



UNIVERSITY OF MARYLAND EASTERN SHORE

Education Leadership Doctoral Program

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Advisee Information Handbook

The Education Leadership (EDLD) Doctorate is a weekend, mid-career cohort program designed to embrace the emerging needs of schools and organizations by preparing leaders who are knowledgeable in all aspects of leadership, school administration, and organizational development. These emerging leaders will be able to access and use data to lead the organizations of the future and to serve the leadership needs of the nation. All courses in the EDLD program are aligned with the Professional Standards for Educational Leaders 2015 and the National Educational Leadership Preparation (NELP) Standards for District Level Leaders. It is a terminal degree based on leadership in all aspects of school district operations and leadership.

As a doctoral degree-granting institution, the University of Maryland Eastern Shore (UMES) has designed this program to respond to the leadership needs of schools and organizations across the state and nation. The Department of Educational Leadership has a vision to develop a Doctorate of Education that aims to produce ethical and humane leaders who:

- Respond to the diverse needs and diverse students who attend our schools and who will seek to provide an equal and quality education for all children based on state and national standards;
- Develop leadership skills which are demonstrated in building effective team-oriented approaches to teaching and learning in order to maximize the academic achievement of all students;
- Adapt to changing environments and problems, lead the change process, solve new problems and develop adaptive learning organizations; and
- Demonstrate ethical and legal standards in all leadership processes.

General Requirements

All students in the EDLD program must complete the core courses (24 semester hours), an administration concentration (12 credits), a research core (9 credits), an internship (3 credits) and the dissertation (12 credits).

A Doctoral comprehensive examination must be taken and passed by the students. Advancement to candidacy for the degree occurs after the student passes the comprehensive examination. Twelve (12) semester hours of credit are awarded for the satisfactory completion of the dissertation. Sixty (60) credit hours are required for the degree and they can be earned within a three-year cohort sequence. The program will include the following elements:

- An entry level (orientation) set of experiences to outline roles, responsibility, timeline expectations, and to build a sense of cohesiveness for the group.
- A set of Core Courses to include topics such as organizational behavior, politics and governance, management, instructional issues, evaluation and program assessment,

research and data analysis.

- A set of courses and experiences designed for development of additional research skills.
- A supervised internship experience based on the student’s background and career objectives.
- The creation of an exit experience that highlights, through public presentation of research or special projects, the accomplishments of the student.
- Students must maintain a “B” or better grade in all courses. A grade of P (pass) or F (fail) is reserved for the comprehensive examination and the dissertation.
- Students who received a grade of C or D must repeat the course. Two grades of C or D can result in a student being dismissed from the program.
- A student who receives a failing grade (F) will be dismissed from the program.

Credits Distribution

| | |
|------------------------------|-------------------|
| Core Domains of Leadership | 24 semester hours |
| Specialization in Leadership | 12 semester hours |
| Integrated Internship | 3 semester hours |
| Research Methods | 9 semester hours |
| Dissertation | 12 semester hours |

Course Categories

| | |
|---|--------------------------|
| A. Core Domains of Leadership | 24 semester hours |
| EDLD 640 Writing for Publication | 3 credits |
| EDLD 641 Inclusionary Classroom Practices | 3 credits |
| EDLD 642 School and Community Relations | 3 credits |
| EDLD 644 Supervision and Professional Development | 3 credits |
| EDLD 645 Ethics and Diversity | 3 credits |
| EDLD 647 Curriculum and Instructional Leadership | 3 credits |
| EDLD 648 Planning and Program Evaluation | 3 credits |
| EDLD 649 Policy and Politics | 3 credits |
| B. Specialization in Leadership | 12 semester hours |
| EDLD 662 School Plant Management | 3 credits |
| EDLD 664 Advanced School Law | 3 credits |
| EDLD 667 School Finance and Resource Allocation | 3 credits |
| EDLD 669 Personnel Management and Negotiations | 3 credits |

| | |
|--|--------------------------|
| C. Integrated Internship | 3 semester hours |
| EDLD 675 Internship in Administration | 3 credits |
| D. Research Methods | 9 semester hours |
| EDLD 683 Qualitative Research for Educational Leaders | 3 credits |
| EDLD 685 Quantitative Research for Educational Leaders | 3 credits |
| EDLD 687 Research Instrument Design | 3 credits |
| E. Dissertation Research | 12 semester hours |
| EDLD 899 Doctoral Dissertation with Seminar | 12 credits |
| Total Credits | 60 semester hours |

