

DOCTOR OF EDUCATION (ED.D.)

General Information

The Doctor of Education (Ed.D.) includes a common core of coursework and two areas of concentration:

1. Leadership and Policy Studies
2. Curriculum Leadership

Students in each concentration complete common core coursework that provides foundational training in three areas: research, leadership, and advocacy. Basic general information about each concentration appears below.

Leadership and Policy Studies Concentration

P-12 and postsecondary leaders are charged with directing broad educational programs that increase excellence and equity as measured by outcomes. Educational entities and organizations need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning. Moreover, they need leaders who understand and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program in this concentration at Eastern Kentucky University will play a significant role in developing such leaders. Participation in this doctoral program will lead to enhanced practical capacity with regard to human learning, educational institutions, and the interaction of society with educational, financial, and governmental processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Coursework will be built on a knowledge base that reflects current research, theory, and practice. Doctoral faculty will serve as mentors.

Curriculum Leadership Concentration

Curriculum Leadership is designed for dedicated practitioners committed to addressing problems facing curriculum leaders in the field of education. This degree concentration aims to develop scholars who wish to assume leadership roles in educational institutions, such as school or district curriculum leadership. Students will research and implement a diverse range of curricular trends. Doctoral faculty will serve as mentors in helping students create doctoral dissertations that align with their professional goals.

Admission Requirements

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. The applications are due by March 1 for admission in the following fall semester. Applications received after March 1 may be considered for Spring admission pending availability of openings in the programs.

Admission to the Doctor of Education program is based upon the following entrance requirements:

1. Earned a master's degree in education or a related field with a minimum graduate GPA of 3.5.
2. Must have professional experience.

The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the applicant's success in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting the minimal criteria.

A completed application packet will include:

1. Completed graduate school and concentration applications
2. Transcripts of all undergraduate and graduate work
3. Resumé of professional experience
4. Score reports from the Graduate Record Examination (GRE) or Miller Analogies Test if the graduate GPA is less than 3.5
5. At least three letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.
6. Writing sample from previous graduate program that exemplifies applicant's writing and research skills

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethic) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol.

Students will be required to complete a criminal background check during their first semester, but may complete coursework on a provisional status pending completion of the criminal background check.

Program Requirements

Candidates in both concentrations complete the following core coursework. Thereafter, each candidate's program of study will be individually planned within the following curriculum framework as defined by the concentration area:

Program Requirements

CIP Code: 13.0401

Code	Title	Hours
Ed.D. Core Requirements		
EDD 901	Orientation to Doctoral Studies	3
EDD 902	Introduction to Quantitative Research Methods	3
EDD 903	Qualitative Research	3
EDD 904	Application of Research: Program Evaluation, Survey Design, and Grant Writing	3
EDD 905	Analysis of Research Literature	3
EDD 906	Dissertation Practicum	3
EDD 907 or EDD 908	Intermediate Quantitative Research Methods Advanced Qualitative Research Methods	3
EDD 999	Dissertation (Additional dissertation hours may be required.)	12
Concentrations		
Students must select one of the following Concentrations:		27
Leadership and Policy Studies (without Superintendent licensure)		

Leadership and Policy Studies (with Superintendent licensure)		
Curriculum Leadership		
Exit Requirements		
GRD 877P	Ed. D. Written&Oral Qual Exam	0
GRD 878Z	Ed. D. Oral Defense Exam (Dissertation Defense)	0
Total Hours		60

Leadership and Policy Studies Concentration (without Superintendent licensure)

Code	Title	Hours
Core Courses		
EDL 940	Social Political Leadership	3
EDL 941	Examining Diversity, Race, and Cultural Equity	3
EDL 942	Leadership Theory and Practice	3
EDL 943	Capacity Building, Organizational Improvement, and In	3
EDL 944	Public Policy and Politics	3
Electives		
Choose from 12 hours of the following:		12
EDL 925	Organizational Behavior and Justice	
EDL 950	Educating and Supporting Diverse Student Populations	
EDL 951	Higher Education Administration and Leadership	
EDL 954	Foundational and Current Issues in Educational Leadership	
EDL 955	Field Experience Elective	
EDD 907	Intermediate Quantitative Research Methods (if not taken in Ed.D. core)	
or EDD 908	Advanced Qualitative Research Methods	
EAD 807	Educational Administration & Supervision:_____	
or EAD 897	Independent Study	
EAD 852	Human Resource Leadership	
EAD 879	Systems for Change	
Total Hours		27

Leadership and Policy Studies Concentration (with Superintendent licensure)

Code	Title	Hours
Core Courses		
EAD 839	The School Superintendency	3
EAD 849	School Systems Administration	3
EAD 859	Instructional Planning for Student Learning	3
EAD 879	Systems for Change	3
Electives		
Choose from fifteen hours of the following:		15
EDL 925	Organizational Behavior and Justice	
EDL 941	Examining Diversity, Race, and Cultural Equity	
EDL 942	Leadership Theory and Practice	
EDL 944	Public Policy and Politics	
EDL 950	Educating and Supporting Diverse Student Populations	
EDL 951	Higher Education Administration and Leadership	

EDL 954	Foundational and Current Issues in Educational Leadership	
EDL 955	Field Experience Elective	
EDD 907	Intermediate Quantitative Research Methods (if not taken in Ed.D. core)	
or EDD 908	Advanced Qualitative Research Methods	
EAD 807	Educational Administration & Supervision:_____	
or EAD 897	Independent Study	
Total Hours		27

Curriculum Leadership Concentration

Code	Title	Hours
Discipline Specific Concentration		
EAD 819	School Leadership and Instructional Supervision	3
EDL 925	Organizational Behavior and Justice	3
EDL 940	Social Political Leadership	3
EDL 941	Examining Diversity, Race, and Cultural Equity	3
EDL 950	Educating and Supporting Diverse Student Populations	3
Electives		
Choose from 12 hours of the following:		12
EDL 943	Capacity Building, Organizational Improvement, and In	
EDL 944	Public Policy and Politics	
EDL 954	Foundational and Current Issues in Educational Leadership	
EDL 955	Field Experience Elective	
EAD 807	Educational Administration & Supervision:_____	
EAD 852	Human Resource Leadership	
EAD 853	Conditions of Learning	
EAD 879	Systems for Change	
EAD 897	Independent Study	
COU 892	Leadership and Social Justice Advocacy	
PSY 837	Advanced Social Psychology	
Total Hours		27

Exit Requirements

Dissertation Proposal

The Student's Doctoral Committee prepares and scores the dissertation proposal. This examination consists of a written proposal and oral defense by the student that is evaluated by the student doctoral committee.

The Student Doctoral Committee will require students to rewrite any failed portion of the Qualifying examination by the last day of classes during the following semester.

Dissertation

The purpose of the dissertation is for students to demonstrate the ability to conceptualize and complete an inquiry project. The dissertation process, during which students register for a minimum of twelve (12) credit hours, includes three (3) stages. First, there is the development of a proposal that the Student Doctoral Committee reviews and approves. Second, students prepare the dissertation document. Finally, students submit and defend the dissertation to the Student Doctoral Committee.

For additional information, consult the Doctoral Program Director for Educational Leadership and Policy Studies.