



**Doctor of Educational Leadership**

**Handbook**

**2017-2018**



**MONMOUTH UNIVERSITY SCHOOL OF EDUCATION**

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Table of Contents

Message from the Dean…………………………………………………………………4

Introduction ………………………………………………………………………………5

Mission Statement…………………………………………………………………………6

School of Education Conceptual Framework……………………………………………7

Transformational Leadership ………………………………………………………………9

Admission Issues ………………………………………………………………………...9

Grades and Standards …………………………………………………………………....9

Academic Concerns and Appeal Policy …………………………………………………9

Core Component Requirements …………………………………………………………11

Program Learning Outcomes …………………………………………………………….12

Course Strands and Learning Goals ……………………………………………………...13

Course Descriptions ………………………………………………………………………16

Curriculum and Course Sequencing ………………………………………………………23

Assessment ………………………………………………………………………………..24

Formation of the Doctoral Committee ……………………………………………………27

Dissertation ………………………………………………………………………………...29

Leave of Absence policy ………………………………………………………………….30

Faculty Schedules …………………………………………………………………………30

Assignment or Change of Advisor…………………………………………………………30

Appendix A: foliotek ……………………………………………………………………...32

Appendix B: ecampus ……………………………………………………………………..33

Appendix C: APA Style …………………………………………………………………...34

Appendix D: Library Resources …………………………………………………………..35

Appendix E: Disability Services…………………………………………………………...37

References …………………………………………………………………………………38

Message from the Dean

The primary purpose of the Doctor of Educational Leadership program is to serve those members of the educational leadership community who seek further professional growth.

The need for this program became evident as more and more school leaders requested that the university begin an advanced leadership degree program that would prepare them for increasing levels of responsibility as they further their careers.

Thus, the intent of this new two-year, 54-credit, cohort-based doctoral program is to prepare teachers, principals, superintendents, and other educational leaders to lead transformative changes in their school district even as they are working through the program. Through the development of transformative leadership projects, doctoral candidates will enhance their ability to design and implement educational innovations.

This approach promises benefits for both school leaders and their schools. School leaders will develop the analytical and thinking skills needed to connect their work to the latest theories in leadership and school change. Their schools will benefit from the implementation of educational innovations that increase P-12 student learning.

It is our hope that this program will provide a gathering place for accomplished school professionals to discuss, design, and initiate transformative school change. We want the program to have a dual impact. At the school level, we envision it as a vehicle for supporting and uplifting opportunities for P-12 students. community. At the university level, we see it as a means to foster field-based research that will open up a new understanding of how educational change occurs.

“This is an important program for Monmouth University and for education in New Jersey,” said President Grey Dimenna. “We have assembled an extraordinary faculty of practicing professionals at the superintendent level and in other leadership roles to provide our Doctor of Education candidates with the latest strategies in educational leadership.”

Introduction

The Doctor of Education (Ed.D.) in Educational Leadership program at Monmouth University provides a rigorous experience in leading transformational change in schools. This preparation occurs through an intensive two-year program, consisting of 54 credits after the master’s degree. The curriculum is designed around a transformational leadership project that involves designing, piloting, and implementing an initiative that will have a transformational impact on student learning, faculty development, and leadership at the school district level. This unique approach makes it a signature program at Monmouth University.

This handbook has been prepared by The Monmouth University School of Education with input from the Dean’s Office, the Dean’s Leadership Council, the Department of Educational Counseling and Leadership, and the faculty. The information provided in this handbook refers to university policies and procedures and to school policies and procedures. To the extent possible, the presentation of information follows the logical sequence from application and admission to submission of the dissertation and graduation.

The purpose of the handbook is to inform doctoral student of important requirements for doctoral study in the School of Education. In most cases your doctoral advisor will provide you with guidance as you progress through your graduate studies, and we urge you always to consult with him or her first. When clarification is needed, however, you should contact the Program Coordinator.

You should also familiarize yourself with the information in Monmouth University’s (MU) MU’s Student Handbook. You are responsible for knowing university, college, and department regulations and for complying with all applicable policies and procedures.

The MU School of Education is organized in four academic departments:

Department of Curriculum and Instruction

Department of Educational Counseling and Leadership,

Department of Special Education, and

Department of Speech Language Pathology.

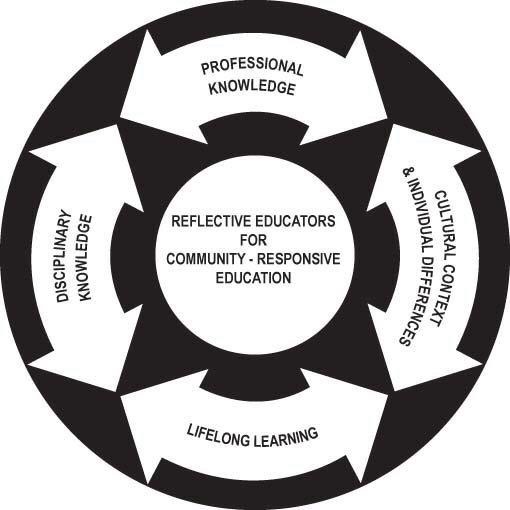
The Ed.D. in Educational Leadership is housed in the Department of Educational Counseling and Leadership.

This program offers a distinctly different opportunity and experience from other programs. This program places a special emphasis on transforming schools through a transformative leadership project and will be guided by Monmouth University faculty and accomplished mentors in the Superintendent’s role. This transformative project will be ongoing throughout the program and will serve as a basis for the candidate’s dissertation. The purpose of the Monmouth University Ed.D. is to develop leaders who are skilled in both practice and theory of leadership during the change process.

Mission Statement

The School of Education mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates can work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning.

School of EducationConceptual Framework



**Transformational Leadership**

Transformational leaders inspire their followers to higher levels of motivation and achievement through trust, respect, admiration, and loyalty to the leader. To foster transformative leadership, this program will take a practice-based approach to professional learning and development. By practice-based approach, it is meant that learning will occur through experiential learning and reflection, a process that involves both doing and thinking. In an experiential model of learning, thought is generated through actions that occur as part of lived experiences. Through repetition and reflection, actions are gradually generalized and internalized as thought processes that facilitate predictive power for further actions (Schon, 1983). Thus, most descriptions of experiential learning emphasize the recursive interaction between doing and thinking over time.

