Doctor of Education in Educational Practice and Leadership

Admission Requirements

The following criteria will be used to assess a student's application for admission into the Doctor of Education in Educational Practice and Leadership program. No single criterion can adequately predict a student's probable success in graduate work. Applicants should anticipate that the materials they submit will be held to high standards with submission of the following:

1. The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog
2. Completion of a master's degree from an accredited college or university
3. Grade point average from all previous graduate work (minimum of 3.5 required)
4. Professional resume
5. Transcripts
6. Three letters of recommendation that address your academic ability, professional accomplishments related to your field of study, and positive character traits
7. A statement of clear professional/educational goals that can be met by this program/specialization as specified in the graduate catalog
8. An original essay not to exceed four double-spaced pages (exclusive of references) on a contemporary problem of practice. The writing will be reviewed for:

   - overall suitability for doctoral level study;
   - cohesive development of ideas;
   - support for ideas; and
   - writing conventions.

9. Writing sample.

a. Include with your application an individually-authored sample of your writing that the admission committee can use to evaluate your ability as a writer and potential success in the doctoral program.

b. The minimum length of the sample is five pages and should not exceed 30 pages. Examples of possible writing samples include, but are not limited to, journal articles, paper from a course, or some written work product such as a manual or technical report.

10. The applicant must sign a statement attesting that the goal statement, essay, and writing sample submitted were original compositions of the applicant, completed without the aid of an editor.

11. Applicants for the School Leadership specialization are required to have a teaching credential, three years of teaching experience, and leadership experience in PK-12 environments and to pass a background check.

Degree Requirements

1. A minimum of 90 semester credit hours of course work beyond the bachelor's degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. With approval of a student's Faculty Advisory Committee, up to 30 credits from a master's degree may be transferred from another institution.
4. Successful completion of comprehensive examinations.
5. Completion of a Dissertation in Practice (9 credits).
6. Ed.D. Core Coursework (9 credits):

Code	Title	Credits
EFR 502	Issues and Trends in Education	3
HE 569	Diversity Systems and Policy in Education	3
EDL 573	Advanced Leadership Theories	3

7. Scholarly Tools Coursework (9 credits):

Code	Title	Credits
EFR 509	Introduction to Applied Educational Research	3
T&L 569	Action Research	3
Select 1 Additional Courses (3 credits)		
T&L 579	Inquiry into Professional Practice	3
EFR 510	Participatory Qualitative Research Methods	3
EFR 511	Program and Policy Evaluation	3
EFR 512	Survey Design and Analysis	3
EFR 514	Advanced Textual Analysis	3
EFR 530	Learning Analytics	3

8. In addition, you may choose one or more specialization areas and complete the required courses. Applicants may also choose a "Generalist" route and complete the required number of courses based upon electives targeted to their specific needs. Elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with academic advisor.

Descriptions of Specializations

- Education Policy, Reform, & Equity (EPRE): Students in this specialization area examine problems of practice through the lens of policy and reform efforts with the focus on producing products that aim for equity and social change.

- Higher Education (HE): The HE area prepares administrators and/or professors for leadership in an academic discipline at a college or university.

- Instructional Design & Technology (IDT): The IDT area prepares instructors, instructional designers, curriculum/technology coordinators, or directors for educational technology, faculty development centers, or training departments with a focus on understanding curriculum design, human learning, and the integration of technology.

- School Leadership (SL): The SL area is designed primarily for the practitioners preparing for school administration positions including elementary, middle school, and secondary principals; superintendents; special education and curriculum directors, and other school district central office positions. Upon completion of the degree, depending on state licensure credential requirements, a student generally will have completed many, if not all, coursework which will lead to an administrative credential.

- Special Education (SPED): The SPED area is focused on preparing experienced professionals for the role as an Educational Diagnostician or for leadership roles in working with individuals with Autism Spectrum Disorder (ASD). Diagnosticians evaluate students to determine services and effective programming, as well as provide leadership at the school and district levels to inform policies and practices. Specialists in ASD evaluate and collaborate about individuals with ASD to determine services and effective programming, as well as provide leadership across a range of settings to inform policies and practices.

- Sport Leadership (Sport): The Sport Leadership area is designed for those individuals who aspire to become Athletic Directors, Coaches, or other Administrators of either traditional sports or esports at any level, including professional, educational, or community settings.

- Teacher Education (TE): The TE area prepares professors of education at a college or university and/or as an educational specialist to teachers in PK-12 schools.

