

Doctorate in Educational Leadership
Department of Educational Leadership
College of Education and Human Services
Western Illinois University

ADMISSION PROCESS:

Admission Requirements. The doctoral program will be a cohort program that will be a blend of weekend classes and distance learning. The 83 semester hour program combines the current 40 semester hour Education Specialist degree with an additional 43 semester hours of doctoral work. Students must have, or be eligible for, superintendent certification. All students will be school district administrators (principals, curriculum directors, assistant superintendents, or superintendents). Each applicant will provide evidence to the screening committee of continuous professional growth and development, as well as, evidence of contributions made to the research base, to the growth of others, or to the improvement of student achievement.

Students applying to the Ed.D. program will submit the following:

1. Transcripts from all institutions of higher education attended.
2. The transcripts must document completion of both a master's degree in educational leadership and an education specialist's degree or their equivalents.
3. Evidence of a demonstrated commitment to continuous school improvement.
4. Three letters of support from the following:
 - Current supervisor
 - Subordinate
 - A parent/citizen
5. Full vitae/resume
6. Examples of scholarly work:
 - Copies of published research
 - Copies of regional, state, and/or national presentations
 - Copies of competitive grants
 - Copies of the most recent district and/or school improvement plan, specifying the applicant's involvement and the results of said involvement
7. Three to five page essay on the role of administrators in promoting student achievement.
8. One page summary of personal/professional goals.

Screening Committee.

The screening committee will be comprised of three graduate faculty members from the Educational Leadership Department and one additional faculty member from either Special Education, Educational and Interdisciplinary Studies, or Instructional Technology and Telecommunications. This committee will review the materials contained in all complete applications. It will then interview each applicant seeking a more complete image of the person's professional commitments and achievements.

Graduation Requirements.

Students must complete each core course with a grade of "B" or better or a grade of "S" for those courses graded *satisfactory/unsatisfactory*. The Ed.D. program must be completed within eight years of the initiation of a doctoral coursework (700 level classes). In addition, before being awarded the degree, each student must satisfy the following:

- Successful completion of EDL 770, Comprehensive Examination, before a student may proceed to candidacy.
- Successful completion of EDL 780, Electronic Portfolio.
- Successful completion of EDL 790, Dissertation.

The Applied Research Component

Students in the program will analyze issues related to improving student achievement. Ultimately, they will develop and implement plans for school improvement in low-performing schools. The process will begin with a detailed review of empirically-based research on effective schools and with research and dialogue around specific research questions. The research questions will frame the students' two-year applied research engagement.

In the first year, students will research the administrative practices of a high performing school or a school characterized by recent, significant academic improvement. Schools will be chosen from the list of Blue Ribbon and Spotlight Schools identified by the Illinois State Board of Education. In the second year, students will work closely with a low-performing school. Using the skills previously described, each student will collaborate with the leadership of the low-performing school to conduct needs assessments and program evaluations, to match programs to needs, to acquire resources, to build coalitions at all levels (local, state, and federal), and to create infrastructures built on school data and scientifically-based research.

This practical application of research and theory to real-world questions will lead to the development of the student's final project. With the intent of palpably impacting the field through their efforts at improving the educational experience of children, students'

innovative efforts in these schools will serve as the primary data source for a traditional five-chapter dissertation, a publication in a peer-reviewed journal, or an extensive ethnographic case study based upon the school partnership.

Doctoral Comprehensive Examination

A candidacy examination, administered each term by the graduate faculty in Educational Leadership is required of all students in the doctoral program near the end of coursework. The examination includes sections on research skills and learning theory as well as in the major area of specialization. Early contact with the major advisor to discuss the exam is highly recommended.

Students have two opportunities to successfully complete the candidacy exam. If the first attempt is unsuccessful, the graduate committee will determine the appropriate remediation. The outcome of the second attempt is final. Students must be enrolled for at least one credit hour in the term in which they take their candidacy exam.

Students are admitted to candidacy following successful completion of the examination and may begin to enroll in EDL 790. Students must select a dissertation chair within the first semester after admission to candidacy.

Dissertation Chair and Committee

Upon admission to candidacy and prior to beginning work on the dissertation, the student will choose a dissertation chair and, with the chair's advice, a dissertation committee consisting of a minimum of two additional members. At least two members of the committee must be senior members of the graduate faculty. The Dissertation Chair Appointment Form must be on file at the Graduate School by the end of the first term of registration for EDL 790. Committee members may be from departments outside of Educational Leadership.

