

Doctorate in Educational Leadership

DOCTOR OF EDUCATION (Ed. D.) IN EDUCATIONAL LEADERSHIP

In collaboration with the State of Delaware, the purpose of Delaware State University's Doctor of Education (Ed. D.) in Educational Leadership program is to prepare educational leaders for prominent leadership and service positions in School Districts and Higher Education sectors. Through a rigorous educational formation and directed field experience, students emerge as viable candidates for leadership positions throughout the country. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, partnership, collegiality, and personal development. You will be prepared to make data driven decisions to serve authentically, and lead with integrity. To serve the professional needs of the applicants and to meet the growing demands of the job market, our doctoral program offers two concentrations to the students to choose from:

- (i) Doctor of Education (Ed. D.) in Educational Leadership in K-12, and
- (ii) Doctor of Education (Ed. D.) in Educational Leadership in Higher Education.

The Doctor of Education (Ed. D.) in Educational Leadership is a 51 credit hour, three year program, including a 6 credit hour Applied Educational Internship.

Courses are conducted in an accelerated weekend format. Courses span six weeks. Class sections are normally held the first, third and sixth weekends of a six week session. Normally a two week break is provided between courses, so that students can prepare for the next course. Sessions are held Friday nights from 5:00-9:00pm; Saturdays from 9:00 a.m. to 4:00 p.m. and Sundays from 10:00 a.m. to 3:00 p.m.

This program prepares leaders who will be equipped with a repertoire of knowledge, skills, and dispositions to meet the challenges of educational leadership and will emerge as:

- Experts in Educational Leadership who can connect and apply educational research to policy and practice to serve the institution and the community.
- Critical Thinkers who strive to become successful, effective, efficient and socially responsive administrators.
- Change agents and reflective practitioners who stimulate interest in using national databases to address educational issues.
- Professionals who can effectively utilize education software tools for data collection & data analysis, and adopt other information technology to broaden their vision of learning.
- Self-aware and ethical professionals who demonstrate ethical and professional competence in their chosen disciplines.
- Professionals who value diversity and demonstrate a deep commitment to diversity issues and are role models for the community.
- Informed Leaders who demonstrate the understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development.

Specifically, the concentration in K - 12 will:

- Help students articulate a vision for public schools at the district level as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students.

Specifically, the concentration in Higher Education will:

- Provide students with grounding in the conceptual underpinnings of the practice of Higher Education. It will prepare them

with a broad appreciation and understanding of educational systems in social, historical, and normative perspectives as related to theory and research on educational leadership in higher education.

PROGRAM GOALS

- Provide a high quality educational program that prepares candidates for successful careers as administrative leaders
- Provide a program of study that promotes effective organizational and individual performance
- Maintain a professional environment that promotes an understanding of and appreciation for diversity
- Provide a rigorous multidisciplinary advanced program of study for working professionals that fosters continuous refinement of leadership knowledge and skills.

STUDENT LEARNING OUTCOMES

Education department at Delaware State University has established the following Learning Outcomes for its doctoral program:

Learning Outcomes for Ed. D. in K-12 concentration:

- **Vision**

- Students will be able to facilitate the development, articulation, implementation, and stewardship of a district-wide vision of learning supported by the school community.

- **Culture**

- Students will be able to promote a positive district culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff.

- **Management**

- Students will be able to manage district organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- **Collaboration**

- Students will be able to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.

- **Ethics/Integrity**

- Students will be able to act with integrity, fairly, and in an ethical manner.

- **Context/Influence**

- Students will be able to influence the larger political, social, economic, legal, and cultural context.

- **Research and Real-Work Applications**

- Students will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real settings.

Learning Outcomes for Ed. D. in Higher Education concentration:

- **Knowledge acquisition, integration, construction, and application**

- Students will be able to understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

- **Cognitive complexity**

- Students will be able to demonstrate critical thinking, reflective thinking, effective reasoning, and creativity.

- **Intrapersonal development**

- Students will be able to develop realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.

- **Interpersonal competence**

- Students will be able to develop meaningful relationships, interdependence, collaboration, and effective leadership.

