DOCTORAL DEGREE IN EDUCATION

Ed.D. Leadership in Schooling

ADMITTING FOR SUMMER 2016 ONWARDS

Ed.D. Leadership in Schooling                  42 credits                  3 - 4 years

Leadership in Schooling Faculty

Michaela Colombo, Associate Professor, Faculty Chair
James Nehring, Associate Professor
Stacy Szcesniul, Assistant Professor
Phitsamay Uy, Assistant Professor

January 2016
WHICH IS RIGHT FOR YOU?
Ph.D. OR Ed.D. DEGREE

Table 1, below, excerpted from *The Carnegie Project on the Education Doctorate*, with additions, provides a succinct description of the two terminal degrees in education. (from http://cpedinitiative.org/edd-phd-comparison-charts).

<table>
<thead>
<tr>
<th></th>
<th>Ed.D.</th>
<th>Ph.D.</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary Career Intention</strong></td>
<td>Administrative leadership in educational institutions or related organizations. Higher education teaching focus.</td>
<td>Scholarly practice, research, and/or teaching at university, college, institute or educational agency</td>
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<tr>
<td><strong>Degree Objective</strong></td>
<td>Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners</td>
<td>Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.</td>
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<tr>
<td><strong>Knowledge Base</strong></td>
<td>Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.</td>
<td>Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.</td>
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<tr>
<td><strong>Research Methods</strong></td>
<td>Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation.</td>
<td>Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing</td>
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<tr>
<td><strong>Comprehensive Knowledge Assessment</strong></td>
<td>Knowledge and practice portfolios provide evidence of ability to improve practice.</td>
<td>Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.</td>
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<tr>
<td><strong>Capstone</strong></td>
<td>Well-designed applied research dissertation of value for informing educational practice.</td>
<td>Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.</td>
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Ed.D. Leadership in Schooling

The Leadership in PK-12 Education doctorate (Ed.D.) is designed to meet needs of leaders of school systems (pre-kindergarten through high school graduation). The program offers academic rigor, focusing the curriculum on the learning needs of advanced practitioner-scholars whose professional goal is to remain in PK-12 education. The competitive, program is three years in length with online course work fall and spring of each year and a 1-2 week summer residency each year. The online coursework and summer residency address the working professional’s needs for convenience, the support of a cohort, and strong relationships with faculty.

High Academic Rigor Focused on Advanced Practice

Students in the Ed.D. program will complete

- 3 credits of foundational coursework
- 18 credit hours of core specialization courses
- 12 credit hours of applied research methods courses
- a sequence of 2 comprehensive exams (portfolio and qualifying paper)
- a dissertation which may be rooted in a locality, with recommendations focused on application to a locality.
- Residency each summer

Learning Outcomes (partial list)

- Demonstrates familiarity with seminal and current educational leadership literature.
- Demonstrates familiarity with seminal and current literature on equity in education.
- Thoughtfully discusses the relationship of policy and practice based on research and theory.
- Plans and evaluates curriculum, policy, instructional practice, and administrator/leader effectiveness in light of research and theory.
- Designs, develops, and conducts a research study based on an identified problem, and reports study findings.
Leadership in Schooling, Ed.D. Degree Pathway

Admissions Requirements:

Each applicant’s materials will be reviewed holistically, but must include:

- acceptable GRE scores- the following scores are intended as guidelines for applicants: 155 Verbal; 155 Quantitative; 4.5 Writing
- IELTS of 7.0 or TOEFL of 90 – for success in the Ed.D., candidates must demonstrate a high level of oral and written literacy. Candidates with scores below the recommended level will have the opportunity to demonstrate oral fluency during an interview and may also be required to submit a writing sample from previous graduate work.
- A M.Ed., Ed.S. or master’s degree in appropriate area.
- recent teaching and/or leadership experience in education preferably at the PK-12 level.

In addition to the above, applicants submit an online application and fee through the office of Graduate Admissions, official transcripts, three letters of recommendation and a two-page admission essay. The admission essay should describe the applicant’s work as an educator to date, including any leadership roles beyond classroom teaching, and provide professional goals, research interests and reasons for entering a scholar-practitioner doctoral degree.