Dissertation and Oral Defense

A dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates for the doctoral degree are expected to conduct original scholarship appropriate to the field of Educational Leadership and to communicate the results of their research effectively. Following completion of the written dissertation and with the approval of the dissertation committee, a public presentation of the research is scheduled, followed immediately by an oral defense of the dissertation. This final examination of the candidate and the research is conducted by the dissertation committee, in accordance with the guidelines of the Graduate School. Successful completion of the oral defense is usually the final major step prior to graduation.

Registration

There must be continuous registration from the time of proposal approval until degree completion. During the period of time in which you complete the degree, there must be registration for some type of credit hour(s), e.g., a course, dissertation hours, or dissertation audit hours. Contact the Graduate School to register for dissertation audit hours and for more information regarding continuous registration.

Electronic Portfolio

Students will be expected to create an electronic portfolio. Work on this will start in EDL 700.

COURSES Catalog Description of Educational Specialist Degree Courses

600 Organizational Leadership. (3) Synthesis of the several components of the Educational Leadership Program including evolution of thought and practice in educational administration; the instructional, political and managerial roles of the educational executive; and the ethics of educational administration. Required for admission to candidacy.

617 Legal Aspects of Education Governance. (3) Selected problems and issues in school law. The case study method is used to examine relevant state and federal court decisions. Case law and state statutes are applied in assessing the legality of school district policies.

620 Superintendent and Educational Governance. (3) Instructional, managerial, and political roles of the chief school administrator and central office staff; school district organization and governance; relationships with federal and state governments; and the role and operation of the board of education.

622 Management of Administrative Personnel. (3) Selection, development, and appraisal of school administrators and supervisors.

623 Collective Bargaining in Education. (3) Historical development, processes, effects, and issues. Students participate in a simulated bargaining exercise which provides realistic experience in preparing for negotiations and selecting and utilizing appropriate table tactics.

627 School Business Management. (3) School district business administration policies and procedures essential to the conservation and effective utilization of funds, facilities, equipment, and personnel.

635 Educational Facilities. (3) Education facilities should support the educational program. Participants will evaluate existing facilities for program worthiness, structural barriers, handicapped accessibility, health and life safety code compliance, AHERA compliance, and structural integrity. Emphasis will be placed on remodeling of existing facilities, with some discussion on new construction.

640 The Educational Executive. (3) Theories of organizational leadership and their relevance for, and application to, schools and school districts; structural, human resources, political and symbolic approaches to leadership and change; and the development of interpersonal competence.

655 Internship. (2, repeatable to 6) Clinical field experience in the student's major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member. The internship requires a minimum of 75 clock hours of planned activity for each semester hour of credit.

660 Instructional Leadership. (3) Current images of leadership, leadership and management practices, school culture and contexts, and professional development as they apply to instructional leadership at the school and school district levels.

671 Curriculum Theory. (3) Learning-instructional-curriculum theories, curriculum philosophies, politics of curriculum policy, and future curriculum needs in the public elementary and secondary school.

681 Research in Educational Leadership. (3) Consideration of quantitative and qualitative procedures in reviewing and conducting educational research investigations. Students will consider the requirements of professional writing and prepare a research proposal or grant proposal.

EIS 607 Implications of Diversity for Educational Leaders (3) Rapidly changing demographic patterns hold implications for school policy. Effective educational leaders understand diverse cultures and communication styles, and practice collaboration and dialogue.

Catalog Description of Doctoral Courses

EDL 700, Orientation to the Doctoral Program (2)

The course will be an introduction to the doctoral program. Department faculty will review the goals, expectations, course schedule, and programmatic requirements of the program. Students will complete their graduate degree plans, initiate their e-portfolio, complete a literature review on the research on effective schools, and begin to develop a possible research agenda for their final project. The instructor of record for the course will serve as the cohort's advisor for the first two years of the program.

EDL 710, Facilitating a Vision of Excellence (3)

The focus of this course is to facilitate the development, articulation, implementation, and stewardship of a vision of excellence which is shared and supported by the school/community. Emphasis is placed on the superintendent's leadership role in the school district.

EDL 711, Improving the Learning Environment & Instructional Program (3)

This course emphasizes the role of exemplary superintendents in advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning theory, and professional development.

EDL 712, Managing the Organization, Operations, and Resources (3)

The emphasis of this course is managing the school organization, operations, and resources for a safe, efficient, and effective learning environment.

EDL 715, Research in Schools and Communities (1)

(Offered for one semester hour, repeatable to a total of five semester hours)

In the five core courses in the program, students will be developing a case study of an effective school as denoted by the Illinois State Board of Education (Blue Ribbon Schools, Spotlight School). The focus of the study will be on the administrative practices that contribute to excellence.