- **Humanitarianism and civic engagement**

- Students will be able to develop an understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility.

- **Practical competence**

- Students will be able to pursuing goals, communicating effectively, develop technical competence, manage personal affairs, manage career development, demonstrate professionalism, maintain health and wellness, and live a purposeful and satisfying life.

ADMISSION DEADLINES

Application Deadlines:

- Fall (August) enrollment - June 30

International Admission Deadlines:

- Fall (August) enrollment – May 1

All applicants are required to submit evidence of the following for the consideration of unconditional admission:

- An earned master's degree with a minimum cumulative grade point average of 3.00.
- Complete an on-line application for admission.
- Application fee of \$50.00 made payable to Delaware State University
- Submit official transcript(s) of all academic work completed.
- Submit Graduate Record Exam (GRE) scores. However, if the applicants have taken the Miller Analogies Test (MAT), those scores will also be accepted. Testing must be within 5 years of application. Scores must be submitted prior to being interviewed or admitted into respective program. The acceptable cut-off scores for GRE: 50 percentile (+ - 1); for MAT: 400.
- Submit a resume.
- Submit three (3) letters of recommendation via the online application process (two academic/ professional recommendations and one character recommendation).
- An "essay" is required. Essay needs to be content specific, focused on the philosophy of education and on the candidate's intent to join the program. Specifications: 2-5 pages; double spaced, APA format, grammatical error free.
- Copies of any earned teaching and/or administrative certificates (optional)

- Sample of scholarly work: It is optional for an applicant who has conducted some research or has some research publications that he or she wants to highlight. Director of Education Graduate Programs and the Education Department Graduate Admission Committee will review students' application materials and make recommendation for acceptance into the program to the Dean, School of Graduate Studies and Research who will extend an offer of admission to the applicant.

Requirements for International Applicants

Please review application procedures at the following link: <http://www.desu.edu/graduate-studies/prospective-students> [1]

In addition to the requirements noted above, international applicants must submit WES or ECE evaluation of all academic work completed as well and results from the TOEFL examination if the earned baccalaureate degree is from a non-English speaking country. The IELTS may be accepted.

All international students must also meet visa requirements before the Office of International Student Services will issue a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) (<http://www.desu.edu/international-programs/office-international-affairs-0> [2]).

DEGREE REQUIREMENTS

Qualifying Examination

The students are required to take a Qualifying Examination. Schedule of this Exam is included in the three-year cohort plan of study provided to the students at the time of New Student Orientation.

Capstone

Ed. D. program offers three capstone options for the final capstone experience i.e. the Case Study Analysis, the Project Study, and the Dissertation. Doctoral candidates must complete, and orally present and defend a doctoral research capstone as one of their course requirements. Candidates are also responsible for submitting a professional portfolio reflecting their experiences and skills related to District level ELCC/NELP standards. This is to be accomplished after successfully defending the capstone. The Director, Education Graduate Programs along with the candidate's advisor will make the arrangements for submitting the portfolio.

COURSE DESCRIPTIONS FOR Ed. D. IN K-12 CONCENTRATION

EDUC-800. THE SUPERINTENDENT AS CEO- EFFECTIVE MANAGEMENT AND EXECUTIVE SKILLS: This course gives an overview and provides the foundation for developing and cultivating the leadership skills and values that superintendents will find helpful to move from a theoretical base to becoming an effective practicing CEO. This course addresses district vision, school culture, politics and governance, internal and external communication, organizing for high performance, curriculum design and delivery, and human resource management for student learning. CAEP (ELCC/NELP Standards) and AASA professional standards for the superintendency are used to define the role of a superintendent as CEO. 3 credits.

EDUC-801. CONTEMPORARY ISSUES IN AMERICAN EDUCATION: This course assists advanced students to further analyze current trends, problems and theories based upon an examination of recently surfacing educational events and/or topics from a historical perspective. Discussions focus on a critical exploration of topics related, but not limited to, the formation of curriculum, instructional policy and methodology, and assessment of student success in education. Additionally, current issues that involve students with challenges, The Every Student Succeeds Act (ESSA), No Child Left Behind, state standards and teacher certification, state testing, the state student testing program (DSTP), full inclusion, school choice, charter schools, and accreditation are typical topics of discussion. Components that relate to administrative handling of current issues and challenges in the educational system, found in the ELCC/NELP Standards, are addressed. 3 credits.

