

Doctor of Education (Ed.D.) in Educational Leadership

Why it's for you

School systems across New York State and the nation need qualified system leaders. In all sectors of the educational community, public schools, independent schools, charter schools and educational policy arenas, the demand for those who are called to make a difference was never higher.

There are 16,000 superintendents nationally, and approximately 725 in New York State. Over sixty percent of them will retire within the next five years. The requirements of the "No Child Left Behind" Act, coupled with increasingly rigorous state accountability regulations and changing student demographics, create demand for newly prepared leaders.

If you're working in a leadership role and are ready for expanded responsibilities as a system leader, if you are already at a senior level but will benefit from the opportunity to expand your knowledge and skills, or if your academic preparation was decades ago and you are ready to be refreshed in issues and research, the Doctor of Education (Ed.D.) at Sage is for you. The program will also benefit independent school heads or principals and charter school leaders who have a similarly broad set of institutional responsibilities or those aspiring to such positions.

This 42-credit program includes core coursework, an experiential component, and individual and team based doctoral research. The twenty four month program design includes summer residencies, weekend courses, online components, and interaction with state and national experts. The program is designed to be small. A cohort of 12-15 members will be accepted and will proceed through the program together. The program is book-ended with reflective weekend sessions engaging the individual as leader and building the cohort community.

Candidates must possess 60 graduate credits and at least one master's degree. Well-qualified individuals ideal for the program are currently practicing school building leaders, central office administrators, other school professionals with system wide responsibilities, and leaders in educationally related organizations.

The program of doctoral study will:

- provide advanced study in leadership, change theory, community building;
- lead to the creation of exceptional, inclusive, learning communities;
- become a model of school-university cooperation in leadership development;
- generate research based solutions to significant problems of practice in partnership districts

Sage's rigorous program requires you to complete an experiential component during the first year of the program. This field experience will be directly related to core courses and will be guided by the Sage faculty and your executive coach. The experience must be completed in two districts, with student populations of varying socio-economic status. One district may be the one in which you are currently employed. For those not preparing for the superintendent role, internships with similar diversity will be required.

The program requires your development as a researcher, individually and as a member of a research team. Candidates have the opportunity to apply the research findings to the field, understand the complex nature of the issues and problems that school districts face, and draw upon the richness and breadth of the university curriculum.

Faculty

You'll learn from and work with faculty who are experts. You will engage faculty who have extensive backgrounds in educational leadership, who are researchers themselves, and who have a commitment to your successful completion of doctoral study. This faculty includes executive coaches who are assigned to work with each student for the entire program of study.. They will be mentors for you as you undertake this professional and personal commitment to study.

Admission

Applicants for admission to this School of Education program must meet the general admission requirements



to Sage Graduate School, and:

- possess no less than a 3.5 GPA in graduate study and certification as a teacher or administrator;
- submit three professional references;
- complete an on demand writing sample;
- provide a current resume and statement of career goals;
- participate in a personal admissions interview

Admission deadlines for each new cohort can be found at the Graduate Admissions Office website. Cohort admission decisions are made in the late spring.

Program Summary	Credits
Core Courses	19
EDL 715 Educational Leadership: An Endeavor of Human Interaction	4
EDL 720 Leadership of Learning Communities	5
EDL 725 Accountability and Leadership for School Districts	4
EDL 730 Law, Policy, Values: the Framework for Decisions, Planning and Change	4
EDL 750 The System Leader	2
Experiential Component	6
EDL 735 School District Leader Internship I	2
EDL 736 School District Leader Internship II	1
EDL 737 School District Leader Internship III	3
Inquiry Strand	17
EDL 741 Foundations of Inquiry I	1
EDL 742 Foundations of Inquiry II	2
EDL 743 Foundations of Inquiry III	1
EDL 744 Foundations of Inquiry IV	1
EDL 745 Research and Evaluation	4
EDL 755 Doctoral Research: Problems of Practice I	3
EDL 756 Doctoral Research: Problems of Practice II	5
Total Credits	42

The Experiential Component, the Foundations of Inquiry series and the Doctoral Research: Problems of Practice courses are offered over multiple semesters and are linked to the coursework of the semester in which they are taken.

The Internship schedule allows candidates to explore the twelve month cycle of central office functions and responsibilities with a focus each semester based on the sequence of core courses.

The Foundations of Inquiry series is the complementary thread of the last four semesters of the program. As candidates explore systemic research to improve the effectiveness of school systems and inform leadership decisions, they investigate problems that present the complexities, the competing interests, and the environment of the school districts. In sequence by semester, candidates will identify the characteristics of significant research questions, secure approval for a research problem, explore design alternatives as they relate to the research problem, contextualize the research problem within the school system as a member of a research team, interpret research results in a manner that contributes to knowledge and practice, and present research results to policy and decision makers and to the public.

The Doctoral Research: Problems of Practice course is at least two semesters in length and will be primarily seminar-based as the candidates complete their research, writing, and defense.

The Professional Connection

Sage Graduate School offers distinctive advanced degree programs that address a spectrum of human concerns and reflect a sensitivity and responsiveness to the local community and the broader society. At Sage Graduate School, the emphasis is on applying research and theory to practical, professional situations. Sage's diverse and talented faculty are practitioners themselves, and are committed to helping students acquire the professional skills and the connections to manage and change the workplaces of tomorrow.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496.

For more information please contact:

School of Education

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or consult the Ed.D. Program website at
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