EDUCATIONAL LEADERSHIP AND CHANGE, EDUCATIONAL DOCTORATE

The 54-credit Educational Doctorate (Ed.D.) in Educational Leadership and Change is designed to prepare mid--career practicing professionals to hold leadership positions in higher education, where graduates serve as change agents. The Educational Leadership and Change program uses a scholar-practitioner model, which starts with the assumption of self-directed, collaborative learning among researchers, practitioners, educators, and students to produce scholar practitioners. Scholar-practitioners apply their scholarship to practice being able to develop and create new knowledge which informs their work and the work of others (Shapiro, 2003).

Learning in a community of practice through cohorts is one of the central tenets of this program. It is facilitated through face-to-face and online interaction among students and faculty. Four residencies, which are generally two-day intense, face-to-face meetings with workshops and course meetings, support this approach. Each cohort constructs its community of practice throughout the program, learning together in embodied and integrated ways, and is supported by an innovative programmatic e-learning space. A sense of shared commitment and responsibility is nurtured over time. This cohort provides an environment for this model of learning to occur. Students culminate their program with a directed research project based in their own site of practice or directed at issues in their field.

Program Delivery and Tuition Rate

Most of the Ed.D. program is delivered online asynchronously. In addition, the program is supported by four required cohort residencies which provide interpersonal experiences, and access to a community space that supplements the online course work.

The first cohort residency is typically held at the start of the first term, followed by a short, weekend residency in June, at the end of years one, two and three. Students should refer to the catalog calendar, course syllabi, and the Term Guide (https://banner.sunyempire.edu/StudentRegistrationSsb/ssb/term/termSelection/?mode=search) for exact dates, locations and times.

This program is billed at the non-MBA rate.

Admission

The audiences for this program are higher education professionals and faculty who are looking to advance into upper leadership positions in the higher education ecosystem. Applications for admission are reviewed using a holistic approach that takes into account the totality of an applicant's educational and professional accomplishments and potential for successful completion of the program and leadership in higher education. Applicants to the Ed.D. in ELC program are required to have an earned master's degree in a related area. At minimum, applicants should have coursework or significant related experience in History and Philosophy of Higher Education, and Economics and Finance of Higher Education. Following program admission, students have up to one academic year to complete any outstanding prerequisite courses (a maximum of two courses).

Please review full admission requirements and procedures found on the Admissions (http://catalog.esc.edu/graduate/admission/) page of this catalog.

Program Curriculum

The Ed.D. in Educational Leadership and Change requires a total of 54 credit hours beyond the master's degree. The required prerequisite master's coursework in the areas recommended by the Council for the Advancement of Higher Education Programs, provide the foundation on which the Ed.D. builds to prepare mid-career professionals to be successful leaders in higher education.

Required Courses

The program begins with 12 credits of core coursework in the fundamental areas of leadership and change, 9 credits of research coursework, and 12 credits of advanced core coursework. Students then complete 6 credits of electives and the capstone sequence, which includes both a comprehensive portfolio assessment and a dissertation.

Code	Title	Credits
CORE COURSES		**12**
EDLC 6000	Foundational Seminar: Critical Analysis and Communication	
EDLC 6001	Principles of Higher Education Leadership	
EDLC 6002	Organizational Change Theory and Practice	
EDLC 6006	Ethical Leadership in the Academy	
RESEARCH COURSES		**9**
EDLC 6003	Research Methods in Education	
EDLC 6004	Qualitative Research Analysis through Applied Research	
EDLC 6005	Quantitative Research Methods	
ADVANCED CORE COURSES		**12**
EDLC 7003	Models of Organizational Administration and Finance	
EDLC 7005	Leading Change in Social Justice and Diversity	
EDLC 7020	Perspectives on Higher Education Administration, Management and Leadership	
EDLC 7021	Institutional Culture and Strategic Change Management in Higher Education	
ELECTIVES (Choose Two)		**6**
EDLC 7011	Understanding Adult Education Practice	
EDLC 7012	The Changing Contexts of Adult Learning	
EDLC 7022	Student Development & Administration in Higher Education	
EDLC 7041	Leadership & Contemporary Issues in Learning & Teaching	
EDLC 7050	Assessment and Accreditation in Higher Education	
CAPSTONE COURSES		**15**
EDLC 8000	Professional Portfolio Seminar	
EDLC 8001	Advanced Research Methods	
EDLC 8002	Dissertation I	
EDLC 8003	Dissertation II	
EDLC 8004	Dissertation III	
Total Credits		**54**

Cross Registration and Transfer Credits

Students may transfer in or cross-register for no more than 6 credits toward the core, advanced core, research, or elective coursework. Students may not cross-register or transfer in credit toward capstone courses (i.e. EDLC 8000-8004). To be eligible for consideration, transfer credits must be:

- 7000-level or above
- from a regionally accredited college or university
- a final grade of B or better
- no more than seven years old at the time of the student's admission to the graduate program

Approval occurs in consultation with advisor after admission.

Suggested Enrollment Sequence

The table below outlines the typical half-time schedule sequencing. Supplementing this online coursework will be close mentorship, four short required residencies; one virtual and three face-to-face, and access to an online community space.

