

# Educational Leadership

## at Arcadia University

*Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences*

### Coordinators

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### Doctoral Degree and Administrative Certifications

#### Doctor of Education in Educational Leadership (K-12)

##### Certifications

**Superintendent's Letter of Eligibility**

**K-12 Principal**

**Supervisor of Special Education**

**Supervisor of Curriculum and**

**Instruction**

**Supervisor of Single Area**

**Supervision of Pupil Personnel Services**

### About the Doctor of Education (Ed. D.) in Educational Leadership (K-12)

**The Profession:** Graduates of the Ed. D. program will develop educational visions and skills in leading K-12 educational institutions of the 21<sup>st</sup> century. They will refine their understanding of and leadership skills in relation to diversity, inclusiveness, globalism in education, social responsiveness, and data-based decisionmaking. They will become knowledgeable of the most recent developments in the field of education, personnel development, and leadership; will learn how to assess and alter their organization's practices; and will have the capacity to initiate and implement research-based policies and best practice programs to benefit students, schools and communities.

**The Degree Program:** Arcadia's doctoral program in Educational Leadership offers a Doctor of Education degree earned by engaging in intensive study of research design

and content knowledge, culminating in the development, implementation, and completion of an approved doctoral dissertation. The program is designed to increase the student's level of professional expertise in the fields of school and district/regional leadership and to develop the skills necessary to initiate and implement sound educational policy and research-based programs through supervisory, curricular, and/or administrative roles.

The guiding philosophy of the Educational Leadership doctoral program is composed of several key components integrated into the program through expectations, coursework and mentorship. Students are challenged to work toward integrating the following into their academic performance and professional lives:

- Openness to new ideas
- Structured and strategic inquiry
- Research-based practice
- Intellectual and instructional leadership
- Critical thinking
- Systemic critique and reform
- Social justice and ethical practice
- Collaboration and teamwork
- Critical self-reflection
- Personal, program, system, and community interconnectivity
- Embracing community inclusion and diversity
- Ongoing professional development and life-long learning

**The Cohort Model:** The Ed.D. Program in Educational Leadership facilitates collaboration and teamwork through a modified cohort model. Students enter the program with a group of colleagues with whom they take courses and progress through the program. Cohort models have a number of advantages for students and faculty alike.

- Cohorts provide students with study and support groups that enable them to gain maximum benefits from coursework and research.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program, including the qualifying paper and dissertation.
- Because students move through the core program as a group, faculty are aware of what they have been taught

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and what is yet to be covered; this is especially important in addressing the research/critical thinking portion of the curriculum and building solid research skills.

- Cohorts provide for high levels of ongoing support for individual student work and research development.

The cohort model allows students to move through the critical thinking/research component of the program as a group and, as such, to work supportively, reflectively, and collaboratively on developing, implementing, and writing their qualifying papers and dissertations.

Students' progress and timelines vary during the dissertation proposal, implementation, and writing process. Contributing factors include the subject of the dissertation, the meeting of established timelines, issues of participant recruitment, implementation schedule, data analysis, and writing skills.

**Structure of the Program:** A minimum of 55 credit hours post-master's degree which includes 19 credit hours of research-related courses are required for the doctoral degree. Instruction in each course is conducted in a partially online format.

Coursework is organized around a series of courses, including essential background courses, research design and methods, and content area information. Each semester's courses integrate these three curricular areas so that students have continuous exposure to and practice in critical thinking and research methods as they gain content area knowledge.

The focus of all coursework is to teach students how to think critically and systematically about educational leadership at both the micro-level (i.e., the impact of various programs or interventions on students and classrooms) and the macro-level (i.e., school- or district-wide impact). The program stresses the cultural, social, and political ramifications of school leadership decision making, as well as research-based models and methods of initiating change in schools, districts and regions. From the first day of the program, students utilize real-life cases and analyze relevant materials as they examine research-to-practice models of successful and effective school leadership behaviors and initiatives evident in excellent schools, districts and regions.