EDUC-888. ACTION RESEARCH AND QUALITATIVE RESEARCH METHOD IN EDUCATION: This course addresses the role of action research in studying the underlying problems that occur in educational organizations. The role of action research as it relates to educational leadership roles in strategic planning, change management and organization development will be emphasized. Types of action research, their advantages and disadvantages, the action research process and the similarities and differences between action research and formal qualitative research will be examined. The Qualitative research paradigm will be further examined and explored. Participants will have hands-on opportunity to plan action research projects and apply action research planning techniques. 3 credits.

EDUC-803. HUMAN RESOURCES MANAGEMENT/PERSONNEL ADMINISTRATION: This course addresses the role and functions, strategic planning, information technology, recruitment, selection, and induction of employees, staff development, performance appraisal, compensations, employment continuity, and unionism from the human resource administrator's standpoint. Additionally, this course addresses the human relations aspects intrinsically involved in and through the human resource parameters. The relationship of the human resources office to the effective, safe, and efficient operation of an educational organization's vision for the promotion of student success are further examined. 3 credits.

EDUC-804. EFFECTIVE ADMINISTRATION, STAFF DEVELOPMENT, SCHOOL PLANT AND FACILITIES: This course explores the major issues that impact administrative policies, decisions, and one's effectiveness as a school leader. The following topics are examined: district vision and school culture: developing a staff development/in-service program that addresses the improvement of the educational program and assesses its effectiveness; strategic planning for future plant and facility needs; politics and school governance; internal and external communication; organizational processes for effective and efficient performance; curriculum design and delivery; human resource management for student learning; and leadership values and skills. 3 credits.

EDUC-805. QUANTITATIVE RESEARCH METHODS: This course is designed to prepare doctoral students to understand, interpret, evaluate and design quantitative research and to develop the ability to select and use appropriate research methods. This course integrates the major concepts and practices of quantitative research methodology and introduces descriptive and inferential statistics. This course focuses on the development and application of research for the purpose of writing the doctoral capstone. Topics addressed in this course include choice of research methods, developing a problem statement and proposal, preparing questionnaires, conducting research, tabulating data, and reaching conclusions from quantitative data. Additionally, this course includes readings on methodology, lectures, discussions, presentations, and in-class exercises that are designed to highlight various issues. 3 credits.

EDUC-806. EDUCATIONAL POLICY: POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL ISSUES: This course provides the framework and content by which the doctoral student as an aspiring administrator can affect school governance and policy. Major issues influencing administrative practices are addressed, including, but not limited to, school autonomy versus government control, state legislated learning effects on the teaching profession, democratic versus professional authority in the teaching profession, lack of minorities in administration, the effects of economics on the educational system, society's cultural views, desires, and ramifications, and comprehending the diverse theories of school change. In this course, doctoral students have opportunities to develop their skill sets that will enable them, as aspiring administrators, to build the requisite interlocking and collaborative relationships among school personnel, the community, and state and federal agencies for the purpose of creating better schools. Advanced students will focus upon current issues and challenges that impact the formation of educational policy in today's ever changing society. 3 credits.

EDUC-807. LEADING SCHOOL CHANGE AT A TIME OF INCREASING DEMANDS, PRESSURES, AND SOCIETAL CHANGE: This course focuses on a review and discussion of current methods used to change school cultures, curriculums, and parent/community involvement. The course is used to enhance collegiality, professionalism, instructional strategies, classroom management techniques, effective classroom designs, student motivational techniques, and to create a safe and orderly environment. Additionally, the course focuses on making staff development a worthwhile endeavor and using systems thinking as the key to continuous improvement. It focuses on envisioning desired results, defining reality through data, developing action plans while welcoming accountability. 3 credits.