Degree Requirements: Complete a minimum of 42 credits of doctoral level (600 or 700) course work with a cumulative grade of B (3.0) or better. The doctoral candidate must pass (2) doctoral examinations, satisfactorily complete and defend a dissertation as approved by the candidate’s dissertation committee, and complete the program within the University prescribed time limit for doctoral programs. (The cohort program is designed for completion in three years. In the event of unexpected circumstances, this time may be extended for candidates who have a cumulative grade of B or better.)

Transfer Credit Policy:
Beginning in Fall 2009, students may only transfer into their degree six credits of appropriate course work taken prior to admission to the Graduate School of Education at another accredited institution (six credits taken at UMass Lowell prior to admission are not considered transfer credits).
- Transfer courses are subject to the approval of the Admissions and Standards Committee
- Transfer courses may not have been used in a previous degree (including a CAGS).
- Courses for transfer into Ed.D. programs must have been earned at a doctoral granting institution.
- Only courses earned with a B or better are considered for transfer.
- Courses must have been completed within five years of the date of the transfer petition.
- Graduate credit earned in seminars and practica cannot be transferred into any degree.
- Graduate credit earned in conjunction with teacher workshops/in-service professional development is not considered for inclusion in GSE graduate programs.
- Courses may not be transferred into Graduate Certificate programs.
Leadership in Schooling, Ed.D.
Degree Pathway

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Foundations of Education</td>
<td>(minimum 3 credits)</td>
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<tr>
<td>EDUC 6440 Foundations for Practitioner Scholars</td>
<td>3</td>
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<tr>
<td>Research and Evaluation</td>
<td>(minimum 12 credits)</td>
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<tr>
<td>EDUC 6911 Applied Research Design</td>
<td>3</td>
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<tr>
<td>EDUC 6921 Quantitative Data Analysis for Practitioner Leaders</td>
<td>3</td>
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<tr>
<td>EDUC 6931 Qualitative Data Analysis for Practitioner Leaders</td>
<td>3</td>
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<tr>
<td>EDUC 6423 Program Evaluation</td>
<td>3</td>
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<tr>
<td>Specialization</td>
<td>(minimum 18 credits)</td>
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<tr>
<td>EDUC 6910 The Inclusive District</td>
<td>3</td>
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<tr>
<td>EDUC 6920 Law, Policy, and Finance</td>
<td>3</td>
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<tr>
<td>EDUC 6930 Organizational Learning</td>
<td>3</td>
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<tr>
<td>EDUC 6940 Systems Leadership I</td>
<td>3</td>
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<tr>
<td>EDUC 6950 Systems Leadership II</td>
<td>3</td>
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<tr>
<td>EDUC 6960 Strategic Partnering with Families and Communities</td>
<td>3</td>
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<tr>
<td>Residency*</td>
<td>(minimum 0 credits)</td>
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<tr>
<td>Required each summer</td>
<td>0</td>
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<tr>
<td>Dissertation Planning and Execution</td>
<td>(minimum 9 credits)</td>
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<tr>
<td>EDUC 7530 Dissertation 1</td>
<td>3</td>
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<tr>
<td>EDUC 7530 Dissertation 2</td>
<td>3</td>
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<tr>
<td>EDUC 7530 Dissertation 3</td>
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<tr>
<td>Total Credits</td>
<td>42 credits</td>
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*fee required
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<thead>
<tr>
<th>Semester</th>
<th>Semester</th>
<th>Semester</th>
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<tr>
<td>Summer I</td>
<td>Fall I</td>
<td>Spring I</td>
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<tr>
<td>EDUC 6440 Foundations for Practitioner Scholars (3 credits)</td>
<td>EDUC 6910 Developing Inclusive School Contexts (3 credits)</td>
<td>EDUC 6960 Strategic Partnering with Families and Communities (3 credits)</td>
</tr>
<tr>
<td>EDUC 6911 Applied Research Design (3 credits)</td>
<td>EDUC 6930 Organizational Learning (3 credits)</td>
<td>EDUC 6931 Qualitative Data Analysis for Practitioner Leaders (3 credits)</td>
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<tr>
<td>EDUC 6003 Residency*</td>
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<tr>
<th>Summer II</th>
<th>Fall II</th>
<th>Spring II</th>
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<tbody>
<tr>
<td>EDUC 6921 Quantitative Data Analysis for Practitioner Leaders (3 credits)</td>
<td>EDUC 6940 Systems Leadership I (3 credits)</td>
<td>EDUC 6950 Systems Leadership II (3 credits)</td>
</tr>
<tr>
<td>EDUC 6920 Law, Policy, and Finance (3 credits)</td>
<td>EDUC 6423 Program Evaluation** (3 credits)</td>
<td>EDUC 6423 Program Evaluation (3 credits)</td>
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<tr>
<td>EDUC 6003 Residency*</td>
<td><strong>COMPREHENSIVE EXAM I: PORTFOLIO</strong></td>
<td><strong>COMPREHENSIVE EXAM II: QUALIFYING PAPER</strong></td>
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<tr>
<th>Summer III (EDUC 6003 Residency*)</th>
<th>Fall III</th>
<th>Spring III</th>
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<tbody>
<tr>
<td>EDUC 7530 Dissertation Credits (3 credits) Leadership Faculty</td>
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<tr>
<td>EDUC 6003 Residency*</td>
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*fee required  **Program Evaluation can be taken in Fall II or Spring II
Leadership in Schooling Ed.D. - Course Descriptions