Comprehensive Exams

Following the completion of all coursework, students will be permitted to sit before the EDLD faculty to demonstrate their competency in the areas of education, leadership, and research. The purpose of the comprehensive exam is to demonstrate the student is ready to become a doctoral candidate and proceed to the proposal phase of the dissertation.

At the conclusion of the last semester of coursework, students shall submit to their advisor a paper that is a minimum of 10 pages and a maximum of 14 pages that discusses the following:

- Introduction to student's topic
- The purpose of the student's study
- Broad research questions (overarching questions)
- Significance of students' topic
- Theoretical framework(s)
- Methodology (how the student proposes the study should be carried out)

After submitting a copy to their advisor, students will be scheduled to sit before the EDLD faculty to orally present their paper and discuss their understanding and competency in the areas of education, leadership, and research.

Following the oral presentation, the EDLD faculty will jointly determine the outcome as either Pass or Fail. Students who receive an outcome of Fail will be given feedback and the opportunity to re-present at a later date. **Comprehensive exams must be passed before a student can defend their dissertation proposal.**

Dissertation

The dissertation is the culminating project in which students must successfully complete and defend in order to earn their Doctor of Education degree. Dissertations must represent a topic of significance surrounding the education profession and must represent academic and scholarly writing that is of publication quality. Dissertation work commences upon the successful completion of the comprehensive exam. Students must remain enrolled in the program while working on the dissertation. A minimum of 1 credit hour (EDLD 899) must be taken during the

Fall and Spring regardless if the student is actively working on the dissertation. A failure to enroll in a minimum of 1 credit hour could result in dismissal from the EDLD program.

Dissertation Topic

Students should begin identifying their broad research interests during their first semester of coursework. By the second semester, students should begin narrowing their research interests. By the beginning of year two, students should have refined and defined their research interests that will become the focus of their dissertation project.

Upon admittance to the EDLD program, a student will be assigned an advisor. The advisor's role is to ensure students navigate coursework and other timelines for completion including the proper submittance of forms as deemed appropriate. The advisor may also assist the student in helping identify potential research interests. Advisors are assigned and may not be changed.

Dissertation Committee

Dissertation committees are made up of three members. These members include:

Chair

A dissertation committee chair (hereinafter referred to as "Chair") serves as the student's first point of contact on all things surrounding the student's dissertation. The chair guides students through the research and writing process as well as the academic and scholarly stages. The dissertation committee chair may also be the student's advisor, but this is not a requirement. The dissertation chair must have a faculty appointment with the EDLD program. Students may elect to change their dissertation committee chair without reprisal. EDLD faculty bios can be found in Appendix C.

Second and Third Committee Persons

The second committee person must hold a faculty appointment within the School of Education. The third committee person must have an earned terminal degree from an accredited program. Students shall work with their chair in identifying potential committee members. Once committee members are agreed upon between the student and the chair, the student shall contact potential committee members. Once members have agreed to serve on the student's dissertation committee, students should fill out the Nomination of Dissertation Examining Committee form.

Dissertation Proposal Defense

The purpose of the dissertation proposal is to outline the central theme of the research project as well as how the proposed study will contribute to the existing scholarly literature. The proposal comprises of the first three sections of the dissertation (i.e., the introduction, the review of the literature, the proposed methodology) that come before research findings.

After completing the required components of the proposal, the student must confer with their chair to determine if the proposal is ready to be defended. If the chair concurs that a defense is appropriate, the student will coordinate with the chair and committee members to schedule a proposal defense. All dissertation committee members must receive a copy of the completed proposal at least two weeks before the proposal defense date.

