Program overview

The doctoral program in Educational Leadership and Policy Studies prepares future practitioners and scholars who will work as professors, researchers, administrators, or executives in leadership roles in a variety of institutional settings. The program, designed to be completed in four years, gives students the opportunity to earn either an EdD or PhD.

It is a critical and transformative leadership program designed to prepare a new generation of professional practitioners and scholars, highly trained in educational policy and management who could exercise critical transformative leadership. Graduates will be committed to transforming students and institutions alike in pursuit of a more ethical, just and fair society and to improving educational achievement in environments that are dynamic, interactive, culturally diverse, and democratic. We aim to prepare individuals capable of understanding global dynamics who can lead systemic transformations that promote learning and improve educational attainment in schools.

Faculty and principal area of expertise

► Mark Paige Ph.D. University of Wisconsin Madison (2011)  Assistant Professor; Specializes in Law and Education, Public Finance and Collective Bargaining.
► Ricardo D. Rosa Ph.D. University of Wisconsin-Madison (2011) Assistant Professor; Specializes in Curriculum and Instruction, Language Policies, Literacy and Social Studies Education.

Degree and Certificate Options

Students enter the program seeking either a Doctor of Education (EdD) or a Doctor of Philosophy (PhD).

Students also have the option of becoming certified as principals or assistant principals in the state of Massachusetts through the Leading to Learn Program offered in the Center for University and School Partnerships (CUSP).

Application Requirements

► Bachelor or Master's (preferred) with a GPA of 3.0 (or equivalent) from an accredited program institution in Education or a field appropriate as preparatory work for doctoral studies in education or public policy. Students are required to submit transcripts from all post-secondary institutions so that a determination can be made regarding the nature of preparatory course work and the student’s successful completion of it.
► 2 years of teaching and/or administrative experience in a public or private educational institution in the United States or abroad. Preference will be given to those with 3 or more years of experience in administration.
► A personal statement describing the student’s drive, research and teaching interests, career goals, work and academic experiences.
► At least one academic or professional writing sample that has been submitted for college credit or addressed to a third party in a professional context.
► Applicants should also include any documentation that may demonstrate their potential to succeed in the program (e.g. a curriculum vitae, a student or professional portfolio, contributions to specific research or civic engagement projects in their individual capacity or as a member of a group, published or submitted articles, conference presentations, etc.).
► Three letters of recommendation from people who have worked closely with the applicant in an academic or professional setting concerning the applicant’s abilities and performance relevant to his/her potential as a researcher, executive leader, or change agent in organizations delivering educational services.
► Graduate Record Examination (GRE) or GMAT (Graduate Management Admission Test).
► International applicants from a country whose native language is not English must provide evidence of English proficiency as indicated by acceptable scores on the TOEFL with a minimum of 600 (PBT), or 250 (CBT); or the IELTS with a minimum overall band score of 6.5 with no individual band below a 6.0.

Application Deadline – April 30

Please forward all credentials to:
Office of Graduate Studies
UMass Dartmouth
285 Old Westport Road
North Dartmouth, MA 02747-2300
Program Description

The program is structured with a common core and two degree tracks, namely the Doctor of Education (EdD) and the Doctor of Philosophy (PhD). Students in this interdisciplinary program will be closely advised by faculty throughout their first two years and onward through the completion of the dissertation and defense. An individual’s professional goals will help delineate a reasoned choice about which terminal degree to pursue - either the EdD or PhD track. Both tracks represent a considerable body of knowledge and each provides an academic credential with multiple career and professional opportunities. Specifics of each degree track follow below.

The EdD

The EdD program is a cohort-based program designed to address issues important to practicing school leaders and the scholarship that can help them analyze and address relevant issues. It highlights job-embedded and solution-driven applications, providing students with necessary tools and information to apply in their daily professional lives as educators and leaders. Specifically, the EdD program provides students with the knowledge and skills to:

1. Formulate and design solutions to complex policy and administrative problems akin to educational practice.
2. Use quantitative and qualitative data as a basis for school improvement.
3. Administer schools in a legally and ethically transparent manner.
4. Examine educational phenomena from multiple perspectives.
5. Produce theory-driven inquiry independently.
6. Become capable of disseminating their research to multiple audiences.
7. Conceptualize and write an original research in the field with deep social and cultural commitments.

The PhD

The PhD program is for students who want to combine a strong base of theoretical knowledge with an individualized focus to analyze policy in and about PK-12, postsecondary and adult learning environments. It is a program focused on the analysis of educational structures and systems, and the critical analysis of educational policy. The PhD program will provide students with the knowledge and skills to:

1. Understand the context within which they practice as researchers, policy analysis and decision makers.
2. Explore the philosophical foundations underlying educational inquiry.
3. Examine educational phenomena from multiple perspectives.
4. Produce theory-driven inquiry independently.
5. Present and discuss the findings of their research to multiple audiences.
6. Plan educational research and policy analysis from ethical perspectives.
7. Conceptualize and write an original research that represents their contribution to the field of Education.

Graduation Requirements

Completion of 82 credits, 40 of which are a common core of courses and colloquia designed to introduce students to the fundamentals concerning educational leadership and policy as agents of change, delve into critical issues of policy and management, and develop their knowledge of research designs, tools and methodologies (Years 1 and 2). The remaining 42 credits are devoted to advanced doctoral seminars, colloquia, and dissertation seminars to support and guide the production of the final dissertation and defense (Years 3 and 4).

- Achieving a 3.0 GPA or higher
- Passing the written and oral comprehensive exams
- Successfully defending a final dissertation

Course List

See to www.umassd.edu/educationalleadership/ for course descriptions.

Common Courses: Year One
Introduction to Educational Leadership and Public Policy
Organizational Behavior in Educational Settings
Social, Historical and Philosophical Foundations of American Education
Research Methods I: Methods and Design
Colloquium I – Politics and Education
Transformative Educational Leadership
Design and Evaluation of Educational Systems
Colloquium II – Critical Issues in Teaching and Learning

Common Courses: Year Two
Law and Education
Human Resources and Change
Management in Education
Public Finance in Education
Research Methods II: Statistical Analysis
Colloquium III – Innovations in Instructional Design & Technology
Research Methods III: Applied Research
Integrative Seminar
Colloquium IV – Promoting Parental and Civic Engagement in Schools

EdD: Years Three and Four
Using or Analyzing Educational Assessment Data for School Improvement
Performance Measurement
Colloquium V - Leadership and Change at the School Level
Colloquium VI - Leadership and Change at the District Level
Colloquium VII - School Improvement Plans
Dissertation Support Seminars I – IV
Internship
Thesis

PhD: Years Three and Four
Political Economy of Urban Education
Research Methods IV: Program Evaluation
Colloquium V – Global Contexts in Education Policy
Colloquium VI - Global Challenges, Local Demands and Solutions
Colloquium VII- Language Planning and Education
Dissertation Support Seminars I-IV
Thesis

Advanced Seminar Electives (3)
Ethics, Literature and Leadership in Education
Special Topics in Educational Leadership
Trade Associations, Unions, Collective Bargaining and Educational Reform
Diversity, Identity and Educational Leadership
Democracy and Education: Lessons from the Practice
The Law of School Choice
Educational Reform, Accountability and the Achievement Gap

Contact Information

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