EDUC 6440  Foundations for Practitioner Scholars
This course will introduce students to seminal and recent work in the fields of philosophy, history, and psychology as they relate to education. Students will critically examine research and scholarly theory in these fields and their relationship to PK-12 practice.
3 credits

EDUC 6930  Organizational Learning
This course will introduce students to research and theory in the field of organizational learning and its application to PK-12 practice. Students will study the origins, evolution and contemporary findings of research in this field. Students will explore the practical implications of organizational learning for PK-12 leadership.
3 credits

EDUC 6910  Developing Inclusive School Contexts
This course will introduce students to theory and research about structural inequities, barriers to education, and promising practices for addressing these barriers. Students will examine theory and research and implications for practice in PK-12 leadership
3 credits

EDUC 6920  Law, Policy, and Finance
In this course students will examine scholarship and research in the areas of law, policy and finance as these affect educational practice. They will analyze law, policy and finance and its implications for leaders in PK-12 schools and school systems.
3 credits

EDUC 6940  Systems Leadership I
Drawing on organizational, management, and educational scholarship, this course introduces students to concepts and practices associated with strategic systems leadership. Students will apply their understandings of how to leverage both formal and informal sources of influence in their analysis of relevant teaching cases and the data they collect in an extensive field study project.
3 credits

EDUC 6950  Systems Leadership II
Building on the core concepts and practices introduced in Systems Leadership I, this course focuses specifically on how effective leaders use data to understand and address the challenges of their operating environment. Importantly, the course focuses on not only the technical knowledge and skills leaders need to use data as a lever for improvement at scale, but on the adaptive leadership skills required for meaningful systems change.
3 credits
EDUC 6960  Strategic Partnering with Families and Communities
This course will critically examine the variety of issues associated with partnering with parents, families and community organizations. Through analysis of theory, research and collective knowledge, doctoral students will learn how to strategically engage parents, families and community organizations and recognize the different forms of engagement. This course will emphasize collaborative strategies that “shares power” with key stakeholders in U.S. schools.
3 credits

EDUC 6911  Applied Research Design
This course is designed to provide PK-12 practitioners with an understanding of the principles of research design and the ethical responsibilities of conducting a research study. Participants will learn a broad range of research methodology approaches that can be applied to problems of practice. Participants will become skilled at reading, evaluating, and judging the trustworthiness of studies using different methodological approaches. They will design a practitioner-oriented research study.
3 credits

EDUC 6921 Quantitative Data Analysis for Practitioner Leaders
The primary focus of this course is to prepare practitioner leaders to understand, interpret, and analyze quantitative data as it relates to their identified problem of practice.
3 credits

EDUC 6931  Qualitative Data Analysis for Practitioner Leaders
This course will introduce practitioner leaders to the field of qualitative research and prepare them with the skills, techniques and knowledge necessary to conduct qualitative investigation in a practitioner-oriented research study.
3 credits

