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2019-2020 Undergraduate and Graduate Academic Catalog

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Educational Leadership, Ed.D.

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This doctoral program is a collaborative program offered jointly by the University of Louisiana at Lafayette and Southeastern Louisiana University. Students are expected to concentrate their work in several areas including educational leadership (management and instructional), educational research, and a specialty area.

The K-12 Concentration is designed to produce educational leaders with the knowledge and skills to enhance the leadership capacity in K-12 school systems, as well as state and federal educational departments. The concentration is not designed to lead towards initial Administrative Certification for the State of Louisiana. Students who do not have a master's degree in school administration or the equivalent, may be required to complete three to nine hours of coursework in educational administration.

The Higher Education Concentration is offered to individuals interested in leadership positions in higher education. Students are expected to specialize their work in areas of leadership, policy, management, and educational research. The concentration is designed to produce educational leaders with the knowledge and skills to enhance the leadership capacity in higher education. The concentration is offered in an Executive Format with Friday evening and Saturday face-to-face classes four times each semester supported by online activities. In addition, special leadership seminars are offered each intersession. Students are required to have a master's degree prior to entering the higher education concentration.

The Curriculum Leadership Concentration is intended to give K-12 educational leaders the knowledge and skills they need to provide effective instructional leadership. This concentration is designed to address the growing emphasis on the need for modes of teaching and learning to support pedagogy for diverse populations.

The Exceptional Learner Concentration is designed to give leaders the knowledge and skills they require to provide effective administrative support for special and gifted education teachers. Many point to poor administrative support as a reason for special education teachers leaving the profession during the first three years of employment. This concentration is intended to give administrators a better understanding of the needs of special and gifted education and the kind of administrative support they require to be effective.

Admission

In addition to the general admission requirements of the Graduate School, regular admission to the doctoral program in Educational Leadership requires that applicants also possess a master's degree from an accredited university; provide official results of the Graduate REcord Examination (GRE), sent from the test administrator to the Graduate School; and show evidence of readiness for the program by providing a professional resume, and a formal letter of application addressing the questions: (a) What is your purpose for joining the doctoral program? (b) What are your career goals both short and long term? (c) How do you believe the doctoral program will help you in the performance of your professional duties and responsibilities? (d) What specific qualities and characteristics do you bring to the doctoral program? (e) How would your personal and professional environments be supportive in

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your quest for the doctoral degree?

Graduate Assistantships

Graduate Assistant positions are available for qualified students. A student must be in regular admission status and schedule nine (9) or more hours applicable to the degree to be eligible. Contact the program coordinator for more information.

Degree Requirements

Prerequisites

A graduate level course in statistics or its equivalent is required before taking **EDLD 802 Quantitative Methods in Educational Leadership**.

General Requirements

To earn the Doctor of Education in Educational Leadership, the student must complete 60+ hours of coursework beyond the master's degree, organized as listed below. The Ed.D. in Educational Leadership provides an opportunity for the student to specialize in a content area with the approval of the Faculty Advisor and Graduate Coordinator. The student must complete all requirements within six calendar years beginning with the first semester after successfully defending the qualifying paper.

Required Research Core (15 credit hours)

The following 15 credit hours of research core coursework is required of all students completing the Ed.D. program in Educational Leadership.

- **EDLD 800 – Introduction to Research Design in Educational Leadership** 3 Credit(s)
- **EDLD 801 – Writing for Research in Educational Leadership** 3 Credit(s)
- **EDLD 802 – Quantitative Methods in Educational Leadership** 3 Credit(s)
- **EDLD 803 – Qualitative Methods in Educational Leadership** 3 Credit(s)
- **EDLD 880 – Research Practicum in Educational Leadership** 3 Credit(s)

Required Doctoral Dissertation Seminars (6+ credit hours)

The following 6 credit hours of dissertation-related coursework is required of all students completing the Ed.D. program in Educational Leadership.

- **EDLD 900 – Doctoral Dissertation Seminar I.** 3 Credit(s)
- **EDLD 999 – Dissertation Research and Dissertation** 3–24 Credit(s)

Concentrations

In addition to completion of the required research core courses and the dissertation coursework identified above, each student must select one of the following concentrations and complete the leadership and specialization coursework as identified below for each.

