**Ed.D. Program in Educational Leadership**

**Mission/Vision Statement**

The mission of the Doctor of Education in Educational Leadership is to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

The vision of the program is to develop as a Center for Educational Leadership offering a broad range of master’s and doctoral level studies related to educational leadership through expanded offerings and cohesive program management within a comprehensive center.

**Students/Customer**

The program serves students possessing a Master’s degree who are interested in pursuing a Doctorate of Education in Educational Leadership in one of three specializations: K-12 Administration, Higher Education Administration or Educational Technology Leadership.

**Program Objectives (PO)**

The Ed.D. Program will enable the students to develop the following leadership competencies specific to their major program of study:

1. Ethical decision-making and leadership practice
2. Program development and management
3. Curriculum design and instructional leadership
4. Professional development and supervision
5. Communications and public relations
6. Financial and materials resource utilization
7. Labor relations and negotiations
8. Principles of board relations and governance
9. Strategic planning and policy determination
10. Management of crises and innovation

**Student Learning Objectives (SLO)**

Students enrolled in the Ed.D. Program will:

1. Gain the knowledge-base needed to serve as educational leaders in their respective fields.
2. Demonstrate the skills required to apply research skills to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education.
3. Attain comprehensive knowledge and skills in the areas of administration or technology, to include technical skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies.
4. Develop dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures.
5. Participate in and seek opportunities to develop self and others through reflection, teamwork, and mentoring.
6. Attain the essential value of improving education for all students and society at large through informed, ethical, and reflective decision-making.

**Key Assessment Activities**

- Doctoral Qualifying Examination (DQE)
- Leadership Competency Portfolio (LCP)
- Comprehensive Examination (Comps)
- Dissertation Proposal
- Dissertation & Defense
University Strategic Plan Goals (SPG)

1. Achieving excellence & growth in academic programs.
2. Developing a world-class support environment.
3. Valuing our people.

Institutional Student Learning Outcomes (ISLO)

Through coursework, learning experiences, co-curricular and extracurricular activities, students will develop and demonstrate:

1. Knowledge, skills, and scholarship appropriate to general and major field areas of study.
2. Effective written and oral communication skills and information literacy using an array of media and modalities.
3. Practical, critical, analytical, and quantitative reasoning skills.
4. Actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. Interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

Strategic Alignment

<table>
<thead>
<tr>
<th>Students enrolled in the Ed.D. Program will:</th>
<th>Alignment w/ PO</th>
<th>Alignment w/SPG</th>
<th>Alignment w/ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain the knowledge-base needed to serve as educational leaders in their respective fields.</td>
<td>1-10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Demonstrate the skills required to apply research skills to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education.</td>
<td>1, 2, 9, 10</td>
<td>1</td>
<td>2, 3</td>
</tr>
<tr>
<td>3. Attain comprehensive knowledge and skills in the areas of administration or technology, to include technical skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies.</td>
<td>1-10</td>
<td>1</td>
<td>2, 3</td>
</tr>
<tr>
<td>4. Develop dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures.</td>
<td>1, 5</td>
<td>1</td>
<td>4, 5</td>
</tr>
<tr>
<td>5. Participate in and seek opportunities to develop self and others through reflection, teamwork, and mentoring.</td>
<td>1, 4, 5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. Attain the essential value of improving education for all students and society at large through informed, ethical, and reflective decision-making.</td>
<td>1, 9</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Classification of Instructional Program (CIP) Code: 13.0401