

Program Identity: Engaging the Culture; Elevating Disciplined Inquiry

The Ed.D. in Educational Leadership is a scholar-practitioner degree designed to provide leaders throughout the state at all educational levels. In support of institutional and college mission statements, the educational leadership program seeks to mediate formal knowledge theory through disciplined inquiry and professional practice. As a scholar-practitioner program, the faculty promote and maintain the importance of the rigor of research and data driven decisions for our students, which is reflective of national concerns. For example, Hess (2008/2009) reported that “the key is not to retreat from data but to truly embrace the data by asking hard questions considering organizational realities, and contemplating unintended consequences” (Using Data in Half-Baked Ways section, ¶ 6). Additionally, in a report by the U.S. Department of Education, the researchers stated that “[a]s educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor their students’ academic progress (p. 1). Research from RAND involves training for analyzing data and identifying and enacting solutions” (p. 10). Thus, the Ed.D. in Educational Leadership at TAMU-CC includes a research core and dissertation requirement that address the centrality of data for one’s job, career, and advancement of education.¹

Though no single accreditation agency or professional organizations provide standards for a doctorate in educational leadership, there are several organizations that provide a general framework for an Ed.D. They include the following: University Council for Educational Administration (UCEA); Council for the Advancement of Standards in Higher Education (CAS); National Council for Accreditation of Teacher Education pertaining to Educational Leadership (NCATE); Interstate School Leaders Licensure Consortium (ISLLC); and the Carnegie Project on the Education Doctorate. Below is a summary of the various approaches to the Ed.D. Table 1 provides an overview of organizations and their standards.

However, most apply to a program focused on a K-12 setting. Since the Ed.D in Educational Leadership extends beyond the K-12 setting to higher education, the learning outcomes, goals, and assessments reflect knowledge and application in general educational leadership content, research, specific knowledge in an area of concentration, and specialized knowledge in a dissertation. Table 2 provides an overview of the program. Table three provides an overview of Ed.D goals, outcomes, and assessments.

¹ Hess, F. M. (2008/2009). The new stupid. *Educational Leadership*, 66(4), 12-17. Retrieved from <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-New-Stupid.aspx>

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. Santa Monica: Rand Education. Retrieved from http://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf

Using Student Achievement Data to Support Instructional Decision Making. (2009). U.S. Department of Education. National Center for Education Evaluation and Regional Assistance. Institute of Education Sciences. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_pg_092909.pdf

Table 1: Standards from Professional Organizations

Organization	Standards Summary	Focus
UCEA	Degree objective; Content, theory, & practice based knowledge; research methods; internship; comprehensive assessment; dissertation	K-12 for principals and superintendent education
CAS	Knowledge acquisition, integration, construction, and application; cognitive complexity; intrapersonal development; interpersonal competence	Operational standards for student support and program services in colleges and universities
NCATE	Vision for school learning; development of relevant knowledge and theory; articulate vision; use of data and research for planning; community relations;	K-12 for principals, superintendents, curriculum directors, & supervisors
ISLLC	Ability to promote student success; knowledge of principles to promote student and staff development; develop school and district culture; knowledge of best practices associated with measureable outcomes; knowledge for collaboration with all stakeholders; act with integrity, fairness, and engage in ethical practice; and knowledge of how to respond to and influence the political, social, economic, legal, and cultural.	K-12 for principals and superintendent education
CPED	Frame questions of equity, ethics, and social justice to bring about solutions to complex problems of practice; prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities; provide opportunities to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships; provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions; grounded in and develop a professional knowledge base that integrates both practical and research knowledge; emphasize the generation, transformation, and use of professional knowledge and practice.	Transform the EdD (referred to as a Professional Practice Doctorate within the Consortium) into the degree of choice for preparing the next generation of practitioner experts and school (K-12) college leaders in education

Table 2: Overview of the Program—60 credits

Focus	Core	Research Tools	Cognate/Specialization	Electives	Dissertation
Educational Leadership Cognate	18 credits	15 credits	*18 credits in Education Leadership (State CIP code compliant)	6 credits	3 credits
Education Specialization	18 credits	15 credits	**15 credits in an approved area of specialization other than educational leadership	9 credits in educational leadership CIP code approved area	3 credits

Core		
EDLD	6303	The Politics of Education
EDLD	6311	Contemporary Theories of Educational Leadership
EDLD	6312	Clinical Leadership Laboratory
EDLD	6313	Policy Development and Decision-Making
EDLD	6331	Educational Innovations
EDLD	6342	Community Leadership Development
Research Tools		
EDLD	6384	Qualitative Research Methods
EDLD	6333	Applied Statistics 1
EDLD	6392	Applied Statistics 2
EDLD	6335	Quantitative Research Methods
EDLD	6397	Dissertation Research
Dissertation		
EDLD	6398	Dissertation in Progress
Specializations		
*Educational leadership (CIP code approved)		
**Educational studies (CIP code approved)		
Electives		
*Any area of interest		
**Educational leadership (CIP code approved)		