Dissertation proposal defenses may be conducted in person or virtually. The chair will help determine that defense modality. The proposal defense is an opportunity for the dissertation committee to evaluate the feasibility of the study, the contribution, and the theoretical framework around which the dissertation has been constructed.

A decision by the committee will be rendered at the conclusion of the defense. Students will either receive an approval to continue to the next step or a disapproval. Should a student receive disapproval, the committee will review the grounds upon which the proposal was disapproved and what the student can do to revise the proposal. Students receiving a disapproval will have to go through the proposal defense process after revising before they will be permitted to move to the next step.

Elements of the study may change following the defense; however, any substantial conceptual changes must be approved by the entire committee. Students may **not** submit their application to IRB prior to successfully defending their proposal.

Internal Review Board (IRB)

Everyone at the University of Maryland Eastern Shore who is conducting research that involves human subjects must obtain approval from the Institutional Review Board (IRB) **before** collecting data. The IRB is charged with approving the initiation of research involving human subjects and conducts periodic reviews of that research to ensure that all projects comply with Federal regulations. These regulations are strict; the Graduate School urges all graduate students to consult with the IRB before beginning any research involving living subjects. Students conducting research or making contact with potential subjects prior to IRB approval could face dismissal from the EDLD program.

Final Dissertation Defense

Students who have completed the research phase of their dissertation project and who have disseminated their findings (chapter 4) and a discussion of their findings (chapter 5) may be ready to defend their dissertation. The student must first work with their chair to determine a defense is appropriate.

The dissertation defense must occur before the entire committee. The student will coordinate with the chair and committee members to schedule a proposal defense. All committee members must receive a copy of the completed proposal at least two weeks before the proposal defense date.

Announcements of the date, time, and location of the examination, as well as the candidate's name and the dissertation title, will be disseminated one week in advance of the defense to all members of the Graduate Faculty and graduate students within the graduate program in which the candidate's degree is to be awarded. Notice will also be presented to the campus community at large. Dissertation defenses are open to all members of the public.

At the defense, the candidate will present an overview of the topic, the research findings, and further discussion of the findings. The committee will then ask questions to the candidate seeking more information, implications, or clarification of the dissertation. The committee will

then yield the floor to any members of the public wishing to comment or ask questions. Following the public participation, the committee will retire to a closed meeting to discuss the outcome of the defense. A decision will be rendered and delivered to the student upon returning to the open defense. The committee's outcome will be one of the following:

- *Successful defense with no recommendations.*
 - The student will not have any revisions to complete. The committee will sign off on the Dissertation Approval Form.
- *Successful defense with minimal recommendations.*
 - The student will work with the chair to make minor revisions to the dissertation. The chair will retain the Dissertation Approval Form until the revisions are complete.
- *Successful defense with substantial recommendations.*
 - The students will work with the chair to make substantial revisions to the dissertations. The entire committee will review the revisions before signing the Dissertation Approval Form.
- *Unsuccessful defense.*
 - An unsuccessful defense means the students does not pass the program. The chair, along with a representative from the School of Graduate Studies will meet with the student to review the reasons why this decision was rendered. A copy of this statement will be delivered to the student as well as placed in student's file.

Course Descriptions

EDLD 640 Writing for Publication

This course is designed assist students in the publication process. It presents tools, techniques and resources for writing scholarly articles and will assist in the dissertation writing process. It will familiarize the student with varies writing styles and focus on improving the writing ability of the student.

EDLD 641 Inclusionary Classroom Practices

Emphasis is on the leadership of the special education teachers, regular education teachers and the special education program. Students will receive guidance in supporting teachers of students with disabilities and students with disabilities in general education classrooms, supporting the general education teacher in providing instruction to children with disabilities, and facilitating the acceptance and optimal learning of students with disabilities in a non-segregated, diverse, inclusionary educational environment.

EDLD 642 School and Community Relations

This course offers a review of the history and philosophy of education in the United States with a focus on the ideals which fostered growth and change. Students will examine the relationship of the school to the community. Emphasis will be placed on the school community concept, community analysis, community characteristics affecting educational quality, public involvement

in educational strategic planning and district evaluation. Group dynamics and conflict resolution are also emphasized in the course.

