

Southwestern College

Doctor of Education in Educational Leadership

Doctor of Education Program Guide

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Ed.D. Program Guide

Southwestern College
Andy Sheppard, Ph.D., Dean of Faculty
David Hofmeister, Ed.D., Chairperson, Education Division

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100 College St., Winfield, KS 67156
800/229-6000
www.sckans.edu

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Section 1: Overview of the Ed.D. Program

This degree program is intended to include you in a cadre of intelligent, visionary doctoral-level educators who will integrate education with 21st century society and technology. At Southwestern College, you will continue our tradition of educators as servant leaders. As a graduate and educational leader, you will devote yourself to improving P-12 student learning by serving the needs of organizational members; focus on meeting their needs; develop employees to bring out the best in them; coach others and encourage their self expression; facilitate personal growth in all who work with them; and listen as they build a sense of community.

The doctor of education in educational leadership program is for early and mid-career educators like you who view building, district, and teacher leadership as collaborative, visionary, and transformative to effect supportive as well as responsive educational settings. Southwestern's program provides you with rich learning experiences that positively affect your growth and development through teaching, learning, research, and scholarship (Haworth & Conrad, 1997).

At a time when the demands on leaders are increasing and commensurate demands are being placed on students and teachers to meet and exceed content standards, a responsive, forward-looking and thinking organization is a requisite component of success. This program will provide you with the tools and time to develop your leadership skills and to lead collaboratively. Because you will lead in a complex organization, you will practice the way you will work. Your learning experiences will be a unique blend of traditional class work and practica patterned upon the real-world experiences.

In the real world the educational leader collaborates with teachers, staff, parents, students, and the community. Southwestern's learning modules use collaborative learning to teach collaborative practice. Our innovative program uses uniquely constructed collaborations between different areas of licensure to provide learning experiences that foster a better understanding of each area of licensure. This '*cross-fertilization*' encourages responsive thinking, understanding, and action by grouping building, district, and teacher leaders in the same cohort with some modules completed as a group of the whole rather than within isolated, licensure-specific courses. This approach to learning develops a culture that is cognitive and understandable (Toma, Dubrow, & Hartley, 2005).

Southwestern's use of combined disciplinary modules and collaborative learning provides the skills necessary to create organizational cultures based on the core values of servant leadership: trust, respect, and reciprocity. "These qualities are important not simply because they make the relationship more pleasant; they are necessary conditions for learning" (Walker, Golde, Jones, Bueschel, & Hutchings, 2008.)

Brown & Duguid (2002) says, "Become a member of a community, engage in its practices, and you can acquire and make use of its knowledge and information. Remain an outsider, and these will remain indigestible" (p. 126). As you matriculate through the program, you will form an intellectual community that will support your successes throughout the program and your professional career. You will join a respectful and generous community of diverse and multigenerational servant educators whose shared purpose is to offer flexibility and

provide opportunities for experimentation and risk taking (Walker, et al., 2008 p. 102).

Who should enroll in the program?

An educator with a bachelor's degree and a minimum of five years of teaching by the end of the program is eligible for this program. Southwestern's program is designed to be completed in five years of continuous enrollment. Those who enter the program with a Master's degree and a minimum of five years of teaching by the end of the program can expect to complete the program in three years. The program is developed so no Master's degree is awarded unless the student is unable to complete the requirements for the doctorate. In such an instance, the Master's degree will be awarded if all requirements are met except successfully completing the dissertation or opting not to complete the dissertation due to medical or other unique circumstances approved by the Graduate Studies Council (GSC).

In addition, the application process requires:

- minimum GPA of 3.25 overall or from the last 60 hours of academic work. GRE scores required. See below.
- the Master's degree-bearing applicant must have earned a minimum GPA of 3.5 in all graduate work. No GRE scores are required.
- the Bachelor's degree-bearing applicant must have earned a
- GRE Scores of 150 or higher on the verbal and quantitative sections – required for Bachelor's applicants from US colleges/universities.
- Non-native English speakers follow institutional policies.
- Statement of Purpose. This should demonstrate excellence in writing and clarity of thinking. The statement is an opportunity for you to describe your purpose in pursuing graduate study.

Why Southwestern College, and this specific program? What are your reasons for graduate study? What is your plan in pursuing this degree?