The relationship between doing and thinking can be illustrated by a brief review of different experiential models of learning. For example, Kolb (1984) describes experiential learning as a recursive process that occurs in a four-stage cycle that includes: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Similarly, Lewin’s (1946,1948) model of action research includes four phases: Plan, Do, Observe, and Reflect. Lewin’s model of experiential learning is very similar to Kolb’s in both conceptualization and purpose. Learning is a recursive process that involves experience, reflection, and the development of an abstraction or generalization that provides guidance to the next cycle of learning. Further, the new field of improvement science is guided by a recursive cycle of doing and learning similar to Kolb and Lewin’s model. The four steps are Plan, Do, Study, Act (PDSA) (Langley et al., 2009). In all three of these models, learning occurs through iterative cycles of action and reflection that gradually lead to the implementation of high-quality processes and the elimination of unwanted error. Reflection is aided through a study of the literature that offers conceptual frameworks that can help make explicit the types of actions that lead to successful outcomes within carefully constructed contexts.

This program fosters the development of practitioners who are gifted thinkers across the continuum of doing and thinking, or put another way, across the continuum of practice and theory. To do so requires cultivating two distinctly different types of thinking: the intuitive capability to make difficult, challenging, “on-the-spot” decisions and the analytical capacity to systematically analyze and evaluate data to improve programs (Helie and Sun, 2010; Kahneman, 2011). Fostering both divergent abilities cultivates expertise in the profession, stimulates creative problem solving, and fosters an experiential understanding of transformative learning (Beghetto and Kaufman, 2013).

Schon (1983) referred to the professional practice of intuitive and analytical thinking as “reflection-in-action” and “reflection-on-action.” Reflection-in-action, the first type, occurs when making on-the-spot decisions during professional practice (Schon, 1983). Reflection-in action is closely associated with tacit thinking, which is very fast, uses various forms or sources of information, has a low degree of awareness, and is rarely precisely correct or dramatically wrong. It often draws upon tacitly acquired knowledge, which is acquired directly from the setting in which participants are involved, is often understood on a sensory level beyond words, and “can provide valuable information for teachers to interpret the nuances of human behavior, teacher/student interactions, and the pedagogical and emotional needs of students” (p. 113).

Reflection-on-action, the second type of reflection, occurs later, after professional practice has occurred (Schon,1983). Reflection-on-action can be associated with a slower, more deliberate, more analytical process than reflection-in-action (Kahneman, 2011). In comparison to intuitive thinking, analytical thinking is more explicit, more process oriented, uses a limited range of information, and requires a high degree of awareness (Bastick, 1982, p. 57). During analysis, thinkers consciously impose transformation on information by using rule-based processes. The validity of an analytical process depends upon its fidelity to a specified process, which could include the design for the inquiry, the quality of the evidence collected, and the logical steps used to draw conclusions from it.

**Admission Issues**

**Transfer of Credit**

To be eligible for transfer, courses must be

1. Designated as graduate credit for a Doctoral Program in the institution where taken,

2. Attained a grade of B or better,

3. Earned within the past five years, and

4. Only nine (9) credits may be transferred

Credits requested for transfer cannot have been used to satisfy requirements for completion of another degree. Courses equivalent to those at Monmouth University cannot be transferred for credit and be taken for credit at Monmouth University.

Any request for transfer of credit must be recommended by your advisor and approved by the department chair and program director before final review and acceptance by the dean’s office. No letter grades will appear on your Monmouth University transcript for transferred courses, nor will they be calculated in your GPA. Only courses counting toward a Monmouth University degree are eligible to appear on the Monmouth University transcript as transfer credit.

**Grades and Standards**

**Standards of Work**

Conferral of an Ed.D. degree requires at least a B (3.00 grade point average GPA) in the required courses. No grade below B will be accepted on any coursework that is part of a student’s program of study. If you make a grade below B, you must retake the course.

Students whose GPAs fall below 3.00 will be put on probation and must raise the GPA above 3.00 by the end of the following term. University regulations prohibit awarding any type of financial assistance to students who are on probation.

**Time Limit**

Doctoral students have five years from the date of admission to complete the degree requirements. Students who do not complete their requirements within the time limit may continue graduate study at Monmouth University only after circumstances have been review by the Program Director and the Dean of the School of Education.

**Credit Hours**

The total number of hours required for the Ed.D. in Educational Leadership is 54 credit hours beyond the Master’s degree.

# Academic Concerns and Appeal Policy

Doctoral students (or potential doctoral students) may appeal any of the following:

1. Admission decision
2. Course grade
3. Alleged unfair practice, discrimination or bias

Process: This process is sequential and must be completed in this order. Any student academic concerns, that are personal in nature, should be directed in the following manner consistent with university protocol: (1) faculty member related to concern, (2) Program Director, (3) Department Chair, (4) Dean of School of Education, (5) Graduate Studies. Failure to comply will result in return to Step #1.

Regarding complaints about a grade, per the Monmouth University Graduate Catalog (p. 47):

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the department chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final.

1. Provide Written Appeal to the Instructor

If the matter is related to an academic grade, the student must initiate contact with the Instructor to discuss his/her reasons for appealing an academic grade. If the matter remains unresolved, it skips the Program Director is addressed directly to the department chair.

If there are matters related to unfair practice, the student should seek resolution directly with the faculty member and then if the matter remains unresolved, the student should proceed to Step 2.

If the matters are related to admissions, the student should seek resolution directly to the Program Director.

2. Provide a Written Appeal to Program Director

The student must contact the Program Director with appeals related to admissions, alleged unfair practice, discrimination or bias. If the student is dissatisfied with the result, s/he may appeal to the Department Chair.

3. Provide a Written Appeal to Department Chair

The student must submit a written statement of appeal to the Department Chair. It is the student’s responsibility to provide a clear and concisely written statement of the appeal and to provide all relevant documentation. If the student is dissatisfied with the result, s/he may appeal to the Dean of the School of Education.

4. Provide a Written Appeal to Dean of the School of Education

The student must contact the Dean’s office for policies and procedures related to the appeal process.

5. Provide a Written Appeal to Graduate School

The student must initiate a written appeal within 60 calendar days of the last day of the semester when appeal process was initiated.

**Core Component Requirements**

To develop both the intuitive and analytical capabilities of educational leaders, the Ed.D. program in Educational Leadership will require two distinct, yet related, activities as the core components of the program. The first will be carrying out a transformational leadership project in a school district, and the second will be a thorough analysis of the impact of that project. Engaging in transformative leadership will develop the on-the-ground decision-making experience and the intuitive capacity to lead transformative change initiatives. During this experience, the educational leaders in the program will be working as a change agent in a new role, requiring engagement with others from new perspectives. They will develop the communicative skills to motivate significant risk-taking, the judgment to make intuitive decisions, and the wisdom to know when to be collaborative and when to be directive.

