

DOCTORATE IN EDUCATIONAL LEADERSHIP

Program Overview

Educational leaders face unprecedented challenges today. Reduced funding, new regulatory demands, a widening achievement gap, and an increasing diversity in learners are but a few of the problems they must address. At the same times, the potential for education to change the lives of students, their families, and their communities has never been greater. Saint Mary's College Kalmanovitz School of Education's Doctorate in Educational Leadership offers a dynamic curriculum designed to develop leaders who can tackle today's challenges with creativity, courage, and competence. Additionally graduates emerge from the program committed to advocacy and action, attentive to issues of social injustice, and dedicated to advancing leadership in underserved communities.

The Ed.D. Program consists of 51 units of coursework and 9 units of dissertation research. Coursework can be completed in three years, which is then followed by a significant applied research project aimed at transforming educational practice. Classes are offered on alternate weekends throughout the year. The program is organized in a cohort structure that offers group support for progress toward program completion.

Doctorate in Educational Leadership Principles

Saint Mary's College Doctorate in Educational Leadership emphasizes qualities of professional practice that are designed to meet the challenges of the 21st century. In this spirit, the Program defines an educational leader as one who can articulate a shared vision for education; who motivates others to collaborate in the service of that vision; and who draws upon his or her learning, experience and critical thinking skills to translate the vision into reality. Accordingly, the Program seeks to develop educational leaders

- Who are conscious of the value conflicts in our society and schools, who examine issues in terms of the ethical complexities involved, and who act with integrity;
- Who embrace social justice and seek to develop policies, programs and practices that incorporate and extend it;
- Who embrace change as the proper response to ineffective systems and communities;
- Who respond to our rapidly changing social and natural environment by guiding program and institutional development to ensure that all learners are prepared to flourish in the world that is emerging;
- Who have a well-developed knowledge base in the areas emphasized by the Doctoral Program and in the area of their individual scholarship, and who understand how to extend their knowledge and apply it to interpret and resolve educational problems;
- Who understand educational research and are skilled in using it to illuminate and address educational problems;

- Who possess habits of critical thinking, understand and respect different ways of knowing and are committed to life-long learning;
- Who have the political and administrative competencies to critique and develop policy and to design and manage educational institutions to carry out such policies;
- Who have the skills to engage in difficult conversations, resolve conflicts, and accept different perspectives with respect and appreciation;
- Who have explored major ideas that have influenced education throughout history, can engage in dialogue about them, and can use these ideas to illuminate current issues of educational policy and practice.

Intended Student Learning Outcomes

By the completion of the Ed.D., it is our intention that each student will be able to:

1. Discern the influence of values (including his or her own) on individual, group, and organizational practice and develop strategies for creating alignment in the service of the institutional mission.
2. Identify the consequences of economic, social and environmental injustice and how such injustice is rooted in values, institutional structures and social practices.
3. Have a deepened personal commitment and a greater professional capacity to address, through their leadership practice, both the damages created by injustice and the causes of injustice.
4. Perceive the complex dynamics within social systems and identify the mindsets, structures, and patterns that produce functional and dysfunctional decisions and actions.
5. Discern the influence of emerging technologies on ways of thinking and leading and organizing and leading systems.
6. Diagnose problems within complex institutional settings and propose interventions based on careful analysis and interpretation.
7. Mobilize individuals and groups from diverse backgrounds in the service of designing and implementing sustainable systems change.
8. Foster learning communities that enhance the capacity for action of the participating individuals and the community itself.
9. Based on a critically-reflective understanding of the value and limits of different approaches, utilize educational research in professional practice and decision making.
10. Gather and use assessment data effectively for institutional decision-making.
11. Use applicable quantitative and qualitative research methods in order to plan and conduct research to help create educational change.