- A written commitment from the district/workplace where employed. First, indicating that the employer can permit the doctoral aspirant opportunities to utilize a portion of the school day such as time from a planning period, before school, and/or after school for enabling program practica at the school/IHE where s/he is employed. A second commitment is an administrator within that school/workplace will serve as a mentor during practica. The mentor will serve the program participant and must meet Southwestern's criteria as a clinical faculty member. In the school district where employed, the employee will complete practica within one or more schools and/or the central office and have a mentor while doing so.
- Employed in educational services or a related field.
- Original, official transcripts for all college-level work must have been awarded at a regionally accredited institution.

Educational Program

The program is on-line during the academic year and contains a one or two-week residency on the Southwestern College campus Winfield, KS for summers one, two, three and four for those entering the program with a Bachelor's degree, and summers one, two and three for those entering the program with a Master's degree. Residencies are scheduled for the last two weeks of June.

The summer residencies are designed to meet the research expectations for the program and

support the participant to successfully write and defend the dissertation.

Educational Leadership

The Southwestern College educational leadership program is based on the following beliefs and premises of educational leaders.

An educational leader:

- collaboratively develops a shared vision and mission for school improvement.
- creates and implements plans to achieve goals.
- promotes continuous and sustainable improvement within the organization.
- nurtures and sustains a culture of trust, respect, and reciprocity to facilitate the implementation of powerful and comprehensive curricula, innovative instruction and technology, and assessment systems that enable a deep understanding of teaching and learning.
- develops the instructional and leadership capacity of faculty.
- will always maximize the safety, efficiency, and effectiveness of the school learning environment.
- promotes, builds, and sustains productive and positive relationships with stakeholders and community resources.
- ensures an educational system that is fair, transparent, accountable, and respectful of the values of diversity and democracy.
- treats students as individuals.
- is a social and political advocate for educational interests.

(Adapted ISLLC functions)

Program Goals

Graduates continue Southwestern College's tradition of educators as servant leaders who:

- devote the majority of their life to the improvement of the educational system.
- contribute to the body of knowledge in the field of education.
- learn to question and seek answers to questions through a lifetime of learning and teaching.
- are committed to a lifetime of acquisition and dissemination of knowledge to positively effect the next generation.

Program Requirements

The five-year program in educational leadership is largely for the program of study leading to building and district licensures. It requires the completion of the following learning modules in their entirety as presented below. The program requires 90 credit hours for completion.

- Research and Writing Module, 27 credit hours;
- Learning module #1, 18 credit hours,
- Learning module #2, the following two courses are required: EDUC 821 Introduction to Special Education Law and EDUC 820 Multi-Tier System of Supports, six credit hours;
- Learning module #3, nine credit hours;
- Learning module #4, nine credit hours;
- Learning module #5, nine credit hours;
- Learning modules #6, six credit hours;
- Electives, six credit hours.

A five-year program that combines areas of licensure such as building and teacher leader is available and will include the following two modules.

- Research and Writing Module, 27 credit hours;
- Learning module #1; 18 credit hours,

Additional courses will be selected from the modules to meet the unique areas of licensure. The program requires 90 credit hours for completion.

The three-year program in educational leadership can lead to licensure in building, district, or teacher leader and includes the following learning modules:

- Research and Writing Module, 24 credit hours;
- Learning module #1; 18 credit hours,

The remaining courses to be completed are based on the area of licensure sought (building, district, or teacher leader) and an analysis of the courses completed for the Master's degree. The program requirements will range from 54-60 hours

Throughout the course work, a professional portfolio is developed. After the course work is completed, a thorough review of the portfolio is conducted by a faculty committee. The purpose for the portfolio is twofold. First, it substantiates the licensure standards are met. Second, it fulfills the role of the traditional comprehensive exam and oral defense.

After successfully passing the portfolio review and oral presentation, the doctoral candidate completes through the guidance of an advisory committee the final stage of the program, finishing the dissertation. Once it is completed, the dissertation is defended through a presentation and then questions from the advisory committee and other faculty present at the defense. When the dissertation is accepted and successfully defended the program is completed.

Commencement occurs at the end of each spring semester

Information about the learning modules and course descriptions continues on the next page.

Learning Modules and Course Descriptions

Research and Writing Module (24-27 credit hours)

Three and Five Year Programs Research Related Courses

EDUC 804 Research Methods I. This course is an introduction to qualitative research methods. As an introductory course, its focus is on developing a pilot study, anecdotal research, and case studies. The primary objective of the course is to prepare students to do action research in schools. There is development of the philosophical and theoretical foundations of qualitative research and debates that surround this broad research tradition. Credit 3 hours.