Education, Policy, Reform, & Equity

Education Policy, Reform, & Equity Required Courses (27 Credits)

Code	Title	Credits
EFR 503	History of American Education Policy and Reform	3
EFR 505	Educational Equity and Social Change in Schooling	3
EFR 510	Participatory Qualitative Research Methods	3
EFR 527	Education Policy: Theories Research	3
Advanced Inquiry Experience (Choose 1)		
EFR 514	Advanced Textual Analysis	3
EFR 520	Translational and pluralistic designs in qualitative research	3
Applied Policy Study		
EFR 591	Readings in Education (9 credits, co-enrolled with DiPs)	1-4
EFR 584	Internship in Educational Research	1-8
Recommended Electives (6 credits)		
EDL 527	Legal Issues in Education	3
T&L 543	Scholarly Writing	3
T&L 586	Research in Teacher Development and Professionalization Policies	3

Higher Education

Higher Education Required Courses (15 credits)

Code	Title	Credits
HE 532	Principles and Practices in Higher Education	3
HE 536	Leading and Learning in Higher Education	3
HE 541	History of Higher Education in the United States	3
HE 544	Assessment in Higher Education	3
HE 538	College Student Experiences	3

Higher Education Elective Courses (18 credits)

Code	Title	Credits
HE 561	Curriculum in Higher Education	3
T&L 545	Adult Learners	3
HE 571	Introduction to Research Traditions in Higher Education	3
HE 563	Academic Administration in Higher Education	3
HE 564	Higher Education Student and Support Services	3
HE 570	Higher Education Law	3
HE 573	Higher Education and Public Policy	3
HE 576	Higher Education Planning and Finance	3
T&L 539	College Teaching	3
T&L 543	Scholarly Writing	3
T&L 548	The Professoriate	3
T&L 547	Technology in Higher Education	3

Elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with academic advisor.

Instructional Design & Technology

Instructional Design & Technology Required Courses (21 credits)

Code	Title	Credits
IDT 520	Instructional Systems Analysis and Design	3
IDT 525	Development, Implementation, and Evaluation of Instructional Materials	3
IDT 530	Introduction to Computer-Based Instruction	3
IDT 550	Theories and Models of Instructional Design	3
IDT 580	Introduction to Web-Based Instruction (Plus two courses of the following:)	3
Plus two courses of the following:		
IDT 510	Technology-Based Instruction: Applications and Methods	3
IDT 540	Digital Media and the Internet in Schools	3
IDT 560	Instructional Design Consulting	3
IDT 570	Human Performance Technology	3

Elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with academic advisor.

School Leadership

School Leadership Required Courses (15 credits)

Code	Title	Credits
EDL 516	Education Finance and Policy	3
EDL 517	Social, Cultural, Political, and Community Dimensions of Schools	3
or EDL 571	School Community Relations	
EDL 524	Educational Personnel Administration	3
EDL 527	Legal Issues in Education	3
EDL 531	School District Leadership	3

The remaining 18 credits of electives can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with academic advisor.

Sport Leadership

Sport Leadership Required Courses (24 credits)

Code	Title	Credits
KIN 511	Sports Administration	3
KIN 512	Sports Risk Management	3
KIN 531	Psychology of Sports Leadership	3
EDL 524	Educational Personnel Administration	3
EDL 571	School Community Relations	3
Plus Three Directed Electives (9 credits from the following):		
KIN 510	Ethical Sports Leadership	3
KIN 513	Skill Acquisition in Sport	3
KIN 515	Cultural Impact of Sports in American History	3
KIN 534	Social Issues in Sports	3
KIN 537	Applied Sports Psychology	3
KIN 542	Sport Psychology for Teams	3
KIN 543	Sport Psychology for Coaches	3
KIN 551	Philosophy and Application of Coaching	3
ESPT 540	Esports and Healthy Gaming	3

Remaining elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with advisor.

Special Education

Educational Diagnostician Required Courses (19 credits)

Code	Title	Credits
SPED 570	The Educational Diagnostician	3
SPED 571	Social, Emotional, and Behavioral Assessment Measures in Special Education	3
SPED 572	Achievement Assessment Measures in Special Education	3
SPED 582	Internship: Educational Diagnostician	1-4

Code	Title	Credits
T&L 529	Language Development Cognition in Children	3
COUN 570	Cognitive Assessment Measures in Special Education	3

Elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with advisor.

Autism Spectrum Disorder Required Courses (33 Credits)

Code	Title	Credits
SPED 556	Advanced Methods: Intellectual Disabilities	3
SPED 560	ASD: Foundations and Brain Based Differences	3
SPED 561	Methods for Autism Spectrum Disorder	3
SPED 562	Autism Spectrum Disorder: Supports Across the Lifespan	3
SPED 563	Autism Spectrum Disorder: Medical Issues and Trends	3
SPED 564	ASD: Structured Teaching	3
SPED 565	ASD: Level 1 Supports and Foundations	3
SPED 566	Autism Spectrum Disorder: Intensive Early Intervention	3
SPED 567	Assessment in Autism Spectrum Disorder	3
SPED 571	Social, Emotional, and Behavioral Assessment Measures in Special Education	3
COUN 570	Cognitive Assessment Measures in Special Education	3

Teacher Education

Teacher Education Required Courses (21 credits)

Code	Title	Credits
T&L 539	College Teaching	3
T&L 545	Adult Learners	3
T&L 548	The Professoriate	3
T&L 571	Teacher Education: Focus on the Teacher	3
T&L 572	Teacher Education: Focus on the Learner	3
Plus Two Courses of the Following:		
T&L 543	Scholarly Writing	3
T&L 552	Online Teaching Practice Innovation	3
T&L 586	Research in Teacher Development and Professionalization Policies	3
HE 544	Assessment in Higher Education	3
EFR 506	Multicultural Education	3

Remaining elective credits can be selected from graduate courses in other specializations and from the Educational Foundations and Research (EFR) program in consultation with advisor.