The second component will develop analytical thinking skills through the coursework, especially the research and analysis courses. All the courses in the program will foster analytical thinking and there are eight courses whose primary purpose is to foster these abilities. Through these courses, candidates will learn the analytical thinking skills necessary to make rational decisions for large-scale change initiatives, the reading skills necessary for high- performing educational leaders, and the writing skills needed for academic publication.

Because this program seeks to foster transformative leadership projects in schools, the transformative leadership projects led by program participants are intended to have a significant impact on education in New Jersey. These projects are intended to have an impact not only while the educational leaders are in the program but long after the candidates have graduated. This future impact will occur as program graduates utilize the skills they have learned to advance the field of education in unimagined directions.

The project is selected, designed, and developed by the doctoral candidate. The project will be also implemented and analyzed for effectiveness by the doctoral candidate. It is expected that most doctoral candidates will select and design a project that supports his or her home school district. The project will be accomplished using an iterative, design-based approach to design and research that will begin with a small pilot, then grow into a larger project across a two-year period. During that time, doctoral candidates will be researching, developing new ideas, and redesigning their projects based on both readings and data analysis.

The design of the transformative leadership project is intended to provide a broad experience in transformative leadership over a two-year period. Doctoral candidates will grow their transformative leadership project through an iterative process that begins with a small pilot, then gradually adds more design features until the project is fully realized and meets all the elements specified by the project design. They will also work with their advisor to determine which of the design features will be addressed initially and which can be added through a later iteration of transformative leadership. The analysis and write up of the project will take place over the duration of the program. Each course will provide support for the research and writing of the project, especially those in the transformative leadership strand. Each iteration of the project will require associated writing that will promote reflection and lead to the dissertation.

# Program Learning Outcomes

The Ed.D. program in Educational Leadership is expected to achieve two significant outcomes. First, the program is designed to foster transformative leadership changes while candidates are engaged in the program. This approach is consonant with theories of experiential learning that assert learning acquires through experience followed by reflection. The transformative leadership project is designed to provide the experience with school transformation that will foster the development of a school leader who can enact further educational innovations and mentor others as they learn to transform schools.

Second, the program will foster transformational changes in the professional development of teachers and the learning of P-12 students. The impact of the transformational leadership project on the school will be measured through the development of a dissertation on the transformative learning project. Engaging in an extended and in-depth analysis of the project will help the candidate connect his practice with the existing theories in the literature. This opportunity will enrich the candidates’ thinking about his or her experiences in school settings. The program coursework is intended to provide frameworks for thinking and reflecting about the research that can inform ideas about school change.

Graduates of the Ed.D. program will be able to:

* create processes that foster continuous human learning and development
* use transformational leadership to promote change
* implement and institutionalize transformational change
* use design-based research to reshape educational practice and theory
* to develop the analytical thinking skills necessary to review and improve change

processes

**Course Strands and Learning Goals**

1. *Leadership and Learning –* The purpose of this strand of courses is to provide students with a

fundamental understanding of how people and organizations develop professionally over time. Understanding how people develop professionally is essential for effecting deep and lasting change. Topics will include the acquisitions of expertise, workplace learning, transformational learning, human growth and development, and experiential learning.

Courses

EDD 702 Adult Development and Transformative Learning

EDD 706 Learning through Experience: Individuals and Organizations

Learning Goals:

1. Articulate, advocate, and cultivate core values that define the culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
2. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
3. Develop professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Empower and motivate administrators, teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

*2. Transformative Leadership-* The purpose of this strandof courses is to address leadership

during the change process. This strand is important for understanding the change process, building a climate for innovation and change, designing changes and understanding the dynamic of fostering change.

Courses

EDD 710 Leadership and Change

EDD 712 International Leadership Models

EDD 714 Leadership, Diversity, and Equity

EDD 716 Practicum in Executive Leadership

Learning Goals:

1. Strategically develop, implement, and evaluate actions to achieve the vision for the school community.
2. Promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Provide moral direction and promote ethical and professional behavior.
4. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Address matters of equity and cultural responsiveness in all aspects of leadership.

3. *Policies and Procedures* – The purpose of this strand is to provide students with an understanding of how to implement and institutionalize transformational change.

EDD 720 Contemporary Issues in Education

EDD 721 Educational Law and Policy

EDD 722 Leading Digital Learning and Innovation in Education

EDD 724 Organizational Leadership Theory and Practice

Learning Goals:

1. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
2. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for student growth.
3. Create means for the school community to partner with families to support student learning in and out of school.
4. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
5. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
6. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
7. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

4. *Research and Assessment* – The purpose of this strand is to teach the fundamental principles of knowledge development through the research design, and the collection, analyis, and interpretation of data. This strand is important for developing the analytical thinking skills necessary for sound decision-making and good communication with stakeholders. The different perspectives and uses of various forms of research methods will be a primary focus of the strand.

EDD 750 Advanced Program Analysis

EDD 752 Qualitative Research

EDD 754 Quantitative Research

EDD 756 Leadership and Assessment

Learning Goals:

1. Understand the characteristics and various approaches in designing and conducting qualitative research projects in educational research.
2. Distinguish the associated approaches to controlling bias, establishing validity, analyzing data, and drawing conclusions.
3. Become familiar with a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources.
4. Critically read and evaluate published studies in various social science fields to understand the logic of their argument, their methodologies, and the relationship between the evidence presented and their argument.
5. Gain essential knowledge and skills to develop and critically review an education program and to develop educational indicators for a program evaluation.
6. Develop instruction and assessment plans to be implemented in their own organizational settings that focus on student achievement and service to diverse student populations, implementation of the standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures.

5. *Transformative Leadership Project –* The purpose of the courses in this strand is to extend and deepen thinking about education, “educational leadership,” and inquiry through shared readings, interaction with faculty and local educational leaders, and critical reflective writing and conversation. Based on these reflective writings and conversations, students are expected to initiate and maintain a professional portfolio and to develop and present a dissertation based on their Transformative Leadership Project at the end of their 6th semester in the program.

Courses

EDD 801 Research Design

EDD 802 Writing for Publication

EDD 803 Design-Based Research

EDD 804 Analyzing and Interpreting Data

Learning Goals

1. Develop an initial understanding of educational research, an ability to search through the existing research literature, to conduct the critical analysis of research designs, and to consider the philosophical assumptions of competing research traditions.
2. Identify and articulate problems of practice and develop the capability to locate a problem in the literature.
3. Understand how to conceptualize school improvements, identify and select appropriate research methods, and analyze and interpret data.
4. Become familiar with current models used to assess students' learning, develop a plan for assessing student performance, and conduct an analysis of student learning in relation to initiatives associated with change and innovation.
5. Become familiar with editorial policies of relevant periodicals, identify various professional publication outlets, and review manuscripts using professional editorial criteria.
6. Develop a personal process for crafting, revising, and submitting professional publications.

