Southern New Hampshire University School of Education Educational Leadership (Ed.D.)
Program Overview

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, nonprofits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st-century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systematic change. The dissertation will support this focus and contribute important research to the scholarship and organizational behavior, leadership, and school reform.

To support candidates in their development as educational leaders, the program is built upon national standards found in the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards (ISLLC) 2008 and the revised Interstate New Teacher Assessment and Support Consortium (INTASC) Model Teacher Standards.

The vision for the Ed.D. in Educational Leadership is to produce the next generation of scholarly educational leaders who will have an intentional focus on student learning and be able to translate knowledge into institutional transformation.

All candidates will learn how to be agents of change and will develop the ability to influence policy and practice. The program is committed to developing highly skilled decision makers who are socioculturally responsive. As purposeful researchers, candidates will increase their ability to deeply examine educational issues and find meaningful, effective solutions to today's challenges. As graduates, their leadership and professionalism will serve their communities, prompt societal change, and promote innovative advocacy through shared visioning and collaboration.

The Goals of the Ed.D Program

- To build vision, mission, and goals;
- To promote teaching and learning;
- To manage organizations, systems, and safety;
- To collaborate with families and stakeholders;
- To model ethics and integrity; and
- To advocate for educational systems.
Admission Requirements

Admission to Ed.D in Educational Leadership Program

- A Master’s degree in Education or a related field
- Official undergraduate and graduate transcripts
- Curriculum Vita/Resume
- A written statement of purpose explaining why the applicant is seeking a doctoral program in educational leadership
- Two letters of recommendation from professional sources
- Submission of TOEFL score (International Students Only)

The deadline for submission of all application materials is February 15. Official transcripts must be sent from your college/university registrar.
Program Requirements

After acceptance to the program, each student must fulfill the following requirements prior to completion of the program:

I. Program Prerequisite
Candidates should have an earned Master’s Degree in Education or a related field

II. Required Doctoral Course Sequence
These courses will help students to prepare for the comprehensive exams. They also provide an opportunity for students to research a topic of interest, which may lead eventually to a doctorate dissertation. For course descriptions, please see Southern New Hampshire University’s Graduate Catalog via the university’s website.

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<td>EDU 913 Socio Cultural Analysis of Education Systems</td>
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<td>Year 2</td>
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<td>EDU 923 Decision Making in Education Systems II</td>
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<td>Year 3</td>
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*Beyond Year 3, a candidate who has not defended his/her dissertation must register for 3 credits of EDU 950 beginning Fall, Year 4 and each year until the dissertation is successfully defended.
*All courses are 3 credits unless otherwise specified.
III. Cohort Model

The cohort model is a vital part of the program. It is core pedagogical strategy, which will bring together doctoral candidates with diverse career experiences and backgrounds. The cohort model will employ action-based frameworks, innovative strategies, scholarly readings, and collaborative conversations to engage all candidates in the analysis of and reflection on contemporary educational issues. Cohort members will become a source of support and encouragement to one another. Within the model, the program will encourage a highly individualized approach to research and study. Each candidate’s program and dissertation will be based on his or her scholarly interests, coupled with review and analysis of the candidate’s mastery of the program competencies targeted for the three-year course of study.

IV: Qualifying Questions

During the second Summer Intensive (EDU 920), doctoral students will generate qualifying questions in collaboration with their respective doctoral committee members. The questions generated should be substantive questions requiring both a depth and breadth of knowledge in the field and should indicate a high level of expert knowledge.

During the third Summer Intensive (EDU 930), doctoral students will seek to answer the qualifying questions posed the previous summer and be able to sufficiently defend their answers indicating a high level of expertise.

V: Dissertation

The dissertation will be the capstone experience of the doctoral program providing an opportunity for profound personal and professional learning as well as for the demonstration of competence in conduction and presenting sound educational research. As a culminating experience, the dissertation will emerge from the candidate’s synthesis of his/her course work and professional experiences. The candidate will be encouraged to select as the focus of his/her dissertation a topic of personal interest and professional value within his/her given field, with application to his/her school, district, or organization. Through diligent inquiry into the selected topic, the candidate will significantly intensify his/her knowledge to achieve an advanced level of personal mastery and professional expertise.

The dissertation will provide a portal through which the candidate will be able to contribute both esoterically and practically to educational improvement. Through a balanced integration of traditional and applied research, the candidate will be prepared to make a significant, original, and genuine contribution to the collective knowledge in his/her chosen field of study and to provide informed, practical leadership for improvement efforts within his/her organization or community.

The dissertation is an experience in independent research. The candidate will be required to develop, conduct, and present original study with fidelity to the precepts of sound educational research. The candidate will develop a research question (or questions) of
substance, which merits explicit and systematic investigation. In accordance with accepted research practice, the candidate will utilize appropriate qualitative, quantitative, or blended research approaches to frame the research design and will employ suitably rigorous methods for participant selection and data collection, analysis, and interpretation.

To be publication worthy, the candidate’s dissertation must be substantive, rigorous, thorough, accurate, ethically sound, and eminently defensible. In order to achieve full publishing status, the candidate will be expected to demonstrate high proficiency in writing with strict adherence to the publication standards of the American Psychological Association.

For further information, please contact:

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