategies, execution of preferred action strategy, and evaluation of the impacts of the preferred strategy. MPA core course
<b>PAD 6053</b>	Introduction to Public Administration	An analysis of the contemporary political, economic, and social institutions and processes in which the profession of public administration is practiced. MPA core course.
<b>PAD 6106</b>	Organization and Administrative Behavior	Analysis of the formal, informal, and societal characteristics of complex human organizations. Use is made of standard theories of organizations as well as of their more contemporary variations. MPA core course.
<b>PAD 6227</b>	Seminar in Public Budgeting Techniques	Study of public budgeting focusing on budgetary process and techniques such as performance budgeting, planned program budgeting, zero-based budgeting, and management by objectives. Major emphasis is on policy development and decision-making as it relates to budget decisions. MPA core course.

Course Code	Course Name	Course Description
<b>LEADERSHIP, MANAGEMENT, POLICY, and BUDGET &amp; FINANCE</b>		
<b>PAD 6417</b>	Seminar in Public Personnel Administration	Review of development of public personnel policies and programs with emphasis on changes resulting from new approaches and employee organization. Studies personnel responsibilities of all public managers and employees. MPA core course.
<b>PAD 6907</b>	Administrative Law and Procedures	A survey and analysis of the law concerning the rule-making and adjudicatory powers and procedures of administrative agencies and the effect such rules have on the delivery of services by federal, state, and local government. MPA core course.
<b>PAD 6931</b>	Dispute Resolution: Study relating to special issues in Public Administration	Examines the application of nontraditional conflict management theories and dispute resolution techniques to the justice system. Within the framework of restorative justice, the nature, substance, applicability, and effectiveness of such strategies are reviewed and assessed.
<b>PAD 6931</b>	Police Policy and Management: Study relating to special issues in Public Administration	Analysis of policy, theory, and research pertinent to the management of public administration and justice system. Focuses on policy issues and responses to development leadership in public agencies.
<b>PAD 6931</b>	Juvenile Justice Policy and Management Study relating to special issues in Public Administration	Analysis of policy, theory, and research pertinent to the management of juvenile justice systems and youth service agencies. Focuses on policy issues and responses to at-risk youth, spanning prevention, diversion, and intervention within a multilayered, intergovernmental context.
<b>CCJ 6456</b>	Proseminar Justice Policy Management	Advanced overview of courts, corrections, police, and juvenile justice policy and management issues. Examination of interagency relationships among these subsystems as well as planning and coordinating issues.
<b>RESEARCH and METHODOLOGY</b>		
<b>EDA 6415</b>	Introduction to Qualitative Inquiry	Introduction to qualitative research design, data collection techniques, fieldwork relations, and data analysis.
<b>EDF 6481</b>	Educational Research	Provides the student with the skills necessary to locate, interpret, and analyze educational research. Emphasis is placed on the concepts involved in the critical consumption of educational research.
<b>EDF 7482</b>	Advanced Educational Research	An in-depth analysis of descriptive and experimental research designs that are appropriate for specific educational problems. An original research report will be produced by the student.
<b>STA 7114</b>	Advanced Educational Statistics	Advanced univariate and multivariate statistical techniques used in educational research are covered. Students are expected to gain knowledge and experience in the use of packaged statistical software in data analysis.

Course Code	Course Name	Course Description
<b>RESEARCH and METHODOLOGY</b>		
<b>PAD 6701</b>	Statistical Applications for Public Administration	A study of the statistical methods, techniques, and procedures used in the analysis of public sector data, with emphasis on computer analysis. MPA core course.
<b>ARC 8915</b>	Survey Research	The survey research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research.
<b>ARC 8920</b>	Mixed Methods	Mixed methods is a course in research design that will introduce the concepts and methods of mixed methods approaches (i.e., incorporating both quantitative and qualitative methods) to research. The course is designed to provide students with the foundation and conceptual understanding of utilizing mixed methods in doctoral-level research.