**Course Descriptions**

The total course work including the transformative leadership project classes will be 54 credits. It is anticipated that some doctoral candidates will complete the program in two years. Others may require a third year to execute, analyze, and disseminate the results of their project. Each of the courses are designed to provide support for completing the transformative leadership project. Coursework is organized around the Transformative Leadership Project, thus candidates can take their plan for change/improvement through each subsequent course and develop the support and refinement necessary for a viable completed transformative leadership project. The coursework is grouped into five areas: Leadership and Learning, Transformative Leadership, Policy and Procedures, Research and Assessment, and the Transformative Leadership Project.

***Leadership and Learning***

**EDD 702 Adult Development and Transformative Learning (3 credits)**

This course will focus on how leaders use their knowledge of the stages of adult development and learning to transform the classroom teaching and learning process. Changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, learning styles and their implications for the classroom will be the primary focus of this course. In addition, this course will examine the issues, strategies, and methods for facilitating adult learning and transforming their habits of mind through critical self-reflection and discourse that foster transformative learning in classroom settings.

**EDD 706 Learning through Experience: Individuals and Organizations (3credits)**

The purpose of this course is to explore the nature of experiential learning processes in promoting change and growth in both professionals and the professions. The research literature associated with experiential learning will be used to explore the nature of experiential learning, where it occurs, how we experience it, how we think about it, and how we can use the environment to enhance it. Course content includes 1) readings related to action in the professions, such as improvement science, network improvement communities, action research, and participatory action research; and 2) a survey of topics associated with the thinking processes associated with active approaches to learning, such as reflection, design thinking, creativity, innovation, and semiotics.

***Transformative Leadership***

**EDD 710 Leadership, Diversity and Equity (3.0 credits)**

American and international institutions of education continue to face the challenge of promoting access and equity for a diverse educational community of stakeholders. The increase in diversity throughout the world requires educational leaders to explore and understand the issues and learn how to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how their local, national, and international colleagues have struggled (and succeeded) in advancing equity and inclusion. Students also will be given an opportunity to explore other dimensions of diversity. Class discussions will center on current and world situations regarding educating a diverse population, and the efforts aimed at improving equity throughout the world.

**EDD 712 International Leadership Models (3.0 credits)**

This course will compare leadership practices in different areas of the world by examining education from an international/comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary education issues comparatively. The idea is for students to gain a better understanding of how education dilemmas, theories, methods, and models transcend national boundaries. In this way, students will be able to fine tune their analytical skills, increase their understanding from a comparative perspective of the linkages through different mediums, improve their perception of cultural, historical, and philosophical considerations as they relate to a variety of pedagogical situations, gain a practical understanding of the role of education in different economies, and gain a historical view of life in different societies related to the role of education.

**EDD 714 Leadership and Change (3.0 credits)**

This course focuses on developing critical skills related to leading and managing a learning organization. Practical approaches to decision-making, authority, power and influence, school culture, communication, problem solving and dilemma management will be addressed. Management of personnel and facilities will also be covered. This course will engage students in applying fundamental leadership and management knowledge and skills. Students will discuss and analyze a broad range of “real world” problems and dilemmas using current case studies, in basket challenges and information from the students’ individual schools/districts.

**EDD 716 Practicum in Executive Leadership (3.0 credits)**

Issues, principles, and responsibilities of the executive leader at the district level are the focus of this course. This Executive Leadership Practicum provides opportunities for doctoral candidates to engage in leadership-related, authentic, supervised field experiences in approved settings. Balancing theory with practice, working under the mentorship of an administrator (in a school setting this would be a superintendent or assistant superintendent), and candidates will be immersed in the realities of practice and leadership skills that create effective schools. Moving beyond managerial tasks, doctoral candidates will explore leadership issues related to organizational culture, achievement, and positive interactions with various stakeholders. Seminar sessions will provide candidates with an opportunity to share experiences with peers as well as analyze case studies and decide upon effective courses of action. Doctoral candidates will gain varied leadership perspectives through a variety of experiences including interviewing specific office personnel, attending management level meetings, and interacting with top level administrators during roundtable/panel discussions. Learning activities are field-based and research driven, reflect the School of Education’s Conceptual Framework, and are linked to the leadership paradigm advocated by the Educational Leadership Constituent Consortium (ELCC). Prerequisite: Principal’s Certificate, EDL 589

***Policy and Procedures***

**EDD 720 Contemporary Issues in Education (3.0 credits)**

This course is designed to extend the doctoral learners’ understanding of contemporary issues in education. Learners will examine current and emerging issues in education as well as trending topics impacting teaching, leadership and learning. Learners will analyze the following topics: inclusion of diverse learners in American schools; demographic shifts; poverty and affluence; globalization; technology and social media; data-based decision making; and recent research on student achievement with specific emphasis on subgroup performance.

**EDD 721 Education Law and Policy P-12 (3.0 credits)**

Provides the state and federal legal foundations for U.S. public schools, examines general principles of statutory and case law, and applies judicial decisions to educational environments. This course will examine many current legal and policy issues in local and national elementary and secondary education, including school finance litigation; school discipline and the rise of "Zero Tolerance" policies; bullying prevention and intervention; cyber-bullying; LGBT bias; educator evaluation systems; and special education; in addition to other topics that may arise during the course. Students will be able to use current education law and legal precedents to make effective educational leadership decisions in the areas of student’s rights, academic freedom, religion and education, discipline, discrimination, negotiations and special education. This course is designed to provide current and future school leaders with the knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

**EDD 722** **Leading Digital Learning and Innovation in Education (3credits)**

The purpose of this course is to investigate and analyze the theories of disruptive innovation in leading continuous school transformation. Additionally, this course will enable students to practice systemic solution, evaluation, design and development associated with integrating emerging innovations in education.

The research literature associated with digital learning will be used to explore the nature of digital learning, where it occurs, how we experience it, how we think about it, and how we can use digital tools to enhance learning. Course content includes 1) readings related to action in the profession, such as disruptive innovation, leading change in self-organized networks, action research, and participatory action research; and 2) a survey of topics associated with the thinking processes associated with active approaches to learning, such as reflection, design thinking, creativity, and school innovation.

**EDD 724 Organizational Leadership Theory & Research (3 credits)**

Organizational Leadership Theory and Research in education will examine the study, practice, and theory of educational leadership by exploring organizational change theories and analyzing tools necessary for leading system wide change. Students will explore systems within organizations that promote or hinder the change process. Within this course, students will enhance their understanding of educational organizations and construct an organizational change project within his/her own school or district.

