
Doctorate in Educational Leadership

Reich College of Education

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<http://ced.appstate.edu/departments/edl/index.aspx>

The Reich College of Education offers the Doctor of Education (Ed.D.) in Educational Leadership (Major Code: 702*/13.0401) with two concentrations:

- Educational Leadership, General (702C)
- Educational Leadership, Licensure (702B)[T]

The Educational Leadership Program coordinates course offerings with the EDL prefix. In addition, the Doctoral Program includes coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Doctor of Education degree (Ed.D.) in Educational Leadership is designed for potential and practicing educational leaders who wish to develop and refine their leadership capabilities in educational organizations. The goals of the program include:

- 1) to introduce students to the methodologies of critical analysis of educational theory and practices;
- 2) to engage students in disciplined inquiry in the field of education;
- 3) to prepare students for making a contribution to educational theory and practice; and,
- 4) to prepare students to become leaders in the diverse world in which educational institutions exist.

Students will choose one of two concentrations: Educational Leadership, General (702C) that prepares students for general leadership positions in educational institutions, such as administrative positions in community colleges; or Educational Leadership, Licensure (702B)[T] that leads to licensure as a superintendent for public schools of North Carolina.

The program requires a minimum of 60 semester hours beyond the master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved Ed.S. courses), which includes: 36 s.h. of required core courses; two semesters of EDL 7900, Internship (3+3) to total 6 s.h.; and two consecutive semesters of EDL 7999, Dissertation (3+3) for a minimum of 6 s.h. The 12 semester hours in each concentration will be chosen by the student in consultation with an advisor and/or the Program Director. The 12 semester hours in the concentrations may be comprised of required courses for licensure, a set of related courses, or a set of approved interdisciplinary courses.

Qualifying Exam: The Qualifying Exam is required after the student has completed at the 36 semester hours of required course work. The purpose of the Qualifying Examination is to enable students to continue the process that leads to the dissertation stage of the program. When students have completed 27 hours of course work they meet with the Director of the Doctoral Program to select a committee chairperson. Two additional faculty members are then selected to serve on the committee. One committee member represents the student's area of concentration. The remaining committee members are from other areas of leadership. Students have up to 8 weeks to write up to 20 pages on each of three questions.

Admission to Candidacy: Application for admission to candidacy to the Doctoral Program in Educational Leadership may be submitted only after successful completion of the Qualifying Exam and Prospectus. Students may not begin dissertation research until admission to candidacy is approved.

Students who hold the Education Specialist from Appalachian: Students who hold earned Ed.S. degrees from Appalachian State University may be exempt from up to 30 semester hours of credit. The exemption is not automatic. Specific Ed.S. coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director or major advisor. All other degree requirements remain in effect. For further information on exemptions, contact the program director.

PROGRAM OF STUDY FOR THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH A GENERAL CONCENTRATION (Major Code: 702*/13.0401; Concentration Code: 702C)

Admission Requirements: Master's degree from an accredited college or university or the Education Specialist degree from Appalachian; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume/curriculum vitae, four letters of recommendation*, official GRE general exam scores, and official transcripts from all colleges attended; a letter of application including reasons for the applicant's interest in the program.

* One letter must be from a chief administrative officer in the applicant's organization.

Basic Criteria for Consideration: GRE Writing test score of 4.0 or higher.

Hours: 60 semester hours (minimum)

Required Core Courses:

EDL	7011	Multi-Disciplinary Seminar on Emerging Issues I	3
EDL	7012	Multi-Disciplinary Seminar on Emerging Issues II	3
EDL	7020	Organizational and Systems Theory	3
EDL	7025	Leadership in Organizations	3
EDL	7030	Concepts and Constructs in Curriculum and Instruction	3
EDL	7040	Educational Organizations and Technology	3
EDL	7065	Writing for the Professional Educator	3
EDL	7099	Professional Seminar	1+1+1=3
EDL	7110	Survey of Research Methodologies in Education.....	3
EDL	7150	Inferential Statistics	3
EDL	7160	Qualitative Research Methods.....	3
EDL	7190	Research Design in Education	3
REQUIRED HOURS			36

Internship: (6 s.h.)

The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

EDL	7900	Internship	3+3=6
INTERNSHIP HOURS			6

Dissertation: (6 s.h. minimum)

Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

EDL	7999	Dissertation	6
DISSERTATION HOURS (minimum).....			6

Concentration Courses: (12 s.h. minimum)

Select at least 12 s.h. from the following courses: (Or, other doctoral and graduate level courses may be selected with the advice and approval of the advisor and/or the Doctoral Program Director.)

