

DOCTORATE / Educational Leadership and Policy Studies



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

- ▶ **João Paraskeva** Ph.D., University of Minho, Portugal (2004)
Associate Professor; Specializes in Educational leadership, Critical Theory, Educational Policy, Indigenous Knowledge and Methodology, and Qualitative methods.
- ▶ **Ismael Ramirez-Soto** EdD, University of Massachusetts Amherst (1984) , J.D. University of Puerto Rico School of Law (1977)
Dean, School of Education, Public Policy & Civic Engagement; Specializes in Educational Policy and the Law, Equity and Educational Finance, Foundations of Education, Educational Leadership, and K-20 Administration.
- ▶ **Clyde Barrow** PhD, University of California Los Angeles (1984)
Chancellor Professor and Director of the Center for Policy Analysis; Specializes in Massachusetts Public Policy, Policy Formation, Higher Education Policy, Gaming Policy, and Regional Economic Development.
- ▶ **Michael Goodman** PhD, Boston University (2000)
Associate Professor and Department Chair; Specializes in Economic Development, Demographic Analysis and Housing Policy, and is Co-Editor of MassBenchmarks, the Journal of the Massachusetts Economy published by the UMass Donahue Institute in collaboration with the Federal Reserve Bank of Boston.
- ▶ **Matthew Roy** PhD, University of Rhode Island (1995)
Full Professor, Assistant Provost and Director of the Center for Civic Engagement; Specializes in Leadership Studies and Management, Service Learning, and Organizational Behavior.
- ▶ **Weimei Lin** PhD, Rutgers-Newark (2010)
Assistant Professor; Specializes in Public and Non-Profit Management, Performance Measurement and Quantitative Methods.
- ▶ **Stephen Hegedus** PhD, University of Southampton (1998)
Full Professor and Director of Kaput Center; Specializes in Math Education Research and Policy, Educational Technology, and Motivation and Learning.
- ▶ **Arlene Mollo** PhD, Northeastern University (1986)
Full Professor; Specializes in Arts Education and Policy.
- ▶ **Maureen Hall** PhD, University of Virginia (2003)
Associate Professor and a Fulbright-Nehru Scholar; Specializes in Developmental Reading and Writing, Instructional Methodology, and Educational Research and Technology.

- ▶ **João Rosa** University of Wisconsin-Madison (2006)
Assistant Professor; Specializes in Curriculum and Instruction, Critical Theory, Critical Literacy, Applied Linguistics and Language Policies, and Disenfranchised Communities.

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 – May 1st

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

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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 www.umassd.edu/seppce for course descriptions.

Common Courses: Years One and Two

Introduction to Educational Leadership and Public Policy
 Organizational Behavior in Educational Settings
 Transformative Educational Leadership
 Social, Historical and Philosophical Foundations of American Education
 Design and Evaluation of Educational Systems
 Law and Education
 Human Resources and Change Management in Education
 Public Finance in Education
 Research Methods I: Methods and Design
 Research Methods II: Statistical Analysis
 Research Methods III: Applied Research
 Colloquium I – Politics and Education
 Colloquium II – Critical Issues in Teaching and Learning
 Colloquium III - Innovations in Instructional Design & Technology
 Colloquium IV – Promoting Parental and Civic Engagement in Schools
 Integrative Seminar

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

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

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)
 Law, and the Education of Disenfranchised Groups and Subaltern Communities
 Contemporary Policy and Reform in American Education
 Critical Curriculum Theory and Inquiry
 Globalization, Cosmopolitanism, Democracy and Social Justice in Education
 Education, Work and Emancipation
 Indigenous Knowledge and Methodologies
 Educational Reform, Accountability and the Achievement Gap

Contact information

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Questions?

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