## Admission to the Doctor of Education (Ed.D.) in Educational Leadership

In addition to the general admissions requirements, the following program-specific requirements must be met:

1. A Doctor of Education application, including personal statements, to be completed online at [www.arcadia.edu/gradapp](http://www.arcadia.edu/gradapp).
2. A master's degree in education from an accredited institution with a recommended GPA of 3.5 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. There are four required background courses (pre-requisites for program admission) that may be part of the student's master's-level program:
  - A course in Curriculum Development and Design
  - A course in Educational Research (includes understanding of both qualitative and quantitative research applications)
  - A course in Inclusive Education
  - A course in Instructional TechnologyStudents may be conditionally admitted if lacking some of the background courses.
5. A minimum of three letters of recommendation from individuals in a position to evaluate the applicant's qualifications for graduate study and/or field-related work experience, including at least one from a professor familiar with the student's writing skills and level of critical thinking.
6. Test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), taken within the last five years.

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7. A minimum of five years of experience working in a school leadership position or a teacher leadership position.
8. A current résumé.
9. An interview with the Admissions Committee. After a review of the application, the Admissions Committee will decide which applicants will be asked to interview for acceptance.
10. International applicants should visit [www.arcadia.edu/international](http://www.arcadia.edu/international) for detailed information on admissions requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia and New Zealand.). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

**Essential Background Courses/Prerequisites for Admission** (12 credits mandatory): Students entering the doctoral program are required to have essential background knowledge in educational leadership either at the school or district level. These courses are designed to provide the student with minimal necessary background information regarding how school leaders use educational research, data-based decisionmaking, and best practices to inform decisions regarding curriculum and instruction, special education, and the integration of technology into the school curriculum. It is expected that the majority of entering doctoral students have extensive background knowledge in the field and have completed a master's degree in education and, therefore, enter having completed the essential background courses. However, for those students entering the program without the necessary background knowledge, one course in each of the following content areas is required prior to admission:

1. A course in Curriculum Development and Design
2. A course in Educational Research
3. A course in Inclusive Education
4. A course in Instructional Technology

Courses covering these content areas are regularly taught as part of Arcadia University's

master's-level Education program and administrative certification programs.

Determination of the need to take essential background courses or to improve background knowledge will be decided based on the entering student's transcript and a meeting with the admissions committee. Options for meeting these requirements may include recommendations for students to take one or more of the prerequisite courses for credit, audit one or more courses, and/or engage in reading current literature in one or more areas. Based on a potential student's credentials, the admissions committee will decide whether prerequisites must be met prior to being interviewed, accepted, or starting the doctoral program.

**Application Deadline:** Students are accepted to begin in the fall semester only. Applications are accepted on a revolving basis and are reviewed as received. However, applicants are strongly encouraged to submit applications prior to the priority deadline of March 1<sup>st</sup> of each year, when considerations for acceptance will begin.

**Deferred Admissions:** An accepted student who wants to defer his or her admission for one year must submit a request to do so in writing to the Dean of the College of Graduate Studies and the Program Coordinator. Deferments will be granted by the Department on an individual basis. Once a deferral is granted, the student must submit the required deposit to reserve his or her position in the cohort. This deposit will be credited toward tuition. A student who is granted a deferment must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

## Expenses

**Tuition:** Contact Enrollment Management for current tuition rates.

**Fees:**

Deferred Payment: \$40 (non-refundable)  
Audit: Consistent with 1-credit tuition rate  
Parking: \$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

### Academic Policies and Procedures

**Completion of Coursework:** A minimum of 55 credit hours post-master's degree are required for the doctoral degree. Students completing their dissertation in the 4<sup>th</sup> year of study will have a minimum of 58 credit hours post-master's degree.

**Continuous Enrollment:** Students must be enrolled continuously in the Ed. D. program. In case of a personal emergency, a student may petition the Dean of the College of Graduate Studies for a leave of absence; however, this is not guaranteed.

**Readmission:** A student who has withdrawn from a graduate program for personal reasons, (that is, other than dismissal for academic or ethical reasons) may reapply within one year of that withdrawal by sending a letter requesting reinstatement to the Dean of the College of Graduate Studies. The Dean forwards that request to the appropriate departmental admissions committee, which will communicate its decision to the student. In some cases, a student may be asked to submit materials updating the original application. If the withdrawal was granted contingent upon some action(s) on the part of the student, the student also will be required to demonstrate that the recommended steps have been taken. If more than one year has elapsed, a completely new application must be submitted to the Office of Enrollment Management.

**Time Limits:** All coursework must be completed within five years of admission to study. Dissertation must be completed within five years of admission to candidacy (which occurs after successful completion of the qualifying project). Students who do not complete the dissertation at the end of the third year will be required to enroll in an ongoing 1-credit per semester Dissertation Preparation II (ED 902) course until their dissertation is completed, defended, and approved.