EDUC 6423  Program Evaluation
In this course students will identify and discuss several models of program evaluation, understand what needs to be considered and addressed in needs assessment, and learn to identify an appropriate design for a new evaluation. Students will be expected to conduct program evaluation and present their ideas and illustrate how evaluation results can be useful for program decision making.
3 credits

EDUC 6003  Leadership in Schooling: Residency
The residency is a required on-campus component of the Ed.D. in Leadership in Schooling. Held during the summer, students spend several full days working with their student cohort and selected faculty on program outcomes. Students establish study groups, conduct preliminary work for the portfolio (for comprehensive exam I) and qualifying paper (for comprehensive exam II), and participate in daily seminars. There is a fee associated with the residency.
3 credits
COMPREHENSIVE EXAM I – PORTFOLIO AND PORTFOLIO ORAL DEFENSE

The portfolio is intended to demonstrate readiness to move on to the development of a qualifying paper followed by the independent work of the dissertation. The portfolio is made up of four parts: the vision statement, the portfolio checklist, the artifact memos and the evidence binder. The portfolio defense is a formal presentation of the portfolio followed by questions from a faculty committee.

The vision statement. In an essay of 2000-words maximum, the student presents his/her vision for leadership in schooling, situating his/her views within the relevant seminal literature in the field of education while addressing issues related to social justice and equity, change and improvement processes, and the role of policy and leadership in student learning.

The portfolio checklist. Using the Leadership in Schooling Outcomes, the student will plot the major assignments she/he has completed for the courses he/she has taken, noting the outcome(s) for which each of the assignments stands as evidence. The student should be prepared to provide evidence and a rational for each item during the oral defense.

Leadership journey essay. In an essay of 2000 words maximum, the student will explain the intellectual journey she/he has forged during her/his time in the doctoral program explaining how he/she has evolved as an educational leader. The student will identify four artifacts that represent turning points in this leadership journey. Examples of artifacts are a paper written for a course, a publication, a written description of a K-12 curriculum the student developed, materials for a professional development initiative the student led, materials for an exercise in community advocacy/activism, materials related to an organizational change process in the student’s workplace, materials related to a conference presentation, etc.

Artifact memos. For each artifact you have selected, prepare an artifact memo. The artifact memo serves as a cover sheet for the artifact and provides the following information.

1. Name of artifact:
2. Approximate date(s) of its production:
3. Rationale for choosing artifact (50 words):
4. Explanation of context in and purpose for which it was produced (100 words):
5. Summary of the meaning of the artifact to your intellectual evolution consistent with what you have written in your scholarly process essay (100 words), including page number reference.

Research topic. The student will identify a practice-based problem that she/he plans to study and a researchable question.

Defense: The student will formally present his/her portfolio in a defense. Both the written portfolio and the oral defense must be deemed as passing by at least three of four faculty members. A student who does not successfully defend the portfolio defense the first time, may resubmit the portfolio and attempt a second defense. A second unsuccessful defense will result in termination of the student’s doctoral program.
COMPREHENSIVE EXAM II-QUALIFYING PAPER

The second comprehensive exam is a qualifying paper of approximately 25 pages, which is
demonstrates readiness to move on to the independent work of the dissertation. In the qualifying
paper the student identifies a problem that is based on education practice. The student describes
the problem, the context for the program, and his/her rationale for studying this problem. The
student presents a review of relevant scholarly research and describes the methodology that
he/she will use to explore this problem.

A student who does not successfully pass Comprehensive Exam II the first time, may submit the
paper a second time. A second unsuccessful defense will result in termination of the student’s
doctoral program.

DISSERTATION
The student will submit and defend a dissertation consistent with Graduate School policy. All
policies pertaining to the existing Ed.D. will apply.

DISSERTATION COMMITTEE
The dissertation committee is composed of three faculty members from the Graduate School of
Education (GSE), a suitably credentialed fourth member from outside the college may also serve
with the permission of the chair and approval of the dean. The dissertation chair is from the
candidate’s major area of focus. Exceptions to committee structures must be with the permission
of chair and approval of dean.