K-12 Concentration

Educational Leadership Core

30–33 credit hours, to be selected from the following courses:

- **EDLD 810 – Leadership Theory and Practice** 3 Credit(s)
- **EDLD 811 – Educational Management** 3 Credit(s)
- **EDLD 812 – Supervision in Educational Settings** 3 Credit(s)
- **EDLD 820 – Legal Issues and Ethics in Educational Organizations** 3 Credit(s)

- EDLD 821 – Politics and Community Relations 3 Credit(s)
- EDLD 822 – Policy Development and Analysis 3 Credit(s)
- EDLD 823 – Fiduciary Management of Educational Organizations 3 Credit(s)
- EDLD 830 – Foundations of Curriculum Theory and Design 3 Credit(s)
- EDLD 831 – Critical Analysis of Current Research On Effective Educational Practice 3 Credit(s)
- EDLD 832 – Educational Evaluation 3 Credit(s)
- EDLD 840 – Change Theory 3 Credit(s)
- EDLD 841 – Organizational Development for Learning Communities 3 Credit(s)
- EDLD 842 – Culture, Climate and Change Leadership 3 Credit(s)
- EDLD 843 – School District Central Office Administration: Organization, Structure and Function 3 Credit(s)
- EDLD 846 – K-12 Virtual Schools 3 Credit(s)
- EDLD 847 – Philosophy of Educational Leadership Seminar 3 Credit(s)
- EDLD 848 – Race, Class, and Gender Issues in K-12 Education 3 Credit(s)
- EDLD 849 – History of Western Education 3 Credit(s)
- EDLD 897 – Internship 3 Credit(s)
- IRED 812 – Leadership in the Integration of Emerging Technologies 3 Credit(s)
- EDLD 881 – Educational Leadership Intercession Seminar I 3 Credit(s)
- EDLD 882 – Educational Leadership Intercession Seminar II 3 Credit(s)
- EDLD 883 – Educational Leadership Intercession Seminar III 3 Credit(s)
- EDLD 871 – Special Topics in Instructional Leadership 3 Credit(s)
- EDLD 875 – Special Topics in Educational Leadership and Management 3 Credit(s)

Specialization Coursework

6–9 Credit Hours:

The student will complete 6–9 semester credit hours in a specialization area. The specialization area and the courses within the specialization area must be agreed to by the student, the Faculty Advisor, the Graduate Coordinator of the Doctoral Program, and the Dean of the Graduate School. The student is responsible for scheduling the courses in the specialization area. Specialization areas include, but are not limited to, *Educational Technology, Administration of Exceptionalities, Educational Leadership & Management, Instructional Leadership, Business, Communications, and Law.*

Higher Education Concentration

Educational Leadership Core

27 credit hours, to be selected from the following courses:

- EDLD 850 – Leadership Theory and Practice in Higher Education 3 Credit(s)
- EDLD 851 – Administration and Management in Higher Education 3 Credit(s)
- EDLD 852 – Student Affairs in Higher Education 3 Credit(s)
- EDLD 853 – Governance and Legal Aspects of Higher Education 3 Credit(s)
- EDLD 854 – Public Policy in Higher Education 3 Credit(s)
- EDLD 855 – Policy Development & Analysis in Higher Education 3 Credit(s)
- EDLD 857 – Academic Affairs in Higher Education 3 Credit(s)
- EDLD 858 – Community College Administration 3 Credit(s)
- EDLD 859 – Culture, Climate, and Change Leadership in Higher Education 3 Credit(s)
- EDLD 860 – Strategic Planning and Human Resources in Higher Education 3 Credit(s)
- EDLD 861 – History and Philosophy of Higher Education 3 Credit(s)
- EDLD 862 – Planning and Evaluation in Higher Education 3 Credit(s)
- EDLD 871 – Special Topics in Instructional Leadership 3 Credit(s)
- EDLD 875 – Special Topics in Educational Leadership and Management 3 Credit(s)
- EDLD 881 – Educational Leadership Intercession Seminar I 3 Credit(s)
- EDLD 882 – Educational Leadership Intercession Seminar II 3 Credit(s)

- **EDLD 883 – Educational Leadership Intercession Seminar III** 3 Credit(s)

Specialization Coursework

6–9 Credit Hours:

The student will complete 6–9 semester credit hours in courses within the educational leadership core or in approved courses outside Educational Foundations and Leadership in a specialization area. The specialization area and the courses within the specialization area must be agreed to by the student, the Faculty Advisor, the Graduate Coordinator of the Doctoral Program, and the Dean of the Graduate School.

Curriculum Leadership Concentration

Educational Leadership Core

27 credit hours, to be selected from the following courses:

- **EDLD 810 – Leadership Theory and Practice** 3 Credit(s) *
- **EDCI 868 – Social Justice for Curriculum Leaders** 3 Credit(s) *
- **EDCI 874 – Survey of the Research on Learning Theories in K–12 Curriculum** 3 Credit(s) *
- **EDCI 885 – Current Issues in K–12 Curriculum Leadership** 3 Credit(s) *
- **EDLD 811 – Educational Management** 3 Credit(s)
- **EDLD 812 – Supervision in Educational Settings** 3 Credit(s)
- **EDLD 820 – Legal Issues and Ethics in Educational Organizations** 3 Credit(s)
- **EDLD 821 – Politics and Community Relations** 3 Credit(s)
- **EDLD 822 – Policy Development and Analysis** 3 Credit(s)
- **EDLD 823 – Fiduciary Management of Educational Organizations** 3 Credit(s)
- **EDLD 840 – Change Theory** 3 Credit(s)
- **EDLD 841 – Organizational Development for Learning Communities** 3 Credit(s)
- **EDLD 842 – Culture, Climate and Change Leadership** 3 Credit(s)
- **EDLD 843 – School District Central Office Administration: Organization, Structure and Function** 3 Credit(s)
- **EDLD 847 – Philosophy of Educational Leadership Seminar** 3 Credit(s)
- **EDLD 848 – Race, Class, and Gender Issues in K–12 Education** 3 Credit(s)
- **EDLD 871 – Special Topics in Instructional Leadership** 3 Credit(s)
- **EDLD 875 – Special Topics in Educational Leadership and Management** 3 Credit(s)

- **SPED 890 – Contemporary Issues in the Education of Exceptional Learners** 3 Credit(s) *
- or
- **SPED 891 – Supervision of Educational Services for Exceptional Learners** 3 Credit(s)

* Required for students pursuing this concentration.

Specialization Coursework

9 Credit Hours:

- **EDCI 852 – Research & Best Practices in Mathematics Curriculum Leadership** 3 Credit(s)
- **EDCI 854 – Research & Best Practices in English/Language Arts Curriculum Leadership** 3 Credit(s)
- **EDCI 860 – Research & Best Practices in STEM Curriculum Leadership** 3 Credit(s)

Exceptional Learner Concentration

Educational Leadership Core

27 credit hours, to be selected from the following courses:

- EDLD 810 – Leadership Theory and Practice 3 Credit(s) *
- SPED 893 – Accommodations, Modifications, and Interventions for Exceptional Learners: A Leaders Role 3 Credit(s) *
- SPED 894 – Collaborative Leadership to Support Exceptional Education 3 Credit(s) *
- SPED 895 – Leadership in Encouraging Creative and Critical Thinking Learning Environments 3 Credit(s) *
- EDLD 820 – Legal Issues and Ethics in Educational Organizations 3 Credit(s)
- EDLD 811 – Educational Management 3 Credit(s)
- EDLD 812 – Supervision in Educational Settings 3 Credit(s)
- EDLD 821 – Politics and Community Relations 3 Credit(s)
- EDLD 822 – Policy Development and Analysis 3 Credit(s)
- EDLD 823 – Fiduciary Management of Educational Organizations 3 Credit(s)
- EDLD 840 – Change Theory 3 Credit(s)
- EDLD 841 – Organizational Development for Learning Communities 3 Credit(s)
- EDLD 842 – Culture, Climate and Change Leadership 3 Credit(s)
- EDLD 843 – School District Central Office Administration: Organization, Structure and Function 3 Credit(s)
- EDLD 847 – Philosophy of Educational Leadership Seminar 3 Credit(s)
- EDLD 848 – Race, Class, and Gender Issues in K-12 Education 3 Credit(s)
- EDLD 871 – Special Topics in Instructional Leadership 3 Credit(s)
- EDLD 875 – Special Topics in Educational Leadership and Management 3 Credit(s)

* Required for students pursuing this concentration.

Specialization Coursework

9 credit hours:

- SPED 890 – Contemporary Issues in the Education of Exceptional Learners 3 Credit(s)
- SPED 891 – Supervision of Educational Services for Exceptional Learners 3 Credit(s)
- SPED 892 – Social, Emotional, and Behavioral Leadership Support for Exceptional Learners 3 Credit(s)

Qualifying Paper

A qualifying paper consisting of a comprehensive review of the literature on a topic selected is required in place of the traditional comprehensive examination. The student must successfully defend a qualifying paper to be admitted to candidacy.

Dissertation Director and Committee

After successful completion of the qualifying paper, the student shall select a Dissertation Chair willing to serve on behalf of the student and the Department. In consultation with said Dissertation Chair, a Dissertation Committee must be constituted of at least three members of the Graduate Faculty, with at least one member from the collaborating university (Southeastern Louisiana University). The Dissertation Committee must be headed by a member of the Graduate Faculty of the Department or an approved other member of the Graduate Faculty.

Dissertation Proposal

The student must present and defend at a public hearing a dissertation proposal acceptable to the Dissertation Committee and the Graduate Faculty of the department. After acceptance of a dissertation proposal, the student must remain continuously enrolled for dissertation credit (excluding summers) until the dissertation is accepted.

Dissertation Defense

After the dissertation is completed to the satisfaction of the Dissertation Chair, it is to be presented in its completed form to the other members of the Dissertation Committee (including the external reviewer).

Final Submission

After the student has completed the oral defense of the dissertation, the student must file such copies as the Department and/or Graduate School may require (including electronic versions) and must submit the Abstract of the work in an acceptable form for publication in *Dissertation Abstracts*.

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