While the program is designed to be completed in three to four years, the amount of time a student may need to complete his or her dissertation, write, and defend it may vary. Students complete the program in either their third or fourth years, depending on project

length, complexity, and time available to devote to the project.

**Qualifying Project:** In the second semester of their first year of doctoral study (ED 751 Foundations of Inquiry: Quantitative Research), students complete a qualifying project. The qualifying project typically focuses upon an area of research that is of interest to the student that may constitute the doctoral project. It includes a comprehensive review of the literature; specific questions for further study arising from the literature review; and an analysis of current research findings (research synthesis) responding to those questions. Faculty advisers for the qualifying paper include the professor of Practitioner Research II and other faculty in the program, as advised. The project is reviewed and assessed by the student's professor and the Doctoral program faculty, and successful completion of the project precedes a student's advancement to candidacy and continuation in the second year of coursework.

**Candidacy:** Students will advance to doctoral candidacy upon successful completion of all of the following requirements: (1) the first year of study with a minimum GPA of 3.0; (2) a successful First Year Evaluation and faculty approval for continuance; and (3) successful completion of the qualifying project.

**Program Continuation:** Students who are not making appropriate progress will be counseled out of the program at the end of a given year of coursework. Students who engage in any other activity that would support a reason for dismissal (cheating, plagiarism) may be asked to leave immediately or at the end of the semester. Continuance in the program for those with under a 3.0 GPA will be conditional for the next semester provided their grade point average improves to at least that level during that time.

**Development of the Dissertation Proposal:** In all matters related to the dissertation, students should refer to the Doctoral Student Handbook for specific procedures and frameworks for developing and completing all stages of dissertation writing and development. During ED 800 Doctoral Dissertation Seminar I, each student develops a Preliminary Dissertation Action Plan (presented in class during the semester) including topic area, goals, research questions, target participants, design plan,

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scope of intervention, and preferences for Committee Chair and members. Their committees provide them with additional feedback prior to or during the next semester. During ED 801 and ED 802, Doctoral Dissertation Seminars I and II, students continue to develop their dissertation proposals in collaboration with their dissertation Chairs and Committee members.

**Proposal Defense:** The dissertation proposal is reviewed first by the Chair, then by the Committee. The Committee Chair decides when a proposal is ready for defense. During the defense, the proposal is presented to the student's Committee, with the Education faculty, community members, and Graduate Dean invited to attend and pose questions. Final passage of the proposal and necessary revisions is decided by the Committee.

**Dissertation:** Dissertations are intended to provide students with meaningful academic research experiences that contribute knowledge to the field of educational leadership, contribute to improving school/district leadership practice in the field, and document student mastery of chosen research methods. Dissertations are evaluated on their innovation and contribution to the field of educational leadership, organization, written expression, research design and methodology, data analysis, and conclusions and implications for theory and practice. Students work on high-quality, applied research projects grounded in structured and systematic data collection and analysis. Dissertations are individually developed, written, and assessed according to professional, peer-review standards of quality and rigor. Members of the student's dissertation committee work closely with the student to develop and supervise the project.

Dissertations may span the continuum of educational leadership influence from rigorous and comprehensive case studies or program evaluation to intervention studies or an original research project employing single subject design. As with all research, the design of the inquiry will be grounded in the research questions. Designs and methodologies may be quantitative or qualitative in nature, or employ rigorous mixed methods frameworks. The written dissertation should incorporate, at a minimum, the following standard sections (see Doctoral Handbook for further descriptions of these sections):

Chapter 1: Introduction/Rationale/Overview and Statement of the Problem  
Chapter 2: Literature Review  
Chapter 3: Methods  
Chapter 4: Research Findings  
Chapter 5: Conclusions.

**Dissertation Defense:** The dissertation defense takes place before the student's Dissertation Committee and is open to Arcadia University administrators and faculty members as well as the public. Final approval of the dissertation requires written consent of all members of the Dissertation Committee.