***Research and Assessment***

**EDD 750 Advanced Program Analysis (3 credits)**

This course will examine the key concepts, methods, and approaches in the field of evaluation research, and program development. It is designed to be taken in conjunction with the Transformative Leadership Dissertation for doctoral students and will support the candidate’s plan development. Students will be exposed to the fundamental practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. They will also engage in best research practices and data driven assessment that is unique to each candidate’s district. Some statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. This course will also present students with the larger political, administrative, and financial issues that occur in program evaluation.

**EDD 752 Quantitative Research (3 credits)**

The course will explore quantitative approaches to educational research. Course content includes a survey of educational research methodologies and their associated approaches to controlling bias, establishing validity, analyzing data, and drawing conclusions. Participants will be reading works by practitioners, researchers and academics about the process of practitioner research and the specific questions and issues that have been investigated through practitioner research. Activities will include searches through the existing research literature, experiences designed to develop a basic understanding of educational research, and group discussions that both facilitate the critical analysis of research designs and consider the philosophical assumptions of competing research traditions. The course is intended to provide candidates with guided practice as they inquiry with reflection and practice. It is also intended to provide significant preparation for the Transformative Leadership Project required for completion of the doctoral degree.

**EDD 754 Leadership and Assessment (3 credits)**

This course focuses on understanding the relationship between the leadership of effective schools, the theory and practice relevant to assessments, and the use of data to inform decision-making. The goal is to foster a doctoral candidate’s responsibility to advocate for and inform the culture of teaching and learning in schools through the implementation of varied assessments to measure students’ performance. The use of best practices in assessment selection, implementation, and data analysis that is unique to each candidate’s school, in conjunction with a variety of activities focused on data analysis and assessment research will be the primary focus of the course. This course is designed to focus on student achievement and service to diverse student populations, implementation of the standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures. Current models used to assess students' learning will be examined, including the use of performance criteria. Students will develop instruction and assessment plans to be implemented in their own organizational settings. These plans must show the alignment of instruction and assessment to student learning outcomes.

**EDD 756 Qualitative Research Methods (3 credits)**

This course will introduce participants to the characteristics and various approaches in designing and conducting qualitative research projects in educational research. Students will become familiar with various research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources. In addition, this course will show students how to evaluate published studies in various social science fields, focusing on the logic of their argument, their methodologies, and the relationship between the evidence presented and their argument. As part of the course, students will gain hands-on experience in various qualitative methods and analysis techniques while conducting a research project.

***Transformative Leadership Project***

**EDD 801 Research Design (3 credits)**

The transformative learning project courses provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Educational Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. In addition to guiding students through an action research project, this course will address theoretical, philosophical, and epistemological questions around action research. We will discuss the tradeoffs that come with action research compared to more traditional research—how can insider status better inform research, and what might be lost in comparison to traditional research methods. How can the action research framework better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization’s questions or problems?

**EDD 802 Writing for Professional Publication in Education (3 credits)**

This course is designed to introduce doctoral students to the professional publication process. Students will engage in two major activities during the course: 1) learning how to organize a dissertation to fulfill the program requirements for the transformative learning project and 2) to write an article for professional publication. To meet the first requirement, students will revise their three-chapter project proposal created during EDD 801 Research Design, make a formal project proposal for the second year of the program to the dissertation committee, and learn how to write chapters 4 and 5 of the dissertation. To meet the second requirement, Ed.D. students will become familiar with editorial policies of relevant periodicals, identify various professional publication outlets, and review manuscripts using professional editorial criteria. The course will culminate in a finished manuscript submitted for publication.

**EDD 803 Design-Based Research (3 credits)**

This course has two main purposes. First, it introduces students to different design-based research methods in educational research. Second, it provides students with an intensive experience in carrying out their own design-based research studies. Through a combination of readings, lectures, demonstrations, discussions, site visits and class exercises, students will be introduced to the issues and practices associated with design-based research and how different researchers engage in this kind of work. By learning about the work of different researchers, students will also be introduced to distinct forms of design-based research in education. In their transformative learning project, students will apply what they have learned about the design and execution of design-based research studies.

**EDD 804 Analyzing and Interpreting Data (3 credits)**

This course is designed to immerse doctoral students in the analysis of interpretation of data. Students will engage in the examination of data related to their transformative learning project. During the course, students will present and explain their research findings, outline Chapters Four & Five of their dissertation, and write a preliminary and final draft for chapters Four and Five of their dissertation. They will also deliver a professional presentation of their defense in preparation for their oral dissertation defense. The primary outcome of the course will be the completion of Chapters Four and Five of the dissertation.

**EDD 798 Special Topics (3 credits)**

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature covered in any given semester is indicated in the student’s transcript. Prerequisite: Permission of the Program Director is required.

**EDD 799 Independent Study (3 credits)**

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member: written evaluation of the research is required.

**EDD 898 Special Topics (3 credits)**

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature covered in any given semester is indicated in the student’s transcript. Prerequisite: Permission of the Program Director is required.

**EDD 899 Independent Study (3 credits)**

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member: written evaluation of the research is required.

**Curriculum and Course Sequencing**

The course sequence for the Ed.D. program is designed for completion in two years by taking nine courses per year. Five course are completed in the fall and spring semesters. Four courses will be completed during the summer. The Research and Assessment courses are offered during the fall and spring semesters so that students are learning to analyze the data as they implement their projects. Transformative leadership courses are offered in the spring and summer to maximize the available time for doctoral candidates to analyze and write up their Transformative Leadership Projects.