EDL	7050	School Finance and Business Administration (3 s.h.)	
EDL	7120	Advanced Tests and Measurements (3 s.h.)	
EDL	7130	Multivariate Statistics (3 s.h.)	
EDL	7170	Program Evaluation and Policy Analysis (3 s.h.)	
EDL	7180	Advanced Qualitative Research in Education (3 s.h.)	
EDL	7500	Independent Study (Students are limited to 6 s.h.)	
Up to two (2) other courses (5000 level or above) upon approval of the advisor and the Program Director (6 s.h.)			
CONCENTRATION HOURS (minimum).....			12

TOTAL HOURS FOR THE EDD DEGREE (minimum)..... 60

Dissertation: Required

Proficiency: None required

Qualifying Exam: Required

Product of Learning: None required

**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH A LICENSURE CONCENTRATION
(Major Code: 702*/13.0401; Concentration Code: 702B) [T]**

Admission Requirements: Master’s degree in School Administration from an accredited college or university or the Education Specialist degree in Educational Administration from Appalachian; hold or be eligible to hold a current NC superintendent’s license*; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume/curriculum vitae, four letters of recommendation**, official GRE general exam scores, and official transcripts from all colleges attended; a letter of application including reasons for the applicant’s interest in the program.

* Applicants who are not eligible to hold superintendent’s licensure, but do hold one or more degrees leading to licensure in the public schools may either:

- (a.) Apply for a Master’s Degree in School Administration and then apply for the Doctoral Program upon receipt of the MSA, or
- (b.) Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the Ed.D. program and will be listed in the Ed.D. program of study. The courses identified must be completed along with the required doctoral program courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the Ed.D. degree.

**One letter must be from a chief administrative officer in the applicant’s organization.

Basic Criteria for Consideration: GRE Writing test score of 4.0 or higher.

Hours: 60 semester hours (minimum)

Required Core Courses:

EDL	7011	Multi-Disciplinary Seminar on Emerging Issues I.....	3
EDL	7012	Multi-Disciplinary Seminar on Emerging Issues II	3
EDL	7020	Organizational and Systems Theory	3
EDL	7025	Leadership in Organizations	3
EDL	7030	Concepts and Constructs in Curriculum and Instruction	3
EDL	7040	Educational Organizations and Technology	3
EDL	7065	Writing for the Professional Educator	3
EDL	7099	Professional Seminar	1+1+1=3
EDL	7110	Survey of Research Methodologies in Education	3
EDL	7150	Inferential Statistics	3
EDL	7160	Qualitative Research Methods	3
EDL	7190	Research Design in Education.....	3
REQUIRED HOURS			36

Internship: (6 s.h.)

The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

EDL	7900	Internship	3+3=6
INTERSHIP HOURS			6

Dissertation: (6 s.h. minimum)

Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

EDL	7999	Dissertation (minimum)	6
DISSERTATION HOURS			6

Concentration Courses: (12 s.h. minimum)

Students will select a minimum of 12 s.h. from the following list of courses, or from other doctoral and graduate level courses, with the advice and approval of the advisor and/or the Doctoral Program Director. Courses marked with an * are required of all students who do not hold the MSA degree and/or principal licensure along with other required courses that may be identified based on review of the student's transcripts by the MSA program coordinator. Courses marked with two ** are required of all students not currently holding a superintendent license along with other required courses that may have been identified based on a review of the student's transcript.

CI	7130	Investigations into Curriculum and Instruction Problems (3 s.h.)
CI	7131	Emerging Issues in Curriculum and Instruction (3 s.h.)
CI	7132	Reflective Supervision of Curriculum and Instruction (3 s.h.)
EDL	7050	School Finance and Business Administration (3 s.h.)
EDL	7120	Advanced Tests and Measurements (3 s.h.)
EDL	7130	Multivariate Statistics (3 s.h.)
EDL	7170	Program Evaluation and Policy Analysis (3 s.h.)
EDL	7180	Advanced Qualitative Research in Education (3 s.h.)
EDL	7500	Independent Study (Students are limited to 6 s.h.)
LSA	5030*	The Principalship (3 s.h.)
LSA	6180**	School Finance (3 s.h.)
LSA	6300**	Personnel Administration in Education (3 s.h.)
LSA	6491**	Educational Facilities (3 s.h.)
RE	7570	Administering Reading/Language Arts Programs: The Research Base (3 s.h.)
RE	7710	Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3 s.h.)
RES	5560*	Classroom Assessment (3 s.h.)
SPE	7120	Issues and Trends in Special Education (3 s.h.)
SPE	7121	Organizational Design and Implementation of Special Education Programs ... (3 s.h.)
Up to two (2) other courses (5000 level or above) upon approval of the advisor and the Program Director (6 s.h.)		
CONCENTRATION HOURS (minimum) 12		

TOTAL HOURS FOR THE EDD DEGREE (minimum)..... 60

Dissertation: Required

Proficiency: None required

Qualifying Exam: Required

Product of Learning: None required

GRADUATE COURSES IN EDUCATIONAL LEADERSHIP (EDL)

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).F. A multi-disciplinary seminar to examine current and emerging issues in society and their impact on public education. The course draws upon readings from a variety of disciplines for students to examine and to reflectively explore fundamental questions about: the nature and purpose of education; how educators conceive of and understand teaching and learning in schools and classrooms; and how educational leaders conceive of and understand the complex relations between schools, teachers, learners, and curriculum.