## Degree Requirements for the Doctor of Education in Educational Leadership (Ed.D.)

**Educational Leadership Concentration**  
(55-58 credits, depending if dissertation is completed in the third year or fourth year of study)

### First Year (18 credits)

#### Fall (6 credits)

ED 720.OP	Ethical Leadership in Education
ED 750L.OP	Foundations of Inquiry: Qualitative Research

#### Spring (6 credits)

ED 735.OP	Embracing Diversity in PreK-12 Education
ED 751L.OP	Foundations of Inquiry: Quantitative Research

#### Summer (6 credits)

ED 726.OP	Organizational Theory, Change, and Sustainability
ED 723.OP	Professional Development and Supervision

### Second Year (19 credits)

#### Fall (6 credits)

ED 729.OP	Improving Education Through Inquiry
ED 801L.OP	Quantitative Research Methods

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### Spring (6 credits)

ED 732.OP Teaching and Learning in the 21<sup>st</sup> Century: Interconnectivity and Shared Responsibility ED

ED 800L.OP Qualitative Research Methods

### Summer (7 credits)

ED 744.OP School Law, Policy Reform and Politics in Education  
ED 747.OP School and Community Partnerships  
ED 901L.OP Dissertation Preparation I (1 credit)

### Third Year (18 credits)

#### Fall (6 credits)

ED 738.OP Leading Comprehensive Student Support Systems  
ED 802L.OP Mixed Methods Research

#### Spring (6 credits)

ED 741.OP Current Issues in School Finance and Resource Management  
ED 803L.OP Advanced Research Seminars (Qualitative, Quantitative, Mixed Methods)

#### Summer (6 credits)

Students may choose from a variety of elective courses across the department, to specialize in an area of interest, or to broaden their skills in such courses as College Teaching. Students may also take certification courses as electives at this time). Electives may also be taken during the Fourth Year of the program if continuing.

ED XXX Elective

ED XXX Elective

Continue dissertation work and data analysis.

**Fourth Year** (3 or more credits, one credit each semester the student is continuing work on the dissertation, as needed)

#### Fall (1 credit if needed)

ED 902 Dissertation Preparation II

### Spring (1 credit if needed)

ED 902 Dissertation Preparation II

### Summer (1 credit if needed)

ED 902 Dissertation Preparation II

## Leadership Certifications

Doctoral candidates who want to obtain superintendent, principal or supervisory certification need to take the courses listed under each certification. They also must pass Praxis Test 0410 – Educational Leadership: Administration & Supervision. Leadership certification courses may count as the student's third-year doctoral program electives.

### Requirements for Superintendent's Letter of Eligibility

ED 648 The Superintendency (3 credits)  
ED 649 A,B,C Practicum for Superintendent Letter of Eligibility (1 credit each)

**Note:** Candidates for the certificate of Superintendent's Letter of Eligibility must have completed six years of full-time teaching or other professionally certificated service in schools, including three years in a supervisory or administrative position.

Three internship semesters (ED 649 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

### Requirements for Principal Certification

ED 635 Supervision Principles and Theories (3 credits)  
ED 639 A,B,C Practicum: Principalship (1 credit each)  
ED 645 Human Relations and Negotiations (3 credits)

**Note:** Candidates for the certificate of K-12 Principal must have completed five years of full-time teaching in an instructional area or other professionally certificated service in schools.

Three internship semesters (ED 639 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

### Requirements for Supervisor of Curriculum and Instruction Supervisor of Special Education Supervisor of Single-Subject Area

ED 645	Human Relations and Negotiations (3 credits)
ED 635	Supervision Principles and Theories (3 credits)

Supervisory practica per certification: (1 credit each, taken consecutively; 3 total credits)

ED 665A, B, C	Supervisory Practicum Curriculum and Instruction
ED 666A, B, C	Supervisory Practicum Special Education
ED 600A, B, C	Supervisory Practicum Single-Subject Area

**Note:** Candidates for certification as a Supervisor of Curriculum and Instruction, Supervisor of Special Education or a Single-Subject Supervisor must have completed five years of full-time teaching in the instructional area in which a supervisory certificate is sought.

Three internship semesters (above, per area) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

### Requirements for Supervisor of Pupil Personnel Services

PY 625	Psychological Testing (3 credits)
PY 688	Cultural Bases of Counseling (3 credits)
ED 635	Supervision Principles and Theories (3 credits)

ED 667 A, B C Supervisory Practicum Pupil Personnel Services (1-credit each, taken consecutively; 3 total credits)

**Note:** Candidates for certification as a Supervisor of Pupil Personnel Services must have completed five years of full-time professional school experience as a psychologist, school counselor, school nurse or social worker.