EDLD 644 Supervision and Professional Development

The nature and function of supervision as it relates to staff is the focus of the course. A contemporary view of supervision from both a theoretical and practical perspective will be presented. The role of the "supervisor" will be examined as it has evolved from the traditional model to the instructional leadership model, a model that embraces collegiality and professional development. The course includes strategies and processes they relate to a variety of supervisory models, e.g. clinical supervision, mentoring, differentiated supervision, cooperative development, and professional, self-directed development. Emphasis is placed on studying different ways in which evaluating, organizing and planning for the school system may be effectively improved through the cooperative participation of school personnel. Professional development will be examined as a means for school-wide improvement.

EDLD 645 Ethics and Diversity

This course is designed to provide an in-depth analysis of how diversity has impacted education in America. In addition, this course will explore and examine the role of educational leaders in pluralistic school. In addition, the course is designed to provide school leaders with reflective considerations of current and anticipated ethical issues and dilemmas facing education. Activities and assignments of the course will require careful reflection on the values held by course participants and on their leadership practices in dealing with ethics and diversity.

EDLD 647 Curriculum and Instructional Leadership

The course focuses on effective assessment practices, effective curriculum design, development and implementation, curriculum evaluations and current issues and trends in the subject fields. Attention is given to the professional decisions that must be made about curriculum alignment and assessment. The major focus will be on developing learner centered school cultures that assesses outcomes and understands curriculum alignment and instructional outcomes including state, regional and national standards. The belief that school administrators are instructional leader that understand the theoretical and practical aspects of school improvement through effective instructional leadership practices drive the course.

EDLD 648 Planning and Program Evaluation

The course is designed to give the administrator the knowledge, skills, strategies, and applications of planning for educational organizations. It will include different planning models to include strategic planning, long range planning and Total Quality Management. Students will be able to determine present status, determine future direction, charting a course of action, and assessing progress toward specified outcomes.

EDLD 649 Policy and Politics

This course will explore the role of politics and public policy in education. It will examine policy models and frameworks, and their application to current policy issues in K-12 education. The course is designed around the theoretical frameworks necessary for understanding public policymaking; to offer a perspective on the role that research plays in the policy process; and to provide students with the chance to interpret the context of policy development for current policy

issues. The curriculum focuses on local, state and federal education policy. Board and administrator relations will play a major importance in the course.

EDLD 662 School Plant Management

This course is the study of issues involved in the planning, operation and maintenance of school facilities, buildings and grounds. Emphasis is on the analysis of leadership beliefs and actions that promote the effective use of existing facilities and possible applications to meet current educational and community needs and culture.

EDLD 664 Advanced School Law

This course will include an analysis of selected general legal principles, laws and law-making agencies that affect leaders and educational institutions. The legislative process will be analyzed with regard to governmental decision-making and the legalities of lobbying. Ethics for school leaders will play a major part of the course.

EDLD 667 School Finance and Resource Allocation

Students in this course will become knowledgeable about state fiscal law and will learn to distinguish among the various revenue sources and district budgeting. Business office functions including bid law, purchasing and building fund management will be studied.

EDLD 669 Personnel Management and Negotiations

This course will focus on hiring techniques, job analysis and job evaluation procedures that comply with district, state and federal regulations. The collective bargaining process and the interpretation and implementation of an employee collective bargaining agreement will be studied. Evaluation research within applied settings will be examined. Specific topics include both qualitative and quantitative methods in program evaluation, needs assessment, data interpretation and utilization strategies.

EDLD 675 Internship in Administration

This course will utilize university faculty and practicing administrators to analyze topics relevant to the role of leading the organization, including but not limited to: board relationships, the legislative process, lobbying, community relations, program accountability, ethics and other role-specific concerns. In addition, practicing administrators, faculty and interns will share internship problems, experience, concerns and practices. This is a hands-on internship where the student will be working closely in the headquarters of the organization with practicing administrative leaders. A minimum of three hundred (300) hours of on-the-job experiences are required to complete the course.