EDL 7012. Multi-Disciplinary Seminar on Emerging Issues II/(3).S. A continuation of EDL 7011. This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organizations. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

EDL 7020. Organizational and Systems Theory/(3).On Demand. This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, non-profit enterprises. Models and case studies will be featured.

EDL 7025. Leadership in Organizations/(3).F. Brings into coherent form the application of leadership principles to organizations. Leadership is seen as the mechanism for putting both organizational and system theories into action, to enhance school environments, and to sustain structures for change. Extensive use of case studies will be featured.

EDL 7030. Concepts and Constructs in Curriculum and Instruction/(3).S. Designed to explore and critically examine the structure, concepts, issues and decisions underlying curriculum and instructional thought as practiced in public schools. Instruction will utilize a polyfocal conspectus, study of cases, simulation, and juris prudential experiences. Included in the products used to evaluate student performance are: development of cases, impact statements, literature reviews, and similar projects.

EDL 7040. Educational Organizations and Technology/(3).F. Students in this course will develop strategies for forming and implementing a vision for incorporating computer and communications technologies into educational settings. They will have an opportunity, as current and future educational leaders, to investigate examples of these technologies in schools and other educational settings. These experiences, combined with appropriate leadership skills, will enable current and future educational leaders to successfully plan for and implement computer and communications technologies into their respective educational settings.

EDL 7050. School Finance and Business Administration/(3).F. Designed to examine current practices in public finance. Emphasis will be placed on the funding for public schools, and the relationship of that funding to the support for other public and private agencies. Demographics and political trends will be used to project funding needs for planning purposes. The course also examines the application of current management practices to the business administration function of public school administration. Particular emphasis is placed on the relationship between facilities planning and funding practices in public education.

EDL 7065. Writing for the Professional Educator/(3).S. This course is designed for professional educators seeking to gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, using different forms of writing in the profession, applying technology tools for writing, and understanding the relationship between writing and speaking in developing communication effectiveness as a leader.

EDL 7099. Professional Seminar/(1).F;S. The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to maintain the portfolio throughout their course work. Graded on an S/U basis. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

EDL 7110. Survey of Research Methodologies in Education/(3).F. The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

EDL 7120. Advanced Tests and Measurements/(3).On Demand. Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered. Prerequisite: EDL 7110 or equivalent.

EDL 7130. Multivariate Statistics/(3).On Demand. Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques. Prerequisite: EDL 7110 or equivalent.

EDL 7150. Inferential Statistics/(3).On Demand. Deals with the application of parametric and non-parametric techniques in hypothesis testing and other inferential situations. The course includes some basic hypothesis testing theory, as well as theory involving various well known types of distributions of data. Students will have the opportunity to learn techniques for determining probability estimates in hypothesis testing and will also be required to use the Statistical Package

for the Social Sciences (SPSS) in hypothesis testing tasks using SPSS/PC+ Studentware. Prerequisites: a background in statistics, EDL 7110 or permission of the instructor.

EDL 7160. Qualitative Research Methods/(3). This course emphasizes qualitative methods of data analysis and collection and how they can be compared and contrasted to quantitative research. Students will be expected to learn a variety of observational methods and interview techniques. Selecting from these methods, students will design and implement their own research projects. This course will emphasize the process of producing and interpreting qualitative research by critically examining the intricate relationships between theories, hypotheses, variables, and data. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7170. Program Evaluation and Policy Analysis/(3).S. This course provides a broad survey of educational evaluation theory and practice, and the relationship of evaluation to educational policy analysis, along with practical experience in designing educational evaluations and policy studies. The course begins with an examination of the historical underpinnings of educational evaluation and policy analysis, their role in improving education, their points of distinction from other forms of systematic inquiry, and the origins of the variety of alternative conceptions of evaluation and policy analysis in practice today. This examination is followed by an in-depth study of a variety of evaluation and policy analysis models.

EDL 7180. Advanced Qualitative Research in Education/(3).S. The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student's particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student's writing (i.e., presentation/ representation of a qualitative study) will also be a prominent aspect of this course. Students will undertake a small-scale qualitative study in this course in order to concretize and apply the concepts and practice the skills learned.

EDL 7190. Research Design in Education/(3).F. This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.

EDL 7500. Independent Study/(1-3).On Demand.

EDL 7530-7549. Selected Topics/(1-4).On Demand.

EDL 7900. Internship/(3-6).On Demand. The internship is a full-year experience under the co-sponsorship of an appropriate educational agency and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. Attendance at seminars on campus will be required. Graded on an S/U basis.

EDL 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. EDL 7989 does not count toward a degree.

EDL 7999. Dissertation/(1-9).On Demand. Students must complete a minimum of 6 s.h. to satisfy the Ed.D. degree requirements. Students are advised to register for 3 s.h. for two consecutive semesters to complete requirements. If requirements are not complete at this time, students will continue to register for a minimum of 1 s.h. until the dissertation is complete. Graded on an S/U basis.