Three internship semesters (ED 667 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

## Educational Leadership Doctoral Courses

### Leadership Content Courses (36 credits mandatory)

Leadership related courses are designed to provide students with the tools and time to develop strong educational leadership skills. Within a dynamic learning community, students will have opportunities to incorporate professional practice into their studies and applied settings.

1. **Ethical Leadership in Education (ED720)**
2. **Professional Development and Supervision (ED723)**
3. **Organizational Theory, Change, and Sustainability (ED726)**
4. **School and Community Partnerships (ED747)**
5. **Teaching and Learning in the 21<sup>st</sup> Century: Interconnectivity and Shared Responsibility (ED732)**
6. **Embracing Diversity in PreK-12 Education (ED735)**
7. **Leading Comprehensive Student Support Systems (ED738)**
8. **Current Issues in School Finance and Resource Management (ED741)**
9. **Improving Education Through Inquiry (ED729)**
10. **School Law, Policy Reform and Politics in Education (ED744)**
11. **Electives (6 credits/2 courses)**

### Course Descriptions

#### 1. ED 720 Ethical Leadership in Education

Students will explore effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Participants will gain an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in school in a fair and equitable manner with personnel and professional integrity.

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### **2. ED 723 Professional Development and Supervision**

Students in this course will integrate theories of human behavior and organizational development with effective practices in the current models of teacher evaluation (Hunter and Danielson & McGreal); performance-based compensation models; and, the legal realities of implementing these systems.

In this course, students will also learn how to use professional learning to lead professional development and change in schools. Students will examine research findings on effective professional learning, demonstrate an understanding of the National Staff Development Council Standards, and job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Participants will examine the design and impact of distance learning, multimedia, and Web technologies when designing and providing professional learning opportunities and systems.

### **3. ED 726 Organizational Theory, Change, and Sustainability**

Students will learn to drive and sustain change in a collegial environment, culminating in students' understanding of and ability to use a wide range of applicable leadership practices. Through the collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources students will identify strategies to set a widely shared vision for learning. Participants will identify knowledge and engage in the skills required to think and plan strategically for the purpose of creating an organizational vision around personalized student success.

### **4. ED 747 School and Community Partnerships**

This course explores the skills, techniques, and attitudes school leaders need to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning. Students will examine the role/influence of the media, PTO/PTA organizations, and special interest groups. Course participants will engage in and identify effective strategies for collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Advocacy for children and public education in the larger political, social, economic, legal and cultural context will be explored.

### **5. ED 732 Teaching and Learning in the 21<sup>st</sup> Century: Interconnectivity and Shared Responsibility**

This course examines the relationship of curricula, instruction and assessment to current research in teaching, learning and knowledge construction. Complex pedagogical problems are identified and analyzed with the focus on the impact upon the teaching and learning environment. Participants will explore processes to create a culture of teaching and learning with an emphasis on learning.

### **6. ED 735 Embracing Diversity in PreK-12 Education**

This course provides an intensive study of the needs of diverse students and families and effective and appropriate responses to these needs within educational settings. During this course students will examine the intersection of socioeconomic status, cultural and linguistic background, gender and sexual orientation, and race/ethnicity with responses to atypical student learning and disabilities within educational environments. Students will conduct critical analyses of their own personal and professional beliefs concerning diverse student populations and will critique their own professional contexts in terms of sensitivity and responsiveness to diversity.

### **7. ED 738 Leading Comprehensive Student Support Systems**

This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs. The course will emphasize the leader's responsibility as a change agent and the importance of consultative and collaborative roles in moving organizations forward. Students will examine the legal responsibilities with regard to provisions for and delivery of services to students as well as school-based counseling, psychological, social work, and health services.

### **8. ED 741 Current Issues in School Finance and Resource Management**

This course is designed to facilitate a more in-depth understanding of the efficient and effective use of finances, facilities, and other tangible and intangible resources at the school district level. Students will explore the impact of emerging technologies on the learning environment known as "school;" along with related financial, resource, and facility issues unique to education that affect individual school buildings and contribute to effective school cultures and climates.

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### 9. ED 729 Improving Education Through Inquiry

In this course, students will learn to utilize data to identify school improvement needs and make informed decisions in effecting change that will lead to the academic success of all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Students will build the knowledge and skills to think and plan strategically, to create an organizational vision around personalized student success. An exploration of successfully demonstrated change models will expose students to the collection and analysis of multiple data sources to improve schools. Students will learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Candidates will also examine the components of an effective school improvement plan.