Table 3: EdD Goals, Outcomes, Courses & Assessments

Based on the previous guidelines, the EdD in Educational Leadership is committed to the following:

Goals	Learning Outcomes	Courses	Example Assessments
<p>Goal I: Engage in scholarly discourses – Faculty will mentor and engage students so that they can demonstrate knowledge of an overarching body of scholarship that informs the field of educational leadership.</p>	<p>Students should be able to demonstrate an in-depth understanding of empirical research in Educational Leadership and in their area of specialization through class projects, assignments, professional development activities, comprehensive exams, and academic presentations of their scholarly work.</p>	<p>EDLD 6301; 6303; 6311; 6312; 6313; 6324; 6333; 6335; 6342; 6384; 6392; 6397; 6398</p>	<p>Theorist paper; political context papers; article reviews; annotated bibliography; history & policy; literature review; report on leadership traits; ethics; data collection & analysis;</p>
<p>Goal II: Integrate theory and practice Faculty will mentor and engage students so that they can integrate scholarly knowledge and theoretical discourses into their professional practice.</p>	<p>Students should be able to demonstrate an application of educational leadership theories and scholarship in their areas of professional practice through class projects, assignments, and research projects where appropriate.</p>	<p>EDLD 6301; 6303; 6311; 6312; 6313; 6331; 6333; 6335; 6342; 6384; 6392; 6397; 6398</p>	<p>Leader interviews; policy interviews; educational setting observation; community leadership project; statistical techniques; interpreting data; reflections;</p>
<p>Goal III: Engage in social justice issues – Faculty will mentor students to evaluate implications of social justice perspective on research, opinion, and practice; demonstrate an understanding of and sensitivity toward a culturally diverse group of people with whom they work, and adapt educational and professional practices to cultural circumstances.</p>	<p>~Students should be able to demonstrate a scholarly and practitioner based understanding of the categories of discrimination and their effects in various contexts of Pre K-16 education. ~Students should be able to identify the ways in which societal granting of unearned privileges play a role in education. ~Students should be able to contextualize local issues in social justice with national and international discourses and movements.</p>	<p>EDLD 6301; 6312; 6313; 6315; 6324; 6331;</p>	<p>Reflective journal; theorist paper; diversity paper; ethical paper; discussions; policy analysis; interviews; privileges project; application paper; shaping society discussions</p>

Goals	Learning Outcomes	Courses	Example Assessments
<p>Goal IV: Active professional participation – Faculty will mentor students to participate in their professions actively in local, regional, and national environments to forward various issues in educational leadership.</p>	<p>~Students should be able to demonstrate how to create proposals and/or manuscripts for local, regional, national or international academic and /or professional venues as appropriate. ~Students should be able to present their scholarly practices in local, regional, national, or international academic and/or professional venues as appropriate.</p>	<p>EDLD 6313; 6315; 6333; 6342; 6384; 6392; 6397; 6398</p>	<p>Presentations; policy application; innovative concepts; interviews with professionals; community project; reflection papers; ethical perspectives; qualitative & quantitative problem solving; article critiques</p>
<p>Goal V: Instruction and mentoring – Faculty will use assignments in class and mentoring activities outside of class so that students are able to learn leadership skills, research skills, management of resources, technology-driven solutions, academic writing skills, policy issues, management of operations and facilities, communication and decision-</p>	<p>~Students should be able to demonstrate the use of concepts and theories developed within the field of Educational Leadership to examine and explain relevant issues in various educational contexts. ~Students should be able to engage in various technology-driven inquiry practices to examine and explore issues in Educational Leadership ~Students should be able to identify leadership and management strategies that drive and sustain a diverse organization in an area of their interest. ~Students should be able to demonstrate knowledge of the current literature and trends in the broader field of educational leadership and in an area of their interest. ~Students should be able to demonstrate the reflective leadership skills</p>	<p>EDLD 6301; 6311; 6312; 6313; 6315; 6324; 6331; 6242 6392; 6398</p>	<p>Discussions; assess leadership situations; observe leadership contexts; presentations; comparison policy contexts; project-based learning; scholarly discourse; experiential reflections; application of innovations to education & society; article critiques</p>

<p>making skills, and use significant research in problem solving and program planning.</p>	<p>needed by a professional in educational leadership. ~Students should be able to identify an area in educational leadership that requires further inquiry, develop a research design, conduct systematic inquiry and analysis, and report findings. ~Students should be able to demonstrate a thorough understanding of educational policies, their history, influence on current mandates, and role of various stakeholders. ~Students should be able to demonstrate a continuous improvement in their academic writing skills to develop and write with a scholarly voice.</p>		
---	---	--	--