

# Online Doctor of Education in Educational Leadership

## 60 Credit Hours

### Admission Requirements:

- Application and processing fee.
- Official transcripts in English of all previous colleges attended. The transcripts must indicate an earned Bachelor's degree and Master's degree from a regionally accredited college or university.
- Professional CV or resume.
- Minimum graduate cumulative GPA of 3.0, probationary status may be granted for lower GPA's.
- 400-500 word writing sample that clearly communicates beliefs about educational leadership, philosophy of education, why they hold these beliefs, and how they translate those beliefs into practice.
- Statement of interest in the Ed.D. in Educational Leadership describing potential research questions and professional career objectives.
- Students who choose the superintendent concentration must already possess the superintendent or principal certification or the equivalent courses.

### Job Outlook in Texas:



**8,026 Jobs**  
Open in 2022\*



**2,638**  
Unique Postings (1/22-11/23)



**\$82,500** per year  
Median Earnings

\*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree. Source Emsi Analyst 2024.

### Cost:

- Per Credit: \$767
- Per Course: \$2,301
- Resource Fees: \$3,600 (\$200 per 7 week session)
- Dissertation Fees: \$3,600
- Dissertation Continuation Course (as necessary): \$767
- Estimated Total Tuition\*: \$53,220

\*Total tuition may vary depending on a number of factors, including advanced standing hours and the number of dissertation hours required to complete the dissertation. Any dissertation work needed beyond the required six credit hours would necessitate enrollment in dissertation continuation courses. Continuation course enrollment is \$767 per course.



### Graduation Requirements:

Students must earn a 3.0 GPA or higher to meet graduation requirements.

### Acquired Skills:

#### Top Hard Skills

- Student Services
- Higher Education
- Curriculum Development
- Academic Affairs

#### Top Common Skills

- Leadership
- Teaching
- Communication
- Management

## Core Curriculum:

### LEAD 701: Foundations of the Dissertation

The first course in the research strand provides scholar-practitioners with foundational knowledge, skills, and practices to build their doctoral research at ACU. This course charts a roadmap for the research journey that will eventually culminate in a dissertation.

### EDUO 704 - Effective Communication as an Education Leader

Explores the principles underlying public relations in K-12 education concerning organizational, interpersonal, and cross-cultural communication in educational and community settings by developing written and verbal skills for specific contexts (including crisis management, school community support, and public relations) for developing inclusive systems and favorable outcomes for all stakeholders.

### EDUO 708 - Learning Instruction and Innovation

Examines curriculum and instruction from a leadership perspective with an analysis of the various determinants of, approaches to, and the systematic evaluation of curriculum in K-12 education settings. Students examine current issues, including reform efforts and policy measures with an impact on curricular decisions, and the effects of curriculum.

### EDUO 712 - Managing Human Capital

Explores how to effectively manage human resources in the public school system. Examines the formulation and implementation of strategic staffing, recruitment and selection, training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of human resource management frameworks and practices.

### EDUO 716 - Schools as Organizations

Encourages students to self-reflect on advocacy, and use of theoretical frameworks and research to advance excellence and equity in education. Students will gain skills in establishing cross-cultural relationships to enhance academic achievement and advance social justice while acting as fearless agents of change to guarantee academic excellence for all students.

### EDUO 724 - Theories in Educational Leadership

Examines the elements of strategic leadership to develop skills for the comprehension of motivational and problem-solving approaches by fusing theory and practice to design, implement, maintain, and evaluate change initiatives within K-12 institutions. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders.

## Research Courses:

### LEAD 765: Building the Problem of Practice

The second of four dissertation courses supports student progress toward the dissertation through the creation of a viable problem statement. Topics include: the function and components of a problem statement, using peer-reviewed research to justify the problem statement, and connecting the problem statement to

leadership concepts and the student's concentration.

### LEAD 781: Organizational Assessment & Evaluation

Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to theoretical and methodological options in current evaluation practice across social service, education, and business contexts. The comprehensive range of activities involved in designing, implementing, and assessing organizational effectiveness will be explored.