### 10. ED 744 School Law, Policy Reform and Politics in Education

This course examines how law, politics, and power structures interact to influence the goals and operations of schools. Advocacy for children and public education in the larger political, social, economic, legal and cultural context will be examined. Students will learn about and observe the roles/influence of school boards, community organizations, state boards of education, state governments, special interest groups, professional organizations, and unions. Participants will gain insight into understanding, responding to, and influencing the political, social, legal, and cultural school district contexts.

### Research and Dissertation Courses (19 credits mandatory)

The research courses are designed to advance students' abilities to:

- Ask critical questions and/or identify problems that will significantly contribute new information to the larger body of research
- Think critically about systems and issues of organizational development
- Design strategies for approaching questions or problems
- Collect and analyze data
- Develop and implement interventions
- Communicate and disseminate their findings and recommendations effectively to multiple audiences

### 1. Foundations of Inquiry: Qualitative Research (ED750L)

### 2. Foundations of Inquiry: Quantitative Research (ED751L)

### 3. Qualitative Research Methods (ED800L)

### 4. Quantitative Research Methods (ED801L)

### 5. Mixed Methods Research (ED802L)

### 6. Advanced Research Seminars (ED803)

### 7. Dissertation Preparation I (1 credit) (ED901)

### 8. Dissertation Preparation II (1 credit per semester taken) (ED902)

### Research Course Descriptions

#### 1 & 2. Foundations of Inquiry (ED750 & ED751)

Students will learn ontological, epistemological, and methodological considerations in qualitative, quantitative, and mixed method research designs. Students will also learn about ethics in research and the IRB research review process. Scholarly writing will take place through the development of a comprehensive literature review and a culminating, qualifying project. Research methods involved in evaluating programs, assessing student progress, as well as designing, implementing, and monitoring educational innovations in applied settings will be discussed and applied.

#### 3. Advanced Research Seminar (ED803)

Students will enroll in one of three sections of this advanced seminar, aligning with their chosen methods for their dissertations. Ongoing understanding of scholarship and research, as well as feedback concerning the development or analysis of the students' dissertations will be provided by both the professor and the cohort.

#### 4-6. Qualitative, Quantitative, and Mixed Methods Research (ED800L, ED801L, ED802L)

Research seminars will focus on problem solving and integrating research methods with real-life problems faced by school personnel. Methodological content will include furthering knowledge of quantitative, qualitative, and mixed methods design methodology, data management, analysis, and presentation begun in the Foundations of Inquiry courses.

#### 7. Dissertation Preparation I (ED901)

Students enroll for this course, which is structured with the dissertation chair to provide support for dissertation proposal development

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during the summer of Year 2. A grade of S or U is assigned to students for this course.

### 8. Dissertation Preparation II (ED902)

Students must register for ED902 every semester after all other coursework is completed, until their dissertation is defended and approved. Students will be charged the equivalent of 1 credit for the course each semester (fall, spring and summer) after completing all doctoral course work. A grade of S or U is assigned to students for this course.

## Master's Degree in Educational Leadership and Administrative Certification

### Master of Education (M.Ed.)

#### Certification

Principal K–12  
Supervisor of Curriculum & Instruction  
Supervisor of Single-Subject Area  
Supervisor of Special Education  
Supervisor of Pupil Personnel Services  
Superintendent's Letter of Eligibility

#### PA Director Credential

#### Arcadia Graduate Certificate in Early Childhood Leadership

## About the Educational Leadership Graduate Programs

The Educational Leadership graduate programs are designed for individuals seeking to become certified elementary, middle or secondary school principals, supervisors of an individual or comprehensive educational area, school superintendents, or assistant superintendents. In addition, specially designed programs are available for individuals seeking to become middle managers in other education organizations. The degree is not required for certification, and certification requirements may vary based on academic experience.

## Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

The degree program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied.

### 1. Foundation Courses (9 credits)

ED 502	Foundations of Curriculum
ED 510	Interpreting Educational Research
ED 580	Introduction to Inclusive Education

### 2. Concentration Courses (18 credits) chosen with the adviser from the following:

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 642	Program Evaluation
ED 643	School Community Relations
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

### 3. Culminating Activity

ED 589	Independent Study to Write Master's Thesis
OR	A full year of an administrative internship and the completion of a leadership portfolio

## Certification

### Pennsylvania Administrative Certification

The certification program must be planned with an adviser to ensure that the requirements are satisfied.