12. Become an active member of the scientific research community as a consumer and producer of research.
13. Demonstrate an ability to reflect on and challenge their assumptions, evaluate their own value system, and explore multiple perspectives.
14. Display the ability to integrate theory with practice and support conclusions with convincing and extensive evidence, using skillfully crafted and error-free writing.
15. Identify his/her strengths and areas for further growth as an educational leader and plan a program for ongoing leadership development for themselves and members within their organizations.
16. Analyze and influence policy development in the political system, involve affected stakeholders in developing policy that translates values and strategies into action, and effectively implement policies within their organization settings.
17. Utilize the core skills intrinsic to effective leadership -- interpersonal communication, public speaking, conflict resolution, team building, etc. in ways that foster an organization's achievement of goals.
18. Communicate clearly and persuasively with both internal and external constituencies including adapting messages to reach diverse populations.
19. Cultivate a global and multicultural perspective and practice of egalitarian pluralism within an organization, which allows participants to engage other cultures creatively, while staying centered in their own.
20. Explore educational theory and practice in its historical settings and examine how it has influenced current approaches to leading, teaching, learning, and schooling.

Degree Requirements

- Sixty (60) units of Ed.D. course work
- Synthesis experience required for advance to candidacy
- A minimum of nine (9) units of dissertation research
- Oral defense of the dissertation

Program Curriculum

Required Courses

- EDAD 603- Elective Seminar (3)
- EDAD 604 - Leadership Perspectives on Public Policy (3)
- EDAD 605 - Qualitative Research and Design (3)
- EDAD 608 - Research Design (3)
- EDAD 610 - Values and Ethics (3)
- EDAD 611 - Organizational Theory and Systems (3)
- EDAD 615 - Learning and Leading (3)
- EDAD 616 - Elective Seminar (3)

EDAD 617 - Introduction to Research (3)
EDAD 618 - Leadership: Theory to Practice (3)
EDAD 619 - Organizational Change and Innovation (3)
EDAD 627 - Dissertation Proposal (3)
EDAD 632 - Leadership for Equity (3)
EDAD 640 - Data Analysis Lab (3)
EDAD 641 - Data Driven Decision Making (3)
EDAD 642 - Research in Action 1 (3)
EDAD 643 - Research in Action 2 (3)

Dissertation Research

EDAD 629 - Dissertation Research and Writing (9)
EDAD 630 - Dissertation (1)

EDAD Courses

EDAD 603 Elective Seminar (3)

EDAD 604 Leadership Perspectives on Public Policy (3)

This course presents the policy-making/governance process of American education. Sources of educational policy are identified and the roles of social and political groups in creating policy are investigated. Candidates will learn to write a policy analysis and they will also learn about the roles of school board members, legislators, lobbyists, union leaders and pressure groups in creating and changing policy.

EDAD 605 Qualitative Research and Design (3)

This course provides an overview of Qualitative Research Methods and experience with the steps involved in completing a full research cycle. The course is the first of a three course sequence with EDAD 609 and 612. In this course, learners become reacquainted with the epistemological assumptions underlying a wide range of Qualitative Methods. Learners practice grounding a research question in relevant literature, choosing a method to match the question, collecting and analyzing sample data, and interpreting data in light of the relevant literature.

EDAD 608 Research Design (3)

This course will help students become skilled and critical consumers of educational research and will encourage educational and clinical professions to base their work on inquiry and reflection, or to become practitioner-researchers. Additionally it will provide students with the tools to conduct original research in pursuit of their doctoral dissertation and beyond.

EDAD 610 Values and Ethics (3)

This course is designed to explore the ways in which ethics and value considerations influence 21st century educational institutions and the careers of those that lead and work within them. This course will review theories of ethics and values and their application in educational leadership in order to assist students in evaluating the ethical dimensions of the issues coming before them.

EDAD 611 Organizational Theory and Systems (3)

This course provides an overview of organizational theory with a special focus on examining organizations as systems. Using organizational theory, students will develop expertise in conducting organizational diagnoses and in identifying theory-based solutions to organizational challenges.