EDUC-808. STRATEGIC PLANNING AND PROGRAM ANALYSIS: This course explores the steps of the strategic planning process in educational organizations. The benefits of involving a broad range of personnel in the process are discussed. The doctoral student will examine the following strategic planning steps: the development of a mission

statement; completion of an environmental scan; development of key objectives and initiatives; design of programs and activities to accomplish the key objectives; and determination of performance measures to monitor and evaluate the organization's progress toward accomplishing its key objectives. 3 credits.

EDUC-809. TECHNOLOGY APPLICATIONS: The course addresses the latest technologies from a practitioner's point of view. The Internet and World Wide Web are used with the intent to make informed decisions. Fifty percent of the semester is assigned to an on-site field experience, in which the student demonstrates the ability to report research, security, data collection, etc. Doctoral candidates complete a project focusing on the applications of technology to the unique area of their administrative interest within educational administration, leadership or supervision and teaching fields. Doctoral candidates will have the opportunity to focus on emerging technologies and their applications from the viewpoint of planning, enhancing communications, managing information and the latest technologies used by professionals in their respective fields. 3 credits.

EDUC-812 and EDUC-813. INTERNSHIP: APPLIED EDUCATIONAL ADMINISTRATION: The internship experience is a supervised field experience that enables the doctoral candidate to practice knowledge and skills acquired in coursework and professional experiences in an authentic setting. The doctoral candidate experiences the everyday life of an administrator and how everyday challenges are solved, such as time management strategies, organizational techniques, successful secretarial relationships, appropriate interpersonal skills and human relations, communication vehicles, problem solving, negotiation, instructional leadership, management, professional dispositions, and leadership. In conjunction with the field-based administrator, doctoral candidates will identify an educational problem in the organization and design an action-based research project to examine possible solutions. 3 + 3 credits.

EDUC-817. RESEARCH SEMINAR I: Dissertation/Project Study/Case Study - Writing: The research seminar is designed to address doctoral candidates' progress as they navigate through the doctorate program. Course familiarizes candidates with the importance of Form/Style (APA) and Scholarly writing. An orientation to the capstone process is discussed. Emphasis is placed on the Ed. D. course sequences and capstone products for each of the Research seminars. Special attention is given to literature review and the importance of understanding the complexity of conducting a search. Additionally, students are assisted on how to select a capstone topic, determination of their research format, and the chapter requirements. Doctoral candidates meet with the course professor as a cohort group. Discussion of policies and procedures of the capstone process takes place in this course/seminar. 1 credit.

EDUC-818. RESEARCH SEMINAR II: Dissertation/Project Study/Case Study - Prospectus Workshop: The research seminar is designed to address doctoral candidates' progress in the choice of topic, determination of their research format, and the capstone chapter requirements. Assistance is given to clarify the candidate's research question(s), determine the appropriate research design, methodologies and analysis of data. Doctoral candidates meet with the course professor as a cohort group and on an individual basis. Discussion of policies and procedures of the capstone process and the qualifying exam are addressed in this course/seminar. 1 credit.

EDUC-819. RESEARCH SEMINAR III: Dissertation/Project Study/Case Study – Final Research Document Preparation: This course provides a comprehensive review and knowledge of educational leadership research and prepares students for the final research document preparation. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the Education leadership curriculum. Instructions are given on how to complete the final research document. Doctoral candidates meet with the course instructor as a cohort group and on an individual basis with their respective advisory committee chair. Discussion of policies and procedures of the dissertation/project study/case study process is addressed in this course. 1 credit.

EDUC-820. RESEARCH COURSE I: Dissertation: IRB Prep & Developing Prospectus; Project Study: Identifying the Problem; Case Study: Selecting the Thesis/ Principle/ Problem: This course provides candidates in the doctoral program of Educational Leadership with advisement and support while carrying out their doctoral research study. Doctoral candidates are required to address one or more ELCC/NELP standards through their choice of doctoral research. This course provides assistance with completing and presenting the prospectus. The overarching objective of this course is for students to demonstrate readiness to conduct doctoral research. EDUC 820 is designed as the culminating experience of the first year experience of the Ed. D. leadership program. 3 credits.