At the beginning of the certification program, candidates must meet with an adviser for the leadership portfolio requirements so they may begin work on their portfolios.

## Educational Leadership at Arcadia University

Candidates for an administrative certification must have completed 5 years of full-time, satisfactory teaching or professional experience in an instructional area or professional area while certified in that area.

Candidates must successfully pass Praxis II: Educational Leadership: Administration and Supervision (Test #0411).

### Principal Certification K–12

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

\*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 639A	Fall Internship for Curriculum and Instruction (1 credit)
ED 639B	Spring Internship for Curriculum and Instruction (1 credit)
ED 639C	Summer Internship for Curriculum and Instruction (1 credit)

### Supervisory Certification

#### Supervisor of Curriculum and Instruction

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

\*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 665A	Fall Internship for Curriculum and Instruction (1 credit)
ED 665B	Spring Internship for Curriculum and Instruction (1 credit)
ED 665C	Summer Internship for Curriculum and Instruction (1 credit)

#### Supervisor of Single-Subject

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

\*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 600A	Fall Internship for Single Subject (1 credit)
ED 600B	Spring Internship for Single Subject (1 credit)
ED 600C	Summer Internship for Single Subject (1 credit)

#### Supervisor of Special Education

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

## Educational Leadership at Arcadia University

\*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 666A	Fall Internship in Special Education (1 credit)
ED 666B	Spring Internship in Special Education (1 credit)
ED 666C	Summer Internship for Single Subject (1 credit)

### Supervisor of Pupil Personnel Services

#### Background Courses

PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling

#### Core Courses

ED 633	School Law
ED 634	Managing School Organizations and Change
ED 635	Supervision of Teaching and Learning
ED 637	Instructional Leadership
ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 667A	Fall Internship for PPS (1 credit)
ED 667B	Spring Internship for PPS (1 credit)
ED 667C	Summer Internship for PPS (1 credit)

Candidates for the certificate must verify the completion of five years of full-time professional school experience as an educational specialist (psychologist, school counselor, school nurse or school social worker) while holding a valid Pennsylvania Instructional I and/or II certificate.

### Superintendent's Letter of Eligibility

(Currently awaiting Pennsylvania Department of Education approval for this certification)

Candidates for this certificate must have completed six years of full-time teaching or other professionally certificated service in schools, including three years in a supervisory or administrative position while holding a valid teaching and administrative certificate.

#### Background Requirements

ED 638	School Finance
ED 645	Human Relations and Negotiations
ED 647	Leading Schools with Data Driven Decision Making

#### Core Requirements

Note: The next three courses are doctoral-level courses

*ED 720	Ethical Leadership in Education
*ED 726	Organizational Theory, Change and Sustainability
*ED 732	Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility
ED 648	The Superintendency

\*Doctoral Tuition

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 649A	Fall Internship for Superintendency (1 credit)
ED 649B	Spring Internship for Superintendency (1 credit)
ED 646C	Summer Internship for Superintendency (1 credit)

# About Arcadia's Early Childhood Leadership Program

Arcadia University's 12-credit Graduate Certificate in Early Childhood Leadership (ECL) is designed to provide leaders in early childhood education the tools they need to manage change in this quickly evolving field. Students learn to initiate and implement best practices to manage human resources and finances within their organizations, using data-driven decision making. Through this certificate program, Arcadia is a leader in fostering the broad-based goals of Pennsylvania's early childhood education initiatives to produce highly qualified leaders in the field.

### The Profession

Early Childhood education is undergoing a transformation in both levels of professionalism and expectations. To manage this change, leaders need to implement solid business practices in providing quality early education and integrating performance and fiscal standards into program design. Pennsylvania uses the PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders and is implementing a closer alignment of early education within the K-12 school system. Acknowledging this connection, all four of the courses in Arcadia University's Certificate in Early Childhood Leadership use the PIL standards as an important backbone of course content.

### The Program

Arcadia's Graduate Certificate in Early Childhood Leadership helps existing leaders in the field hone their skills in managing change, supervising teaching and learning, and managing fiscal and human resources effectively. The program focuses on preparing early childhood leaders to affect real change in their organizations that will nurture the teacher-parent-child relationship and positively influence the community at large.