### LEAD 784: Qualitative & Action Research Methods

Engages students in the study of qualitative and action research methods. Students will understand the philosophical and ethical foundations of qualitative research and be introduced to qualitative methodology. Students will study the threefold process of action research focusing on improvement in the leader's practices, his/her understanding of those practices, and the situations in which those practices are carried out.

### LEAD 786: Quantitative Analysis

Provides instruction in the basic distributions, such as binomial and normal, and introduces hypothesis methodology. Students will apply inferential techniques including chi-square, the analysis of variance and covariance, and multivariate analysis to a variety of organizational issues and scholarly pursuits. In addition to utilizing these tools and techniques in their own work, this course will assist learners in become informed consumers of research.

### LEAD 793: Dissertation Prospectus Seminar, Pt 1

This is the third of four dissertation courses that guide students in the completion of the dissertation prospectus.

### LEAD 794: Dissertation Prospectus Seminar, Pt 2

This is the fourth of four dissertation courses that guide students in the completion of the dissertation prospectus.

## Dissertation Credits (minimum of 6 hours)

### LEAD 799: Dissertation Research

Completion of dissertation research and dissertation defense. This course is available for variable credit. Please see your advisor for more information. Prerequisite: Student has been assigned a dissertation chair.

Dissertation Research credit hours are taken under the supervision of the student's dissertation chair in preparation of the dissertation and defense. The six credit hours are typically earned by taking one credit hour for each part of term of continuous enrollment. A credit/no credit grade will be earned each part of term based on progress toward goals set by the student and chair. Any dissertation work needed beyond the required six credit hours would necessitate enrollment in dissertation continuation courses.

# Doctor of Education in Educational Leadership

With your current principal or superintendent licensure, 15 hours of advanced standing will be applied to your degree plan in lieu of the following courses:



## Principalship Concentration Courses:

### **EDUO 683: Implementing Continuous Improvement**

Applies a framework for continuous improvement that provides a quality teaching and learning environment.

### **EDUO 687 - Managing Data to Improve Student Learning**

Focuses on data-driven decision-making and skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is on action for continuing analysis of the gaps between goals for student learning and student performance.

### **EDUO 684 - Meeting the Learning Challenge**

Prepares the student to implement current theory, best practices, and brain research and to explore and investigate strategies that have a high probability of increasing learning for all students.

### **EDUO 686 - Reframing Learning**

Establishes the framework for moving a school culture from a focus on teaching to a focus on learning and professional learning communities. Students also explore research on learning and develop an understanding of how different approaches to instruction are informed by research.

### **Select one:**

### **EDUO 688 - Creating Effective Learning Environments**

Explores and investigates current research-based practices and theories about ways to promote meaningful professional learning for all members of the school community. Emphasis is on factors and conditions within the school's circle of influence that enhance learning.

OR

### **EDUO 660 - Practicum/Capstone in the School Principalship\***

The internship provides significant opportunities for candidates to synthesize and apply the skills identified in the national standards. A capstone course.

\*This course is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.

## Superintendent Concentration Courses:

### **EDUC 656 - School Finance**

Problems relating to the adequate financing of schools.

### **EDUC 672 - Educational Facilities**

Provides advanced graduate students the opportunity to obtain practical experience related to the planning, financing, construction, renovation, and maintenance of educational facilities. Through presentations by practitioners with expertise in relevant areas as well as site visitations to educational facilities.

### **EDUC 674 - Policy and Politics in Education**

Develop an awareness of the responsibilities of a superintendent from the perspectives of political dynamics and their connections to the policy process.

### **EDUC 676 - District Instructional Leadership**

Application of knowledge, skills and dispositions of the superintendency to maximize learning for diverse populations.

### **EDUC 668 - Practicum/Capstone in the School Superintendent\***

Internship experiences in the office of a superintendent of schools. This experience will cover a range of the duties and responsibilities encountered by a school superintendent. A capstone course.

\*This course is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.