EDUC 805 Statistical Methods I. This course is a study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems. Credit 3 hours.

EDUC 806 Research Methods II. This course develops quantitative research methods, including models of scientific inquiry, role of theories/research design, role of measurement error in quantitative data-based inference, and qualitative methods of inquiry. Credit 3 hours.

EDUC 807 Statistical Methods II. This course develops methods of educational accountability. It focuses on the meaning of student/school accountability. The course includes measurement of educational inputs, processes, and results. The focus is on data analysis and data use for school improvement. Credit 3 hours.

Dissertation Writing Courses –

Students in the three-year programs complete: EDUC 901, 902, 904, and 905.

EDUC 901 Dissertation Writing I. This course is an introduction to the dissertation process. Students will generate a dissertation topic and the questions related to an issue, instructional program, curricular area, or another topic at the place of employment where data are available. A draft of the introduction, statement of the problem, and significance of the problem is presented for faculty review. Credit 3 hours.

EDUC 902 Dissertation Writing II. In this course students explore and synthesize the research literature related to the topic and draft the literature review for faculty review. The research design section is drafted. Data collection and analysis begin. Credit 3 hours.

EDUC 903 Publication Writing. This course provides structured training to successful writing and use of the APA style guide. Credit 3 hours.

EDUC 904 Dissertation Writing III. In this course students revise and finalize the sections of the dissertation developed in EDUC 901 and 902: the introduction and significance section, the literature review, and research design. A draft is written for the data collection, analysis, and conclusion sections. Credit 3 hours. May be repeated.

EDUC 905 Dissertation Defense. This course finalizes the dissertation. Students complete the conclusions and implications sections for faculty review and approval. The dissertation is

defended through oral presentation after the dissertation committee approves the written copy. Credit 3 hours. May be repeated.

Learning Module #1 Vision and Community Building (18 credit hours)

MGMT 647 Conflict Resolution and Negotiations. This course explores communication, conflict, negotiation, public relations, and leadership issues in large and small organizations. Included will be individual personality, preference, and style assessment, interpersonal interaction, and group dynamics. Special emphasis will be placed on conflict assessment, resolution, and conflict management techniques, negotiation theory, tactics, and practice as well as contingency theories of management and leadership. Credit 3 hours.

LEAD 576 Leader Behavior in Applied Settings. Students will learn decision-making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze their own leadership behavior and how it impacts others through 360-degree feedback. Credit 3 hours.

EDUC 808 The Principalship. This course is an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. Students are presented typical problems faced by school administrators through simulations, case studies, and role playing and are expected, through reflection and discussion, to develop viable solutions. Credit 3 hours.

EDUC 809 District Level Leadership. Understanding of the district strategic planning process will be fostered by an examination of philosophy and its impact upon school improvement. Collaboration with colleagues will include opportunity to create a relevant connection between theory and practice. Topics to be covered within two week modules include: Strategic development, vision/mission, communication skills, consensus/negotiation, school improvement, information and data analysis. Credit 3 hours.

EDUC 819 Classroom Inquiry through Action Research. In this course the educational leader will be able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision-making. The educational leader is able to improve the quality of colleagues' collaboration within the educational processes. The educational leader promotes the success of all students (and staff in the district) by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community. The educational leader promotes the success of all students by advocating, nurturing, and sustaining a climate and instructional programs conducive to student learning and staff professional growth. Credit 3 hours.

EDUC 824 Mission and Vision for Student Learning. This course will further develop understanding the process of designing the shared vision/mission for student learning and will drive professional development fostered by collaboration and interaction. Seeking to nurture a responsive culture, opportunity to examine planned educational processes impacting of shared vision/mission for student learning to increase productivity, effectiveness and accountability will be given. Topics to be covered within two week modules include: Shared vision/mission for

student learning, professional development, collaboration and interaction, responsive culture, planned educational processes, productivity, effectiveness, and accountability. Credit 3 hours.

Learning Module #2 Leadership in Instruction, Curriculum, and Assessment (6 – 15 credit hours)

EDUC 518 Educational Practice and Innovation. Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

EDUC 821 Introduction to Special Education Law. This course provides an introduction to concepts and authorities essential to a basic, useful understanding of special education law and policy. Credit 3 hours.

EDUC 545 Teaching Methods for Adult Learners. Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.

EDUC 547 Assessment and Evaluation in Adult Education. Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours.