Classes are taught by highly qualified instructors in educational leadership. The 12 credits earned in this certificate program may be applied to a Master of Education degree with departmental approval and advising.

Students of the program will learn to integrate the following skills into their professional lives:

- Methodology for teacher supervision
- Use of teacher evaluation feedback to increase learning outcomes
- Management of budgets
- Management of multiple revenue sources
- Management of employees within the organization
- Conflict resolution
- Use of data to initiate positive change within the organization

The Early Childhood Leadership program is designed for current and future leaders in the field of early childhood education. With early childhood education undergoing a transformation in both expectations and levels of professionalism, EC leaders need to be well prepared. Arcadia's program prepares such professionals to manage change, implement solid business practices, and integrate performance and fiscal standards into program design. The PA Director Credential issued by Pennsylvania Key, instructs EC leaders in program planning, communication strategies, and instructional leadership. For additional EC leadership development, Arcadia's Certificate in Early Childhood Leadership uses the PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders as the backbone of course content to help leaders hone their skills in managing change, supervising teaching and learning, and managing fiscal and human resources effectively.

Credit toward a graduate degree in Education: With departmental approval and advising, the 12 credits earned in the Certificate in Early Childhood Leadership may be applied to a Master of Education degree program with a concentration in Early Childhood Leadership. Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the College of Graduate Studies.

## Admission to the Arcadia Graduate Certificate in Early Childhood Leadership

Admission to the Graduate Certificate in Early Childhood Leadership Program

In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

- A bachelor's degree from an accredited college or university in Elementary Education, Early Childhood Education, or a related field.
- A PA Director Credential or permission from advisor.

## Requirements for the Early Childhood Leadership Certificate

(12 credits)

ED 635	EC Supervision of Teaching and Learning
ED 645	EC Human Relations and Negotiations
ED 638	EC School Finance
ED 647	EC Leading Schools with Data Driven Decision Making

## PA Director Credential

Arcadia University will begin offering the Pennsylvania Director Credential, a three-course, graduate-level program that is a requirement of the Keystone STARS program under the Pennsylvania Early Learning Department. Courses start in Fall 2009. Courses are offered on campus and at convenient locations in Montgomery County and Center City Philadelphia.

[Keystone STARS](#) is an initiative to improve, support and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. This comprehensive professional development system, including

career pathways with credentials, is for practitioners in settings including center- and home-based child care, school-age programs, Head Start, early intervention programs, and school-based programs. In order for Early Childhood Programs to reach Keystone STARS Level 3, directors must be credentialed.

**Scholarships:** Tuition support for college coursework is available through [T.E.A.C.H. \(Teacher Education and Compensation Helps\) Early Childhood@ PENNSYLVANIA Scholarship Program](#), which works with providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers.

**Coursework:** The goal of the PA Director Credential is to provide directors and administrators of early child care sites, centers, preschools, and before and after school care programs with the skills and knowledge to organize, lead, and manage high quality education centers based on state mandates, current trends and research-based practices.

The three required courses in the PA Director Credential program at Arcadia are

- ED620 Planning of Early Childhood Programs
- ED621 Communication Strategies for Effective Early Childhood Programs
- ED630 Leadership
- 

The entire course sequence will be offered over one year, fall, spring, and summer. Courses do not need to be taken in any specific sequence.

All credits earned in the PA Director Credential program can be applied toward an Early Childhood Education master's degree program and can be an add on or used as electives in Special Education, Elementary Education, and Reading master's degree programs. In addition, ED630 Leadership can be applied to the Masters in Educational Leadership and Supervision. Individual advising will guide students who wish to pursue further coursework. Credits also can be applied toward PA Act 48 Continuing Education credits.

## Admission to the PA Director Credential Program

Students must have a bachelor's degree (B.A. or B.S.) from an approved institution of higher education, with a degree in Early Childhood or an approved related field.

For more information, contact Kira Baker-Doyle, Assistant Professor, at [bakerdoylek@arcadia.edu](mailto:bakerdoylek@arcadia.edu) or 215-572-2113.

## Requirements for the PA Director Credential Program

Credential issued by Pennsylvania Key.  
(Must meet the requirements of Pennsylvania Key; 9 credits)

ED 620	Planning of Child Development Programs
ED 621	Communication Strategies for Effective Early Childhood Programs
ED 637	Instructional Leadership