EDL 720, Coalition Building (3)

The emphasis of this course is on collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources and building coalitions to support continuous improvement in student achievement.

EDL 725, Introduction to Dissertation Studies (1)

(Offered for one semester hour, repeatable to a total of three semester hours)

Students will register for one semester hour of credit during the Fall, Spring, and Summer semesters, for a total of three semester hours). This course, which covers the development of the research proposal, will be required of all students during their second year in the program. It will constitute the first three semester hours of the total 12 semester hours required for the dissertation.

EIS 701, Quantitative Research for Educational Leaders (3)

The course examines the theory and assumptions behind descriptive and parametric statistics, including correlation, regression, analysis of variance, and path analysis. Learners will develop the ability to comprehend research literature and to correctly interpret and use district data, including standardized test results, to make defensible systemic change.

EIS 747, Politics of Education (3)

The course provides a critical understanding of the role of educational interest groups, school boards, professional educators, legislatures, courts, government agencies, and citizens in formulation and execution of educational policy. It includes the theory of educational politics and ethics at the federal, state, and local levels spanning curricular and assessment issues to school district consolidation and considers the impact of political forces on systemic school reform and leadership of school improvement.

ITT 756, Planning for Technology (3)

This course focuses on the role of the school administrator in addressing issues and strategies for integrating technology in K12 schools. Topics explored include the use of technology to support teaching and learning; the integration of technology into long- and short-term planning and budgeting; models for technology staffing, professional development, and on-going support; and alignment with state and federal technology initiatives and standards.

SPED 613, Families, Diversity and Social Issues

The unique social/emotional needs of families with children with disabilities and or with children at-risk, the impact of poverty and other social stressors, and their specific research perspective will be explored with the aim of preparing informed leaders in educational settings.

EDL 770, Comprehensive Examination (0)

At the end of the candidate's program of study, the student will be required to pass a written and/or oral comprehensive examination, at the discretion of the committee, covering a specific body of knowledge inherent in the program. Examination questions will be determined by committee members and selected from areas specific to the student's first and second yearlong block studies.

EDL 780, Electronic Portfolio (0)

Each candidate will be required to submit to his or her advisor an electronic portfolio reflecting the candidate's original work and best efforts from the first and second yearlong blocks and from cognate studies. Developed around content and process areas, portfolios are to be submitted after a minimum 33 hours of credit (24 semester hours from the first and second yearlong blocks, and 9 semester hours of cognate study). The electronic portfolio must be completed before the dissertation defense.

EDL 790, Dissertation (minimum hours, in addition to EDL 725) (9)

This course requires a significant contribution of knowledge and a demonstration of proficiency in the integration of theory and practice involving the application of existing knowledge and/or results of individual research to an educational problem or situation.

(PLEASE TYPE)

**APPLICATION FOR ADMISSION
Doctorate in Educational Leadership (Ed.D)**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP
College of Education and Human Services
Western Illinois University**

Note: All applicants must possess or be eligible for the superintendent's endorsement and must be an administrator in P-12 education.

1. **Name:** _____ 2. **Date:** _____

3. **Social Security # or W.I.U. ID #:** _____

4. **Home Address:** _____
(Street Address)
_____ **Telephone** (____) _____
(City) (State) (ZIP)

5. **Business Address:** _____
(Street Address)
_____ **Telephone** (____) _____
(City) (State) (ZIP)

6. **E-mail address** _____

7. **Education** (List all colleges and universities attended, in reverse order. Attach separate sheet if necessary.)

Institution	Dates	Degree	Major

8. Administrative Certificates Held:

Title of Certificate _____ State _____

Title of Certificate _____ State _____

9. Work Experience (List full-time positions held in education and other fields, including military service. List current position first and continue listing in reverse chronological order. Attach separate sheet if necessary.)

School or Organization	Position	Dates	Name and Title of Immediate Supervisor

10. Recommendations (List the names of three persons (one current supervisor, one subordinate, and one parent/citizen) who will submit a letter that provides an appraisal of your personal and professional accomplishments and your potential for growth in educational leadership.)

Name	Title	Relationship

11. Please attach a 3 – 5 page essay on the role of administrators in promoting student achievement. A minimum of five sources should be referenced in the essay.

12. Please attach a one page summary of your personal/professional goals.

PLEASE RETURN TO: Admissions Secretary
 Department of Educational Leadership
 81 Horrabin Hall
 Western Illinois University
 Macomb, IL 61455

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