



Doctor of Education in Educational Leadership

COLLEGE OF LEADERSHIP AND PROFESSIONAL STUDIES

100% ONLINE

54 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.
- Completion of a 400-500 word writing sample (see details on page 2).
- Personal Essay: A statement of Interest in the Ed.D. in Educational Leadership program describing your potential research questions and your professional career objectives.
- Students who choose the superintendent concentration must already possess the superintendent certification or the equivalent courses.

Cost:

- Per Credit: \$767
- Per Course: \$2,301
- Total Tuition: \$41,418
- Resource Fee: \$3,780
- Dissertation Fee: \$3,600
- Total Tuition + Fees: \$48,798**

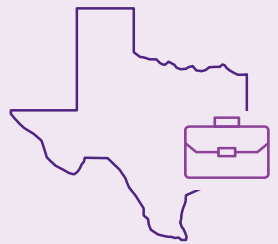
Timeline: In as few as 3 years

Job Outlook in Texas:

9,227 Jobs in 2025*

+6% Employment Growth (2025-2026)

\$86,000 per year Median Earnings



*Filtered by the proportion of the national workforce in these occupations with a Masters degree. Source Lightcast 2026.

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.



Admission Requirements:

Writing Sample: Completion of a 400-500 word writing sample that:

1. Clearly communicates your beliefs about educational leadership,
2. Your philosophy of education,
3. Why you hold these beliefs, and
4. How you translate these beliefs into practice. Ensure your response addresses all four components and include your name at the top of your writing samples and in the name of your submitted documents. If your writing sample does not fully comply with the provided directions and expectations, it may be returned for revision, which could delay the acceptance process.

Core Curriculum:

EDUO 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 703: Introduction to Doctoral Level Writing

This course introduces doctoral students to the expectations and practices of scholarly writing within an EdD program. Students will develop foundational skills in academic voice, critical reading, and evidence-based argumentation while learning to write with clarity, precision, and purpose. Emphasis is placed on understanding the conventions of doctoral-level writing, synthesizing research, and communicating ideas in ways that contribute to professional practice and the field of education.

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 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:

EDUO 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 782: Qualitative Analysis

Students will explore qualitative research designs to analyze and interpret collected qualitative data. Themes and patterns will be identified to produce research findings. Analysis types include content, thematic, narrative, and document, using appropriate tools. Students will use concepts learned in this course to complete dissertations and to drive informed decision-making.

LEAD 784: Qualitative Method Research and Designs

This course introduces students to characteristics of the qualitative method and research designs along with frameworks such as descriptive, case studies, narrative, phenomenology, among others. Students will apply knowledge using various techniques to design and align qualitative research and learn to choose between qualitative designs to support a qualitative dissertation.



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 chisquare, 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.

Dissertation Credits (minimum of 6 hours)

EDUO 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.

Higher Education Concentration Courses: Select 4 courses from the following list:

HIED 611: Foundations of Higher Education

A comprehensive introduction to American higher education, including its historical development, structure, roles, and diverse characteristics. A special focus will be placed on the interplay of Christian faith with the historical development of American higher education.

HIED 613: Introduction to Student Services

An introduction to, and overview of, the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

HIED 621: Research and Assessment in Higher Education

Examines the research process from problem formulation to data collection and analyses. Application is made to the higher education setting. Students will also learn appropriate assessment techniques for higher education environments.

HIED 622: College Students and Student Development Theory

A comprehensive introduction to the holistic development of college students and the history, application and practice of student development theory within the context of American higher education.

HIED 632: Spiritual Development in College Students

Provides students with a comprehensive introduction to spiritual development. Includes the history and principles of Christian spiritual formation as well as a broad range of historical and philosophical approaches to spirituality.

HIED 635: Higher Education Resource Management

A comprehensive introduction to managing resources in a higher education setting. A special emphasis is placed on budgeting and financial planning.

HIED 641: Trends and Issues in Higher Education

An exploration of the trends, issues and problems currently impacting American institutions of higher education.

HIED 643: Legal and Ethical Issues in Higher Education

Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education and ethical standards for professionals in higher education.

HIED 647: Diversity, Equity, and Inclusion in Higher Education

An exploration of diversity, equity, and inclusion in higher education throughout history, as well as current challenges experienced in colleges and universities. Students will learn ways to help foster more equitable and inclusive campus environments that promote a sense of belonging by all its members.

HIED 652: Foundations of Enrollment Management

This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

HIED 658: Retention and College Student Success

This course emphasizes the continuing nature of enrollment management once students enroll as freshmen. Topics and competencies will provide a solid understanding of the importance of student retention as it relates to overall college student success.

HIED 662: Vocation and Career Formation

This course examines the concepts of vocation, faith, identity, and context as it pertains to careers in higher education. The student will explore a theology of vocation within the Christian tradition and be equipped to help college students explore their own vocational identity.



HIED 665: Foundations of Academic Advising

Examines the foundations of academic advising as an essential component of student success and retention in higher education. Topics include developmental advising, research on academic advising, models and delivery systems, skills for effective advising, and assessment and evaluation of advisors and advising programs.

HIED 672: Leadership in Higher Education

An introduction to leadership theory and practice in a higher education context. Includes the consideration of a formational approach to college student leadership. A special focus will be placed on individual leadership capacity building and ways in which a Christian perspective influences leadership practice.

Principalship Concentration Courses:

With your current principal licensure, 12 hours of advanced standing will be applied to your degree plan in lieu of the following 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.

*These course are 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.

School Superintendent

Concentration Courses:

With your current superintendent licensure, 12 hours of advanced standing will be applied to your degree plan in lieu of the following 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.

*These courses are 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.