Educational Leadership EdD

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Learn more about the Doctor of Education in Educational Leadership.

About the Program

The EdD in Educational Leadership program is intended for a wide audience of individuals with experience in K-12 educational settings who desire to advance their careers. Many educational professionals want a defined, predictable program of study that supports steady progress and complements the busy schedule of a teacher and/or school leader. This program institutes a cohort-based executive-format program, wherein courses are offered on weekends and during the summer, accommodating the schedules of working professionals. The program fosters and reinforces Temple's commitment to social justice, equity and ethical practices. The courses, course sequence, and dissertation process are designed in a way that the program coheres around these issues and their implications for educational leadership. This cohort program consists of a fixed-course sequence and is structured to allow students to complete their degree in three years.

The program objectives reflect the essential values of educational leadership and the foundational knowledge, skills and abilities required for effective postsecondary administrative practice. Students gain:

- a deep understanding of the historical, social, legal, economic, cultural and political contexts of higher education administration;
- an advanced understanding of the governance and finance structures of school districts, school organizations and governmental agencies;
- sensitivity to the complexities of organizational culture and the ability to lead effectively in diverse settings;
- the ability to critically examine, diagnose and address persistent problems and inequities in education;
- the ability to identify, critically review, and apply evidence from scholarly and policy research, and a commitment to using evidence routinely in decision-making; and
- skills and habits of reflective practice that support equitable and ethical decision-making in complex situations.

The essential expected learning outcomes of the Temple EdD program in Educational Leadership include graduates' ability to demonstrate advanced understanding of:

- effective practices for equitable and ethical school, school district, and system leadership;
- leadership and learning theories;
- the history, politics, policy and philosophy of public, charter and independent educational programs;
- schooling, school governance, organizational leadership and civic engagement; and
- how political, societal and identity factors contribute to student and school success.

Graduates will also be able to demonstrate the ability to:

- critically engage, diagnose, assess and address issues of equity and inequality that exist in schools and school districts;
- review and synthesize research and practitioner literature to examine educational issues;
- select and apply research methods and theoretical frameworks to address problems of practice; and
- design, engage in, and thoughtfully report on research in multiple designated formats, such as dissertation, white paper and presentation.

Time Limit for Degree Completion: 7 years

Campus Location: Main and Jamaica (only for the EdD Program in Jamaica, in collaboration with Church Teachers' College)

Full-Time/Part-Time Status: Students matriculate part-time. Courses are offered in a cohort-based executive-format program on weekends and during the summer to accommodate the schedules of working professionals. A fixed-course sequence allows students to complete the doctoral degree program in three years.

Affiliation(s): The program is a member of the University Council for Educational Administration (UCEA).

Job Prospects: Graduates typically become senior administrators in public or private schools, administrators in state or federal agencies, and administrators or professors in institutions of higher education.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. ***Students completing non-matriculated courses before being admitted to the program are NOT guaranteed admission***.

Financing Opportunities: Financial support opportunities may include assistantships, fellowships, scholarships, tuition remission, graduate student employment, and other financial aid such as grants, loans and federal work study.

Admission Requirements and Deadlines

Application Deadline:

Summer II: March 1

Applicants should submit all required documents by the application deadline to receive priority consideration for admission.

APPLY ONLINE to this graduate program.

Letters of Reference:
Number Required: 2
From Whom: Letters of recommendation should be obtained to provide insight regarding the applicant's academic competence. References from college/university faculty are recommended.

Master's Degree in Discipline/Related Discipline: A master's degree is preferred but not required. At a minimum, applicants are required to have successfully completed at least 30 graduate credits in a related field to be admitted to the program. All applicants are expected to transfer in up to 30 credits as advanced standing, with approval.

Bachelor's Degree in Discipline/Related Discipline: A bachelor's degree is required. A minimum GPA of 3.0 on a 4.0 scale is expected.

Transcripts: Official undergraduate and graduate transcripts from all accredited institutions attended and/or from which credit was earned must be submitted.

International applicants must also submit an official document, including a course-by-course evaluation conducted by a NACES-accredited organization, that validates completion and conferral of a degree, diploma and/or certificate. While not required, international applicants are encouraged to submit transcript(s) to World Education Services (WES) for evaluation.