**Course Sequence**

***Semester 1* (Cohort 1) (Fall 2017)**

EDD 801 Research Design (1.5 credits)

EDD 750 Advanced Program Analysis (3.0 credits)

EDD 720 Contemporary Issues in Education (3.0 credits)

***Semester 2* (Spring 2018)**

EDD 752 Quantitative Research (3.0 credits)

EDD 710 Leadership, Diversity and Equity (3.0 credits)

EDD 801 Research Design (1.5 credits)

***Semester 3* (Summer 2018)**

EDD 802Writing for Professional Publication in Education (3.0 credits)

EDD 702 Adult Development and Transformative Learning (3.0 credits)

EDD 721 Education Law and Policy (3.0 credits)

EDD 724 **Organizational Leadership Theory & Research (3.0 credits)**

***Semester 4* (Fall 2018)**

EDD 803Design-Based Research (1.5 credits)

EDD 754Leadership and Assessment (3.0 credits)

EDD 712 International Leadership Models (3.0 credits)

***Semester 5* (Spring 2019)**

EDD 803Design-Based Research (1.5 credits)

EDD 756 Qualitative Research (3.0 credits)

EDD 714 Leadership and Change (3.0 credits)

***Semester 6* (Summer 2019)**

EDD 804Analyzing and Interpreting Data (3.0 credits)

EDD 706 Learning through Experience: Individuals and Organizations (3.0 credits)

EDD 722 Leading Digital Learning and Innovation in Education (3.0 credits)

EDD 716 Practicum in Executive Leadership (3.0 credits)

**Assessment**

Throughout the Ed.D. in Educational Leadership program, students will be provided with multiple opportunities to demonstrate their knowledge and skills for each learning outcome. The assessments are designed to extend student thinking by integrating learning across the different courses in the program. These assessments are of five types, as described below:

*Individual course assessments –* The assessments serve to evaluate the level of learning within individual courses. Therefore, the assessment will vary by course. There will be an emphasis on assessing student learning through the use of discussion, presentation, writing or other academic performances. Rubrics will be individually designed by course to assess these performances.

*Integrated Course Assignments –* These assessments are tied to assignments completed in individual courses. They are designed to indirectly facilitate the development of a successful Transformative Leadership Project. Some examples would include conducting interviews for the qualitative research class, creating a professional development plan for the Experiential Learning class, or analyzing school data for the Program Analysis class.

*Essential Questions –* Essential questions are intended to evaluate the integration of knowledge across courses. At the end of each of the first five semesters, the students will address an essential question. The purpose of the question will be to facilitate the integration of information across courses in the current and previous semesters.

Example Questions:

Semester 1:

* What are the most important issues currently under discussion in the field of education?
* Choose one from those you have described and provide a plan for how you would address it on a local level.
* Discuss how you would assess the effectiveness of your initiative.

Semester 2:

* Describe a key issue related to leadership and diversity in your local context.
* Then describe how you could design a quantitative study that would capture different points of view related to the issue.
* Explain how those differing points of view could help address the issue.

Semester 3:

* Select and describe a change initiative with which you are familiar.
* Describe how the change effort could be improved with a more thoughtful treatment of any related legal issues, human development, and technology resources.

Semester 4:

* Select and describe the international model of leadership that is the most incompatible with your local school culture.
* Identify aspects of that model that you could implement.
* Provide a rationale for doing so. explain the steps you would take to ensure a successful implementation, and describe your plan for assessing both implementation and effectiveness of the model.

Semester 5:

* Create an assessment design for qualitatively evaluating your dissertation study.
* Explain your rationale for the design, the specific methods and tools you would use to conduct the assessment, and how the data would inform the assessment of the implementation and impact of your transformative leadership project.

**Types of Assessments**

*Transformative Leadership Project Assessments –* These assessments are directly related to the completion of the Transformative Leadership Project. They may be completed and evaluated within a single course, but they are intended to build towards the completion of the dissertation. Examples of these assessments would include the proposal design, completion of Chapters Four and Five, and the public presentation of the transformative leadership project.

*Qualifying Portfolio -* Beginning with the fall semester courses in year one, those enrolled in the Ed.D. program will plan and gather evidence to be compiled in a portfolio as evidence they have met the learning goals. This evidence will come from their individual coursework, their integrated course assignments, their answers to the essential questions, and papers associated with the development of their transformative leadership project. The evidence will serve as a demonstration of their leadership skills, the quantitative and qualitative analysis skills, their ability to read and write scholarly articles, and their understanding of human growth and development.

*Doctoral Committee -* Doctoral committee membership is determined in consultation with proposed members of the committee. The chair of the dissertation committee should help the candidate select appropriate members. The other committee members must instructors in the doctoral program, as verified by the Director and Dean.

*Doctoral Candidacy -*To qualify for doctoral candidacy, each candidate must submit his or her portfolio to the doctoral committee for review. The doctoral committee’s review of the oral evaluation will determine the candidate’s readiness for doctoral candidacy. This portfolio will serve in lieu of a written, comprehensive examination.

*Dissertation Proposal* - Once candidacy has been approved, the doctoral candidate will formally present his or her doctoral dissertation proposal for approval by the dissertation committee. The candidate will defend his or her dissertation proposal, asserting that the completed dissertation will meet the requirements of the Doctoral Program Requirements of the New Jersey Administrative Code – Title 9A:1-2.8(d) for professional doctorates.

*Dissertation* - After the dissertation proposal has been approved, the candidate will proceed to conduct and complete scholarly work, culminating in a written dissertation that meets university and state regulations. Formal approval of the degree will be granted after a successful oral defense.

**FORMATION OF THE DOCTORAL COMMITTEE**

Doctoral committee membership is determined in consultation with proposed members of the committee. The chair of the dissertation committee should help the candidate select appropriate members. The other committee members must instructors in the doctoral program, as verified by the Director and Dean.

**[1] Program of Study**

Once admitted to the doctoral program, the student will be assigned a temporary advisor. He or she will automatically become the permanent doctoral advisor unless the temporary advisor or the student requests a change. The student should discuss the appointment of a doctoral committee with the doctoral advisor. There is a minimum of three members on this committee. The student and the doctoral advisor prepare a draft program of study detailing the courses from which the student might benefit. This draft is then presented to the student’s Doctoral Committee no later than the end of the third semester of the regular academic year at a specially called meeting with the student to determine the courses he or she will take.

The program of study and corresponding approval page for must be filed in the Dean’s Office. No grade below B will be accepted on any coursework that is part of a student’s program of study. If you earn a grade below B, you must retake the course or make substitution subject to approval by the program committee.

The officially approved program of study becomes a contract between the student and the Doctoral Committee that can be changed only by Doctoral Committee action. A form entitled “Request for Change in Approved Doctoral Program” is used for this purpose, and is available in the Dean’s Office.

**[2] Dissertation Committee**

* In the Spring of the first semester the doctoral should discuss the appointment of a dissertation committee with his or her doctoral advisor.
* A minimum of three members must on the dissertation committee.
* The dissertation chair coordinates the work of the committee and must be either a full-time School of Education faculty member or a member of the Ed.D. Advisory Board.
* At least one member of the dissertation committee must be a full-time faculty members in the School of Education. When appropriate, one member of the Dissertation Committee may be from outside Monmouth University. Such members must have earned a doctorate, must have expertise in the area of the dissertation, and must be approved by the Program Director and Dean.
* A form listing the members of the Dissertation Committee and the dissertation topic or title, to be filed prior to the dissertation proposal defense in the Dean’s office, is subject to approval by the Dissertation Chair and the Program Director.
* Upon approval, the Dissertation Chair automatically becomes the student’s advisor.