EDLD 683 Qualitative Research for Educational Leaders

This is an intensive course in the use of field-based and general qualitative research methods in the study of education. Qualitative research is research that focuses on understanding, rather than predicting or controlling, phenomena. The aim of the course is to help participants acquire skill and gain experience in using a wide range of methodological and analytical research techniques. The emphasis of the course is on the collection, management, analysis, and interpretation of qualitative data.

EDLD 685 Quantitative Research for Educational Leaders

This course is designed to provide students with the quantitative research skills required of effective executive educational leaders. This course builds on a student’s foundation of research and statistics and introduces advanced statistical techniques commonly used in educational research. Areas of study will include sampling, probability, variables, reliability and regression. Focus is on developing skills through the use of statistical analysis software (e.g., SPSS).

EDLD 687 Research Instrument Design

The purpose of this course is to write an approved doctoral dissertation proposal in standard format on a researchable topic in educational administration. The course will help students to integrate knowledge of research design and statistics in a practical fashion to revise and complete the dissertation proposal. This seminar will be interactive, and at times serve as a writing lab to help students receive feedback and revise proposals. Throughout the course, students are required to work closely with their major dissertation chair and committee, as appropriate.

EDLD 899 Doctoral Dissertation with Seminar

Students develop and carry out an independent research project related to education leadership. A minimum of 12 semester hours in this course is required for graduation. Continuous enrollment in this course is required while working on the dissertation project. Students shall enroll in the 899 course in which their chair has been assigned.

APPENDIX A: SEQUENCE OF COURSES

| Semester | Course (credits) |
|-----------------|--|
| Fall year 1 | EDLD 640 Writing for Publication (3) EDLD 641 Inclusionary Classroom Practices (3) EDLD 642 School and Community Relations (3) |
| Spring year 1 | EDLD 683 Qualitative Research for Educational Leaders (3) EDLD 644 Supervision and Professional Development (3) EDLD 647 Curriculum and Instructional Leadership (3) |
| Summer year 1 | EDLD 664 Advanced School Law (3) EDLD 662 School Plant Management (3) |
| Fall year 2 | EDLD 685 Quantitative Research for Educational Leaders (3) EDLD 669 Personnel Management and Negotiations (3) EDLD 667 School Finance and Resource Allocation (3) |
| Spring year 2 | EDLD 687 Research Instrument Design (3) EDLD 648 Planning and Program Evaluation (3) EDLD 675 Internship in Administration (3) |

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| Summer year 2 | EDLD 645 Ethics and Diversity (3) EDLD 649 Policy and Politics (3) |
| Fall year 3 | EDLD 899 Doctoral Dissertation with Seminar (6) |
| Spring year 3 | EDLD 899 Doctoral Dissertation with Seminar (6) |

APPENDIX B: EDLD ADVISING SHEET

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| Student Name | E-mail | Contact Telephone |
| | | |
| | | |

Student ID Number

Student Address

| Met | Course # | Course Name | Semester | Grade |
|-----|----------|---|----------|-------|
| | EDLD 640 | Writing for Publication | | |
| | EDLD 641 | Inclusionary Classroom Practices | | |
| | EDLD 642 | School and Community Relations | | |
| | EDLD 644 | Supervision and Professional Development | | |
| | EDLD 645 | Ethics and Diversity | | |
| | EDLD 647 | Curriculum and Instructional Leadership | | |
| | EDLD 648 | Planning and Program Evaluation | | |
| | EDLD 649 | Policy and Politics | | |
| | EDLD 662 | School Plant Management | | |
| | EDLD 664 | Advanced School Law | | |
| | EDLD 667 | School Finance and Resource Allocation | | |
| | EDLD 669 | Personnel Management and Negotiations | | |
| | EDLD 675 | Internship in Administration | | |
| | EDLD 683 | Qualitative Research for Educational Leaders | | |
| | EDLD 685 | Quantitative Research for Educational Leaders | | |
| | EDLD 687 | Research Instrument Design | | |
| | EDLD 899 | Doctoral Dissertation with Seminar | | |
| | EDLD 899 | Doctoral Dissertation with Seminar | | |