EDAD 615 Learning and Leading (3)

Educational leadership means creating the kind of learning environments that can lead to change and growth of individuals and organizations. Building on themes introduced in previous courses, this course will explore theories and practices that foster the knowledge and dispositions to create such environments. This is not a course in Curriculum and Instruction. Rather, it examines current challenges to learning and explores how educational leaders can work more effectively in a variety of settings.

EDAD 616 Elective Seminar (3)**EDAD 617 Introduction to Research (3)**

This course has three primary goals: 1) Help students become skilled and critical consumers of educational research; 2) Encourage educational and clinical professionals to base their work on inquiry and reflection, or to become practitioner-researchers; and, 3) Provide preliminary tools to prepare students to conduct original research in pursuit of their doctoral dissertations and beyond.

EDAD 618 Leadership: Theory to Practice (3)

This course examines leadership theory and its application to practice in organizations and institutions, including schools. Topics such as leadership style, effective leadership, leadership and change, leadership and community building, entrepreneurial leadership and ethical leadership may be discussed.

EDAD 619 Organizational Change and Innovation (3)

Building on the lessons learning in Organizational Theory and Systems, students will explore ways to successfully implement change to address the problems and challenges facing our educational institutions. Emphasis will be placed on examining successful innovations in education with an eye toward identifying innovations that could be replicated in the students' own organizational settings.

EDAD 627 Dissertation Proposal (3)

This course builds on assignments completed in previous research-based courses within the curriculum. Using the Ed.D. Proposal Template, doctoral candidates will draft chapters one (Introduction), two (Literature Review), and three (Methods) of their dissertation proposal. Students will also become familiar with the Dissertation Proposal Hearing requirements, process, and timeline. During the course, Individual Chairs will consult on their mentees' progress, using electronic communication to facilitate group discussion and learning.

EDAD 632 Leadership for Equity (3)

This course is designed to create and enhance students' understanding of the influence and

impact of race, gender, ethnicity, social class, sexual orientation, religion, age, and disability on their school settings and their leadership style. It will also support students' understanding of and engagement with issues of equity and social justice within the educational system in America.

Additionally, after reviewing, critically assessing, and synthesizing the theoretical framework and pertinent literature, students will articulate their own visions of education for equity.

EDAD 640 Data Analysis Lab (3)

Using data from real-world action projects, this course explores the principles and methods of descriptive and inferential statistics. The course provides an overview of the use and application of analytical tools used in quantitative research. The course will also include instruction regarding quantitative survey construction. Opportunities for hand-on experience in the use of computer software data analysis will be offered. Emphasis is placed on application of statistics use rather than theory.

EDAD 641 Data Driven Decision Making (3)

This course is an applied quantitative research course which builds on the research knowledge and analytical tools learned in EDAD 640 and EDAD 608, both of which are prerequisites for this course. Using a statistical computer program (SPSS) students will conduct quantitative data analyses of educational data shared in class as well as their own data from their workplace. Emphasis is placed on understanding the various models of educational assessment and using data to make decisions in the workplace.

EDAD 642 and EDAD 643 Research in Action 1 and 2 (6)

The courses are taught as an integrated process to provide direct experience with forms of research that can be integrated into the practice of leadership. To the extent possible, faculty will design the two courses based on the research topics identified in the assessment of interests in EDAD 605. Faculty will coach teams of learners by helping them undertake a mini-literature review, explore alternative epistemologies, frame a research question, choose an appropriate method, then complete and document a complete research cycle – from data collection to reporting results.

EDAD 629 Dissertation Research and Writing (9)

Students will be guided by their dissertation chair through the dissertation proposal defense and defense.

EDAD 630 +- Dissertation (1)

Until the dissertation is complete, students must register for one unit of EDAD 630 each term, in order to receive continued guidance from the dissertation chair and committee.