

University of Maryland Eastern Shore



“UMES... where the dreams of tomorrow are born today.”

Education Leadership (EDLD) Doctoral Program

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Advisee Information Handbook

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The Education Leadership (EDLD) Doctorate is a cohort, weekend, mid-career, program designed to embrace the emerging needs of schools by preparing leaders who are knowledgeable in all aspects of school administration and leadership. These emerging leaders will be able to access and use data to lead the schools 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.

As a doctoral degree-granting institution on the Eastern Shore, the University of Maryland Eastern Shore (UMES) has designed this program to respond to the educational needs of school administrators across the state and nation. UMES has as its vision developing a Doctorate of Education whose aim is to produce ethical and humane leaders for Maryland and the nation's schools who are:

- 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;
- Demonstrate scholarly behaviors such as reflection and problem-solving and possess the ability to locate, design, critique and implement research relevant to effective practice;
- 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 Education Leadership (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 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

A. Core Domains of Leadership	24 semester hours
B. Specialization in Leadership	12 semester hours
C. Integrated Internship	3 semester hours
D. Research Methods	9 semester hours
E. Culminating Project	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
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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 (Core, Specialization, Internship, Research, Dissertation)	60 semester hours

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. Seminar meetings will be held with the candidates to help mentor them through the process and move to completion of the dissertation.

PROGRAM ACTIVITIES

Semester	Events	Actions	Benchmarks
Fall Year-1	Classes	Advisor Assigned Identify Broad Research Interests	
Spring Year-1	Classes		
		Narrow Research Interests	
Summer Year-1	Classes	Identify potential internship sites.	
Fall Year-2	Classes	Refine and Define Research Interests Contact potential internship site	
Spring Year-2	Classes	Internship Start working on Research Instrument (proposal) IRB training Identify dissertation chair	Dissertation Committee to Dean of Graduate Studies Submit IRB application
Summer Year-2	Comprehensive Examination		Dissertation Seminar begins
Fall	Dissertation and Seminar	Defend oral and written	Dissertation Research

Year-3		dissertation proposal	Activities
Spring Year-3	Dissertation and Seminar	Refine Dissertation for presentation and defense	Dissertation defense

Sequence of courses

(Assuming a student starts in a fall cohort)

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)
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)

ADVISING SHEET
EDUCATION LEADERSHIP (EDLD)

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Student Name

E-mail

Contact Telephone

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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		
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	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 _____