Student signature _____ Date _____

Advisor signature _____ Date _____

APPENDIX C: EDLD FACULTY BIOS

Dr. Kala Burrell-Craft

Kala Burrell-Craft serves as the newest faculty member in the School of Education as an Associate Professor in the Educational Leadership program. Prior to joining us here at UMES, Dr. Burrell-Craft served as the Director of Teacher Residencies at Old Dominion University in Norfolk, Virginia, and Program Coordinator for a federally funded state personnel development grant at Louisiana State University. At ODU, Dr. Burrell-Craft lead college-wide initiatives centered on DEI as the co-director of the Anti-Racist Leadership Learning Initiative for Equity and Deconstructing Racism & Oppression (ALLIED) committee and as college facilitator for Bold, Inclusive Conversations.

Dr. Burrell-Craft has presented at the regional, national, and international level at various professional conferences on topics related to identity development, educational spaces (urban and rural), antiracist teacher preparation (culturally responsive pedagogy), critical literacies (critical race theory), and social justice. She was recognized by the Virginia Association of Colleges and Teacher Educators for her role in promoting partnerships between Virginia public schools and universities. She was also awarded a 2022 John R. Broderick Diversity Champion Award by the Office of Institutional Equity & Diversity at Old Dominion University, and the American Association of Colleges for Teacher Education (AACTE) 2022 Best Practice in Multicultural Education and Diversity Award for her work in teacher preparation.

Dr. Burrell-Craft earned her B.A. degree in English from Bowie State University, M.A. degree in Special Education from the University of Phoenix, a Post-Graduate degree in Educational Leadership from Towson University, and an Educational Specialist and Ph.D. degree in Educational Leadership and Research from Louisiana State University.

Dr. E. Scott England

E. Scott England has worked at almost every level of education during his career. He began his education career a 1:1 special education teacher's aide to student with Autism. He also worked for three summers as both an aide and an instructor at a summer Autism camp. After becoming a certified teacher, Dr. England held first grade teaching assignments at two different elementary schools in central Illinois. He also taught third grade in northwestern Illinois. He is certified in elementary, middle school social studies and English language arts, and special education, as well as holding both principal and superintendent certifications.

Recognizing the ability to have an impact on a larger population, Dr. England became principal of a PK-3 building. As principal, he led several successful initiatives including developing a full-inclusion pre-k program, transitioning assessments from traditional to standards based, developing a character education program, implementing a volunteer reading program involving community members, and sweeping curriculum changes in both math and English language arts. He was then selected to become district superintendent.

As superintendent, he continued to implement curriculum changes, hired additional personnel to

support reading and math interventions, and developed many community partnerships. He also increased cash on hand for the district by over one million dollars, upgraded the entire transportation fleet to most cost effective and fuel-efficient buses, remodeling many areas of the schools including retrofitting light fixtures to save thousands per month on the electricity bill, and built a new cafeteria for an elementary building.

Dr. England brings his experiences in public education to UMES in hopes to better prepare future leaders of education. His research interests include recruitment and retention efforts, policy, and reform. He received his B.S. from Millikin University, his MS.Ed and Ed.S. from Eastern Illinois University, and his Ph.D. from Indiana State University.

Dr. Casey T. Jakubowski

Casey Thomas Jakubowski, Ph.D. (SUNY Albany - Education Leadership and Policy) has served in public education for over 20 years. A former social studies teacher, with experience in middle and high school, Dr Jakubowski has written four books on teacher recruitment, retention, and practice. Dr Jakubowski's research areas include the history of education, state policy implementation at the local level, rural educational best practices, and civic education. Dr Jakubowski, originally from the Buffalo, NY area, has served in a wide range of educational improvement and reform positions, at the local, and state level. Research publications and presentations include the Australian and International Rural Education Association, the National Rural Forum, History of Education Society, Rural Sociology Society, American Education Student Association, and over two dozen podcasts. A qualitative researcher, Dr Jakubowski examines the intersection of state policy, local implementation, stakeholder feedback, and community history.