Course	Title	Credits
First Year		
Fall		
First Cohort Virtual Residency and Orientation		
EDLC 6000	Foundational Seminar: Critical Analysis and Communication	3
EDLC 6001	Principles of Higher Education Leadership	3
	Credits	**6**
Spring		
EDLC 6002	Organizational Change Theory and Practice	3
EDLC 6003	Research Methods in Education	3
	Credits	**6**
Summer		
EDLC 7003	Models of Organizational Administration and Finance	3
EDLC 6006	Ethical Leadership in the Academy	3
Second Residency (2-day Face-to-Face)		
	Credits	**6**
Second Year		
Fall		
EDLC 6005	Quantitative Research Methods	3
EDLC 7021	Institutional Culture and Strategic Change Management in Higher Education	3
	Credits	**6**
Spring		
EDLC 7020	Perspectives on Higher Education Administration, Management and Leadership	3
EDLC 6004	Qualitative Research Analysis through Applied Research	3
	Credits	**6**
Summer		
EDLC 7005	Leading Change in Social Justice and Diversity	3
Third Residency (2-day Face-to-Face)		
	Credits	**3**
Third Year		
Fall		
EDLC 8000	Professional Portfolio Seminar	3
Elective		3
	Credits	**6**
Spring		
EDLC 8001	Advanced Research Methods	3
Elective		3
	Credits	**6**
Summer		
EDLC 8002	Dissertation I	3
Fourth Residency (2-day Face-to-Face)		
	Credits	**3**
Fourth Year		
Fall		
EDLC 8003	Dissertation II	3
	Credits	**3**
Spring		
EDLC 8004	Dissertation III	3
	Credits	**3**
	Total Credits	**54**

Dissertation

The Final Project of this Doctoral program is an applied dissertation which is:

- Research embedded in the student's professional context;
- Requires implementation process of an intervention or an action plan after conducting an extensive study of the topic using appropriate research designs;
- Designed to demonstrate the student's ability to use data/research to solve practical problems;
- Provides the opportunity to design new curricula, new policies, and/or new ways of introducing reform in their college or university; and
- Is an exercise whereby doctoral students demonstrate their ability to frame change as leaders and implement it using data to drive their professional efforts.

Students should be mindful of the six, non-course critical points of the program as described below and must successfully address the requirements at each point to progress.

Non-course Ed.D. Critical Points

Critical Point 1 - Year 1 Residencies
- First residency is held shortly after the start of the fall term and is a virtual meeting.
- Second residency is held shortly after the start of the summer term and is an in-person meeting.
- Attendance is required at both residencies.

Critical Point 2 - Year 2 Residency
- Third residency is held a few weeks after the start of the summer term.
- This is an in-person meeting and attendance is required.

Critical Point 3 - Professional Portfolio and IRB
- Need successful completion of EDLC 8000 and approval of Dissertation Prospectus & Portfolio form before enrolling in EDLC 8002
- FORM 1 = Dissertation Prospectus & Portfolio form - to be submitted after EDLC 8000.
- FORM 2 = Dissertation IRB Approval form - to be approved (if applicable) after EDLC 8000 with supervision of the Dissertation Chair.

Critical Point 4 - Dissertation Committee and Candidacy
- FORM 3 = Dissertation Committee form - to be approved at the beginning of EDLC 8001 as part of the course.

- FORM 4 = Dissertation Candidacy form - to be approved before enrolling in EDLC 8002.

Critical Point 5 - Final Residency
- Fourth residency is held a few weeks after the start of the summer term.
- This is an in-person meeting and attendance is required.

Critical Point 6 - Completion of Dissertation
- During last term of enrollment, student completes online application for graduation from the Ed.D. program.
- At the completion of EDLC 8004, student defends dissertation. Defense is an open event, typically two hours in length and may be held virtually or in-person.
- FORM 5 = Dissertation Completion form - to be approved if student passes defense.
- When all requirements are met as discussed with the doctoral committee, and any necessary revisions are addressed, student submits final dissertation for publication in library repository.[1]

Students should be in regular contact with their academic advisor and refer to the Ed.D. Student Handbook for guidance regarding the dissertation's specific policies and procedures. The handbook and all required forms can be found on MySUNYEmpire (https://my.sunyempire.edu) under the Graduate Student Center link.

[1] Graduation clearance also involves verification that the dissertation was submitted to and approved for publication in UMI/ProQuest.

Upon completion of this program, students will be able to:

- Effectively communicate in oral and written form to a variety of stakeholders (e.g. students, employees, accreditors, and scholars) in both professional and scholarly settings;
- Apply research and data analysis to make leadership decisions that guide an institution of higher education through the process of innovation and change;
- Translate theories and principles of higher education leadership, change management, and innovation to practice as a scholar-practitioner to make leadership decisions that guide an institution of higher education through the process of innovation and change;
- Overcome barriers to the implementation of strategic change in higher education institutions;
- Make ethical leadership and management decisions to complex problems, in ambiguous situations, with multiple stakeholders; and
- Lead an institution of higher education to become more socially just through policies and strategies.