**[3] Research Proposal**

The period after approval of the program of study and while the student is taking coursework provides an opportunity to begin refine the dissertation topic and prepare the dissertation proposal. Although a dissertation topic cannot be formally approved until after the IRB has approved the design, the student can save time by communicating directly with various faculty members and beginning to investigate the area in which the dissertation is planned.

Before a doctoral student begins his or her dissertation research, he or she must prepare a dissertation proposal following guidelines established by each department and/or graduate program area. The student’s official dissertation committee reviews and approves the dissertation proposal during a specially scheduled meeting.

If the research involves human subjects, you must complete the Collaborative Institutional Training Initiative (CITI) as well as obtain approval (or a waiver) of your research by the Monmouth University Institutional Review Board (IRB). The IRB is responsible for reviewing and approving or exempting all research involving human subjects by students and faculty at Monmouth University. A copy of the IRB letter must be filed in the Office of Student Affairs, Graduate Records, simultaneously with the approved dissertation proposal defense report.

**[4] Proficiency in Research**

In accordance with program requirements and at the discretion of his or her Doctoral Committee, a student must demonstrate proficiency in the research methods which relate to his or her total academic program, professional goals, and proposed dissertation. The Doctoral program requires specific courses that will assist in the proposal preparation and the collection and analysis of data for the dissertation. All courses including research courses require a grade of a B (3.00) or better. If a grade below a B (3.00) is received, the course must be retaken for a grade of a B ( 3.00).

**[5] Qualifying Portfolio and Doctoral Candidacy**

Beginning with the first fall semester courses, those enrolled in the Doctor of Education in Educational Leadership Program will plan and gather evidence to be compiled in a portfolio as evidence they have met the learning goals. This evidence will come from their coursework, their answers to the essential questions, and papers associated with the development of their transformative leadership project. The evidence will serve as a demonstration of their leadership skills, the quantitative and qualitative analysis skills, their ability to read and write scholarly articles, and their understanding of human growth and development.

To qualify for doctoral candidacy, each candidate must submit his or her portfolio to their doctoral committee for review. The prospective doctoral candidate’s presentation and the committee’s review/oral evaluation will determine the candidate’s readiness for doctoral candidacy. This portfolio will serve in lieu of a written, comprehensive examination.

Once candidacy has been approved, the doctoral candidate will formally present his or her doctoral dissertation for approval by a faculty committee. The candidate will defend his or her dissertation, asserting that the completed dissertation will meet the requirements of the Doctoral Program Requirements of the New Jersey Administrative Coe – Title 9A:1-2.8(d) for professional doctorates.

Formal approval of the degree will be granted after a successful oral defense.

**[6] Formal Admission**

Formal admission to candidacy cannot be granted until all required procedures have been completed, including satisfactory completion of courses in the scholarly disciplines.

**DISSERTATION**

After Admission to Candidacy all doctoral students must meet the following requirement:

[1] Dissertation Defense

The student must notify the Dean’s Office two weeks prior to the oral defense to supply information about the confirmed date, time, and location of the defense as well as the current dissertation title and committee membership. The Dean’s Office gives public notification of the defense. Official notice of the defense will be sent to the student and Dissertation Committee, along with the required forms for the Dissertation Chair and the Dean’s Representative.

At least two weeks prior to the oral exam, the student must distribute final draft copies of the dissertation to all members of the Dissertation Committee. It should be noted that approval of the dissertation by the Dean’s Representative is mandatory for acceptance of the dissertation.

[2] Plagiarism Check

All completed dissertations must be checked for plagiarism prior to final submission.

[3] Dean’s Office Review – All dissertations must be submitted to the Dean’s office for final review and editing before receiving final approval. The submission must occur prior to the announced deadline date to receive approval before the end of the semester.

**LEAVE OF ABSENCE POLICY**

If you are enrolled in a degree program but do not expect to make progress towards your Ed.D. degree for a period of time due to personal, medical, or professional reasons, you should request a leave of absence from the degree program prior to leaving the program temporarily. Students on an approved leave of absence may not make significant use of university resources and services or engage in significant consultation with the faculty.

Requesting a leave of absence ensures that faculty members in your academic program are aware of your plans and have assisted you in taking whatever steps are needed to finish up work prior to the leave. An approved request for a leave of absence also provides confirmation to third parties of your status as a student in good standing. To request a leave of absence, you must submit a written request to your doctoral advisor stating the reason for the leave and the expected duration of the leave. You are responsible for resolving all issues pertaining to financial support, federal financial aid, and any outstanding debt to Monmouth University prior to a leave of absence. Prior to the completion of the leave of absence, you must notify the Dean’s Office, so that the reentry process can be initiated.

Students who are completing work under the auspices of a one-term extension will not be eligible for a leave of absence. If such students need more time for completion of their dissertation work, they are eligible to use the readmission process. A student who does not return and resume enrollment in the degree program at the conclusion of an approved leave of absence will be dropped from the program.

**FACULTY SCHEDULES**

For information regarding faculty schedules including office hours, please contact the following:

Department of Curriculum and Instruction, McAllan Hall, 732-571-4471

Department of Educational Counseling and Leadership, McAllan Hall, 732-571-3437

Department of Special Education, McAllan Hall, 732-571-4471

Department of Speech-Language Pathology Monmouth Park Corporate Center

732-263-5487

**ASSIGNMENT OR CHANGE OF ADVISOR**

Upon initial admission, a student will be assigned a faculty member to serve as his or her preliminary advisor by the Coordinator of the Ed.D program. The initial assignment of the preliminary advisor is based on considerations such as faculty advising loads, compatibility of student and faculty research interests, and when known, student and/or faculty preferences. The student should contact the advisor to develop a program of study as soon as possible after being admitted.

The preliminary advisor aids on a temporary basis during the time in which the student and the program’s faculty have not had sufficient opportunity to become acquainted. Whenever the student believes he or she is ready to select a more permanent advisor, he or she should complete the form titled, “Request for Change of Advisor." The form requires the signature of the student, the new advisor, and the current advisor.

The student’s temporary advisor will remain in place until a completed “Request for Change of Advisor” has been submitted. If, at any time after a faculty member has been designated as the doctoral advisor to a student and either the student or the advisor determines for any reason that it is no longer desirable for the adviser-advisee relationship to continue, the student or doctoral advisor should notify The Ed.D program coordinator and complete the “Request for Change of Advisor” form.