Statement of Goals: Write a 500- to 1,000-word statement in autobiographical style covering the following areas:

- How have your personal, academic and professional experiences shaped your research interests, and how might a doctoral program in Education help you explore those interests?
- What academic/professional goals would the program help you to achieve following graduation?
- How does the doctoral program at Temple fit your individual interests, needs and future goals? Be certain to identify the faculty member whose research best matches your own interests.

Standardized Test Scores:
Applicants who earned their baccalaureate degree from an institution where the language of instruction was other than English, with the exception of those who subsequently earned a master’s degree at a U.S. institution, must report scores for a standardized test of English that meet these minimums:

- TOEFL iBT: 79
- IELTS Academic: 6.5
- PTE Academic: 53

Resume: Current resume required.

Writing Sample: The academic writing sample should be a paper written for a class within the last five years. If a recent paper is not available, the applicant should compose an op-ed piece on an educational issue of their choosing. The op-ed should be 400 to 1,200 words in length and of the kind that might appear in *The New York Times* or *Philadelphia Inquirer.*

Program Requirements

General Program Requirements:
Number of Credits Required Beyond the Master's: 42

Required Courses:

Code	Title	Credit Hours
Core Courses		
AOD 5534	Group Facilitation and Consultation	3
EDAD 8093	Administration Research Seminar	3
EDAD 8461	Ethical Leadership	3
EDAD 8553	Democratic, Equitable, and Ethical Leadership	3
EDAD 8635	Education Policy Analysis	3

EDAD 8636	Research for Change	3
EDAD 8653	Civic Leadership	3
EDAD 8755	Organizational Dynamics	3
EDUC 5262	Introduction to Qualitative Research	3
EDUC 5325	Introduction to Statistics and Research	3
EPSY 8627	Introduction to Research Design and Methods	3
SPED 8101	Trends and Issues in Special Education	3
Research Courses [1]		**6**
EDUC 9998	Dissertation Proposal Design	
EDUC 9999	Doctor of Education Dissertation [2]	
Total Credit Hours		**42**

[1] Students are required to complete a minimum of 6 credits that include EDUC 9998 and EDUC 9999. Of the 6 credits overall, a minimum of 2 credits of EDUC 9999 must be taken.

[2] Students enroll in EDUC 9999 after their proposal is approved, taking at least 1 credit each term until the dissertation is defended and filed with the Graduate School. A minimum of 2 credits of EDUC 9999 must be earned.

Proposed Plan of Study Outlined by Year and Term

Year 1		
Summer II		**Credit Hours**
EDAD 8461	Ethical Leadership	3
EPSY 8627	Introduction to Research Design and Methods	3
	Credit Hours	**6**
Fall		
EDAD 8635	Education Policy Analysis	3
EDUC 5325	Introduction to Statistics and Research	3
	Credit Hours	**6**
Spring		
EDAD 8653	Civic Leadership	3
EDUC 5262	Introduction to Qualitative Research	3
	Credit Hours	**6**
Year 2		
Summer II		
EDAD 8636	Research for Change	3
EDAD 8755	Organizational Dynamics	3
	Credit Hours	**6**
Fall		
EDAD 8093	Administration Research Seminar	3
SPED 8101	Trends and Issues in Special Education	3
	Credit Hours	**6**
Spring		
EDAD 8553	Democratic, Equitable, and Ethical Leadership	3
EDUC 9998	Dissertation Proposal Design [1]	1
	Credit Hours	**4**
Year 3		
Summer II		
AOD 5534	Group Facilitation and Consultation	3
	Credit Hours	**3**
Fall		
EDUC 9999	Doctor of Education Dissertation [1,2]	2
	Credit Hours	**2**

Spring		
EDUC 9999	Doctor of Education Dissertation [1,2]	3
	Credit Hours	**3**
	Total Credit Hours	**42**

[1] Students are required to complete a minimum of 6 credits that include EDUC 9998 and EDUC 9999. Of the 6 credits overall, a minimum of 2 credits of EDUC 9999 must be taken.

[2] Students enroll in EDUC 9999 after their proposal is approved, taking at least 1 credit each term until the dissertation is defended and filed with the Graduate School. A minimum of 2 credits of EDUC 9999 must be earned.