EDUC-821. RESEARCH COURSE II: Dissertation: Proposal Completion & Defense; Project Study: Development of Project; Case Study: Presentation of Analysis: This course provides a comprehensive review and knowledge of educational leadership research. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the educational leadership curriculum. 3 credits.

EDUC-822. RESEARCH COURSE III: Dissertation/Project Study/Case Study – Research Doc. Finalization & Defense Prep: This course provides a comprehensive review and knowledge of educational leadership research and prepares students for the completion, defense and submission of the final research document. Emphasis is placed on understanding of a variety of leadership paradigms, understanding of quantitative and qualitative research competencies, how to effectively analyze data and examine their own leadership experiences through the lenses of the educational leadership curriculum. Instructions are given on how to write final research document. Doctoral candidates meet with the course professor as a cohort group and on an individual basis with their respective advisory committee chair. Discussion of policies and procedures of the capstone process is addressed in this course. 3 credits.

EDUC-823. RESEARCH COURSE IV: Dissertation/Project Study/Case Study – Research Document Completion, Defense & Submission process: This course provides candidates in the doctoral program of Educational Leadership with advisement and support while carrying out their dissertation/project study/case study. Doctoral candidates are required to address one or more ELCC/NELP standards through their choice of dissertation/project study/case study research. 3 credits.

EDUC- 829. SUSTAINING DISSERTATION RESEARCH: Students must maintain Capstone Sustaining Credits as they progress toward completion of their capstone experience. Students must maintain communication with the course instructor and their committee chair and submit a summary of progress made and plan; outlining the next steps and targeted completion dates for their capstone experience prior to the end of each course. 6 credits.

COURSE DESCRIPTIONS FOR ED. D. IN HIGHER EDUCATION CONCENTRATION

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EDUC-802. LEADERSHIP IN HIGHER EDUCATION: THEORY & PRACTICE: This course will focus on seminal works, contemporary theories and models, and emerging perspectives of educational leadership. Adopts a cross-disciplinary and integrative view of the leadership phenomenon that highlights how different disciplines inform leadership study and illustrates various research methodologies used for understanding and assessing the concept of leadership. It will examine the complex social and political environments and the current and future trends of higher education while providing a foundational grounding in the study of leadership theory and research. 3 credits.

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EDUC-814. PUBLIC POLICY AND HIGHER EDUCATION: This course will enable students to describe and interrogate contemporary public policy issues confronting American higher education. Selected policy issues will be probed in depth, drawing upon scholarly sources as well as public reports. 3 credits.

EDUC-816. ETHICS & LAW IN HIGHER EDUCATION: The purpose of this course is to assist students in developing a detailed ethical framework that will guide their actions and decision-making as they serve in leadership and teaching positions in higher education. Areas of emphasis include (a) learning selected philosophies of ethics; (b) exploring student, faculty, and classroom ethical issues; (c) discussing administrator/board ethical issues; and (d) examining the college or university as an ethical organization. 3 credits.

EDUC-824. GLOBALIZATION OF HIGHER EDUCATION - INTERNATIONAL PERSPECTIVES: This course examines the related concepts of globalization/internationalization from an interdisciplinary perspective, and probes their interlocks in the context of higher education policy and student identity/learning in a transnational context. The students will also explore a number of current issues and key concepts relevant to higher education in a transnational context, in relation to how they inform practices of student learning/identity and every day social relations (e.g., knowledge production, transnational organizations, global trade policies, study abroad, citizenship, immigration, policy, media, language, power, and curriculum). 3 credits.

EDUC-825. INSTITUTIONAL STRATEGIC PLANNING IN HIGHER EDUCATION: This course will examine the conceptual framework for developing an integrated and comprehensive institutional strategic plan, while suggesting guidelines intended to assure its successful implementation. The students will explore the environmental challenges and trends, ways to examine institutional strengths and weaknesses within a broader competitive context, the function of major components within a plan and the ways the institutional direction and priorities may be determined. 3 credits.

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Contact:

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Links

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[3] <mailto:nrathee@desu.edu>