In the event the decision to discontinue an advisor-advisee relationship originates with a faculty member—including a faculty member’s decision to retire or leave the University—it will be the responsibility of that faculty member to assist the student in identifying and obtaining a new doctoral advisor. If no new doctoral advisor can be identified, the matter will be brought before the program faculty for resolution. If the decision originates with a student, it will be the sole responsibility of the student to seek out and gain the consent of another faculty member to serve as his or her doctoral advisor.

Students who seek to change advisors do so for a variety of reasons. Often, as students complete course work in their programs, they learn about the research interests of faculty members other than those of their initial advisor. Changing advisors because of the alignment between the student’s research interests and those of the faculty advisor is acceptable and often desirable.

Another common practice is for students to continue the doctoral advisor during the course work phase of the program but to select a different dissertation advisor. Alignment of research interests, compatibility of temperaments, and faculty members’ availability to provide support for the dissertation are all good reasons for changing advisors. Changing advisors in the middle of the dissertation process occurs occasionally as well, but it is a step that should be considered carefully, in consultation with the chair of the student’s department when deemed necessary

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Appendix A. Foliotek

The School of Education requires that all undergraduate and graduate students, who enrolled in education courses (EDL, EDS, ED, EDC and EDD) develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service for the School of Education. The portfolio has capabilities for you to use both while you’re a student and after you graduate from Monmouth University. Your subscription to Foliotek will last for six years.

As an EdD candidate you will be required to upload your portfolio at the end of each semester. This will include the semester assessments and work on your transformative project.

Your first step is to register for your electronic portfolio. Send an email to: **foliotek@monmouth.edu** with your name, student identification number, and your program. You will receive an email reply (to your Monmouth email account) that will contain specific directions for registering online.

Appendix B. eCampus

All of the courses of the courses in the Ed.D. programs are hybrid (a combination of online and on campus sessions). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following link on the Monmouth University Website: **https://ecampus.monmouth.edu/login.php**

To log in, a student uses his/her Monmouth University ID and email password.

If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the “Change Password Form”, which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

 News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.

 Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.

 Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, drop box, class list, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

 Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.

 Discussions: This is where the posting of reflections and online dialoguing take place.

 Dropbox: You may be asked to upload your assignments and assessments to this area.

 Class list: This contains the names and email addresses of your classmates.

 Chat: This enables the professor to dialogue with students in real time.

 Grades: This link takes you to your grades on assignments and assessments.

 Library: This is the link to the Monmouth University Library.

 Course Home: This link takes you back to the course main page.

Appendix C: APA Style

The Publication Manual of the American Psychological Association, 6th edition, is required reference for citing research in written assignments in the School of Education.

Failure to properly cite sources used in your submitted work may result in charges of

plagiarism by your instructor.

The Monmouth University Writing Center provides access to web pages for APA style

through the Resources for Writers link on the Writing Center Web site:

**http://www.monmouth.edu/writing\_center/resources.asp**

**http://citationmachine.net**

The link provides information on plagiarism and differences in writing a summary and

paraphrasing.

Other Web Pages:

* The APA homepage: **http://www.apastyle.org/index.html.** This page highlights the 6th edition changes and answers most FAQs, especially those regarding electronic sources.
* Western Carolina’s Writing Center lists examples of many resources including emails and movies: **http://www.wcu.edu/writingcenter/isource.asp?page=apa\_format.html**
* University of Indiana’s page provides many examples of the A.P.A format:

**http://www.ipfw.edu/casa/WC/NavBarLinks/handouts.html**

* Examples of unusual citations like listserv, newsgroups, and FTPs can be found at the Bedford/St. Martin Publishing Company website:

**http://www.bedfordstmartins.com/online/citex.html**

Appendix D. Library Resources

The mission of the library is to serve the faculty and students of the University by providing, as far as practicable, all library materials needed to support the academic programs of the University. The library’s dedication to service and continued awareness and implementation of emerging technologies allow it to continue as the central site on campus where students acquire a vast amount of information both in print and electronic form.

A review of the library sources to support an Ed.D. in educational leadership was conducted by the University Librarian. His findings showed that the library has sufficient resources to support the program. He found 31 journals associated with educational leadership in the library holdings. These journals are listed below:

* Academy of Educational Leadership Journal
* Academy of Educational Leadership Proceedings
* Anatolian Journal of Educational Leadership and Instruction
* Educational Leadership
* Educational Leadership: Journal of the Department of Supervision and Curriculum
* Educational Leadership and Administration
* Journal of Business and Educational Leadership
* Thrust for Educational Leadership
* International Journal of Education Policy and Leadership
* Journal of International Education and Leadership
* Higher Education Management and Policy (tertiary education)
* Journal of Higher Education Policy and Management (tertiary education)
* Management in Higher Education (tertiary education)
* International Journal of Organizational Leadership
* Educational Administration Quarterly
* International Studies in Educational Administration
* Journal of Education Policy, Planning and Administration
* Journal of Educational Administration
* Journal of Public Administration Education
* Brookings Papers on Education Policy
* Education Finance and Policy
* Education Policy Analysis Archives
* Educational Evaluation and Policy Analysis
* Educational Policy Analysis and Strategic Research
* Educational Research for Policy and Practice
* JEP : Ejournal of Education Policy
* Jiaoyu Zhengce Luntan = Educational Policy Forum
* Journal of Education Policy, Planning and Administration
* KEDI Journal of Educational Policy
* Nordic Journal of Studies in Educational Policy
* Policy and Practice in Education (Regina)

Similarly, a keyword search words revealed that “education\* leadership” yielded 332 titles, “school administration” yielded 237 results, “School Management And Organization-- United States” yielded 94 results, and a subject search for “Educational Leadership--United States” yielded 36 results. A review of titles with educational leadership call numbers revealed more than 500 titles.

In addition to the current resources, a new database of periodicals will be made available in the coming months and a ten thousand dollar budget has been approved to make additional purchases of book titles.

Appendix E. Disability Services

Support services are available to students with learning, psychological and physical disabilities. Students with documented disabilities may request reasonable modifications, accommodations, or auxiliary aids that will enable them to fully participate in programs and activities at Monmouth University. The Department of Disability Services for Students manages accommodation and accessibility issues.

A variety of services are available to students with disabilities. These services include, but are not limited to, assistance with advocacy on campus, learning strategy training, time management assistance, academic planning advice, preferential registration for continuing students, and an adaptive testing center that assists faculty in accommodating student test-taking needs, and an orientation to on-campus adaptive technology.

In order to be eligible for accommodations and services, adequate documentation must be submitted to the Department of Disability Services for Students. The documentation must include a specific diagnosis of a disability and support the particular academic adjustment of accommodations being requested. Students should contact the department for particular documentation requirements.

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