EDUC 820 Multi-Tier System of Supports (MTSS). This course develops how schools provide support for each child in their building to be successful and the processes and tools teachers use to make decisions. The course also studies the Individuals with Disabilities Act, which defines special education, and how the Act influences the way districts identify and serve students with exceptionalities through the concept Response to Intervention. Credit 3 hours.

Learning Module #3 Leadership in Organization, Resource Management, and School Safety (9 credit hours)

EDUC 810 Theories and Practices in Educational Administration. Module 3 is a nine-credit block that integrates the concepts and principles of school finance, human resource management and the legal aspects governing the public school system. Module 3 is designed for practicing educational leaders in both public and independent PreK-12 schools who are interested in developing organizational competence from a district-level perspective. This module will provide the learner with an in depth review of the applications and practices associated with managing the organization to ensure the success of all students through Human Resource Management, School Law, School Finance, and School Safety Issues. Credit 9 hours.

Learning Module #4 Leadership in Collaboration, Community, and Diversity (9 credit hours)

EDUC 818 Multicultural Education This course provides students with an understanding of multicultural education as part of the educational reform movement. The content develops systemic processes meant to ensure educational equity, fairness, transparency, and accountability. Students will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.

EDUC 814 Environmental Scanning. This course is a study of the information gathering practices for administrators. Scanning is defined as the systematic collection of information external to the organization in order to streamline the flow of information into the organization and provide information about the community and the interconnections of its various sectors. The information collection and review of information is translated into the organization's planning and decision making processes. Credit 3 hours.

EDUC 815 Information Strategies and Professional Practice. This course is designed to examine, compare and evaluate theoretical approaches and conceptual models for the study of complex organizations. The study includes communication strategies that increase the effectiveness of listening, asking questions, giving constructive feedback, paraphrasing, checking perceptions, and describing behavior. It includes improving nonverbal communication for enhancing interpersonal relationships with colleagues and constituents. Media communication is emphasized. Credit 3 hours.

Learning Module #5 Professionalism (9 credit hours)

EDUC 801 History of Education. A comprehensive study of influential persons and movements in the development of educational thought, Eastern and Western, from ancient times to the present. Emphasis on those ideas and historical roots which are relevant to contemporary issues in teaching and school administration. Credit 3 hours.

EDUC 802 Educational Law. This course is a study of legal principles and issues affecting educational policy making and practice with emphasis on student and teacher rights, equity, and the administration of schools. Credit 3 hours.

EDUC 816 Values, Ethics and Professionalism. This course focuses on the many ways in which political and moral values are an important part of the foundation of successful policymaking. The course seeks to develop students' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of educational policies. Students learn how to ask questions with greater clarity and insight and craft answers to establish the foundations of policymaking. Credit 3 hours.

Learning Module #6 Education in the Community, State, and Nation (6 credit hours)

EDUC 817 Power and Politics of Education. *An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.* It is a 6-credit block designed to provide frameworks and

approaches to the politics of education as well as to provide an introduction to the field of educational politics including the theoretical and conceptual analysis for the political behavior of education's stakeholders and the policy performance of educational systems.

Teacher Leadership Courses (6 credit hours)

EDUC 822 Cultivating a Collaborative Culture of Learning. The purpose of this class is to provide a solid foundation from which educational leaders can develop and support collaborative teaming that in turn will promote collegial interactions in order to improve the effectiveness of practice. Credit 3 hours.

EDUC 823 Differentiated Program Planning and Professional Development. The course investigates the theory and research of program planning and development for educational programs. Strategies for coherent, integrated, and differentiated professional development are aligned with student and teacher needs. Credit 3 hours.

Program Development Committee Membership

Dr. Jennifer Cady, Affiliate Faculty, Southwestern College

Dr. Brenda Cain, Associate Professor, Friends University

Dr. Dennis Gerber, formerly, Principal, USD 465

Dr. Jackie Glasgow, Assistant Superintendent, USD 353

Dr. David Hofmeister, Professor, Southwestern College

Dr. Linda Hope, Principal, USD 259

Dr. Robert Lane, Retired Director, Transition to Teaching Program, Wichita State University

Dr. Diane Nickelson, Principal, Clearwater Elementary School

Dr. Linda Rhone, Affiliate Faculty, Southwestern College

Dr. Teresa SanMartin, Assistant Superintendent for Academic Affairs, USD 265

Mr. Kiehl Rathbun, JD

Dr. Jan Voss, Associate Superintendent, USD 470

Dr. Vickie Wilcox, Reading Specialist

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