Curriculum ONLY for the EdD Program in Jamaica, in collaboration with Church Teachers' College

Program Requirements

General Program Requirements:
Number of Credits Required Beyond the Master's: 42

Required Courses:

Code	Title	Credit Hours
Core Courses		
SPED 8101	Trends and Issues in Special Education	3
EDAD 5653	Educational Leadership as Civic Leadership	3
EDAD 8461	Ethical Leadership	3
EDAD 8635	Education Policy Analysis	3
EDAD 8775	Understanding Organizational Dynamics in Educational Settings	3
EDAD 8787	Administration of Higher Education	3
EPSY 8627	Introduction to Research Design and Methods	3
EDUC 5262	Introduction to Qualitative Research	3
EDUC 5325	Introduction to Statistics and Research	3
EPSY 8825	Advanced Data Analysis	3
EDAD 8636	Research for Change	3
EDAD 8093	Administration Research Seminar	3
Research Courses [1]		**6**
EDUC 9998	Dissertation Proposal Design	
EDUC 9999	Doctor of Education Dissertation	
Total Credit Hours		**42**

[1] Of the 6 research credits required, a minimum of 2 credits of EDUC 9999 Doctor of Education Dissertation must be taken.

Culminating Events:
Preliminary Examination:
At the end of the academic term in which students are enrolled in EDAD 8093 Administration Research Seminar and prior to completion of the dissertation proposal, students complete a preliminary exam (also sometimes called "comps" or "comprehensive exam"). The preliminary exam consists of written responses to three questions developed by the instructor of the Research Seminar. Through the comprehensive exam, students must demonstrate the ability to:

- situate and define a chosen topic or field within the concepts and history of the field;
- compare, contrast and justify various research methods appropriate to investigation of a practice-based research problem; and
- critically synthesize the extant scholarly and practice-focused literature that informs administrative practice related to the topic.

Students must obtain a passing score on the preliminary exam prior to registering for EDUC 9998 Dissertation Proposal Design. A passing score is also required for elevation to candidacy following a successful proposal defense.

Dissertation Proposal:

In the term immediately following completion of the EDAD 8093 Administration Research Seminar and successful completion of the comprehensive exam, students enroll in EDUC 9998 Dissertation Proposal Design. Like EDAD 8093 Administration Research Seminar, EDUC 9998 Dissertation Proposal Design serves as a structured, intensive cohort-based monthly workshop in which students design and defend a dissertation proposal that outlines a rigorous plan for empirical study of an issue relevant to the student's professional responsibilities or aspirations. The proposal must incorporate a thorough and critical review of literature relevant to the topic, a discussion of theoretical approaches to understanding and studying the topic, a conceptual or theoretical framework that will guide the study, and a robust methodological plan that includes assurances of completing Institutional Review Board (IRB) review and any interview or other protocols necessary to submit for IRB review. Dissertation proposal defense occurs at any point during or at the end of the academic term. Students receive feedback from the faculty advisor, other committee members and their cohort peers during their defense.

Dissertation:
The EdD dissertation is distinct from the PhD dissertation in that the intent of the EdD dissertation is not to build theory but to make a substantive contribution to practice-focused scholarship in a particular domain of K-12 educational leadership. EdD dissertations are typically less lengthy than PhD dissertations and cover a smaller scope of theorizing and data collection. They are, however, held to the same standards as PhD dissertations with respect to methodological validity, data analysis, and writing quality and clarity.

Following successful defense of the dissertation proposal and after securing IRB approval, students carry out an original research project intended to make a significant practice-based contribution to the field. While the EdD dissertation is meant to have practical and applied relevance, however, it is nonetheless expected to engage rigorously with existing literature and theory appropriate to the student's chosen topic and to demonstrate the student's ability to execute robust methods appropriate to the student's research question(s). Toward this end, EdD students:

- prepare a dissertation study report that is a standard academic manuscript, which includes an introduction, literature review, conceptual/theoretical framework, methodology, results, discussion and references; and
- produce a white paper/executive summary that distills the lessons of their research for practitioners in their field.

Contacts

Program Web Address:

https://www.temple.edu/academics/degree-programs/educational-leadership-edd-ed-edls-edd

Department Information:

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Philadelphia, PA 19122-6091
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215-204-0999

Submission Address for Application Materials:

https://connect.temple.edu/portal/gr_applytoday

Department Contacts:

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