

## **Doctor of Education in Community-Based Leadership (Ed.D.)**

### **GENERAL REQUIREMENTS FOR DOCTORAL DEGREE**

To earn a Doctor of Education in Community-Based Leadership, students must complete at least 60 graduate semester hour credits, including 12 dissertation hours. All coursework applied to the doctoral degree must be at the graduate level, and the degree requires at least 60 post-master's hours, including coursework and research hours. Students should plan to spend a minimum of three full academic years beyond their Master's degree. During this period, they must fulfill the requisite graduate coursework, pass a comprehensive examination, and effectively defend and submit their final dissertation.

### **PROGRAM OUTCOMES**

Graduates of the Community-Based Leadership program will be expected to achieve the following learning outcomes:

1. Synthesize knowledge and develop a personal leadership philosophy that incorporates a commitment to collaborative action and interdependence.
2. Evaluate the effectiveness of collaborative group practices and identify areas for improvement.
3. Synthesize knowledge of policy, ethics, and legal issues to develop informed, well-reasoned recommendations for organizational improvements.
4. Develop a framework for community building and interagency collaboration that incorporates a global perspective, collective responsibility, and inclusive decision-making processes and is applicable to real-world scenarios.
5. Develop a personalized action plan to continually assess, reflect, and improve their leadership communication skills, ensuring ongoing growth and development.
6. Apply the principles of strategic team leadership in one's work context.
7. Develop advanced-level expertise in a specialized content area.
8. Produce a dissertation that meets academic and professional publishing standards, demonstrating an understanding of disseminating research findings to a wider audience.

### **PROGRAM AT A GLANCE**

Leadership Core = 18 hours

Research and Evaluation = 12 hours

Dissertation = 12 hours

Area of Concentration = 18 hours

### **PROGRAM REQUIREMENTS**

#### **Leadership Core (18 Hours)**

EDLE 6xx3 - Seminar in Leadership Studies

EDLE 6xx3 - Leadership for Solution & Collaboration

EDLE 6xx3 - Analysis of Policy, Ethics & Legal Issues

EDLE 6xx3 - Community Building, Interagency Collaboration, Equity & Global Perspective

EDLE 6xx3 - Developing Strategic and Authentic Leadership Communication

EDLE 6xx3 - Leading Teams Strategically

#### **Research and Evaluation (12 Hours)**

Students pursuing a doctoral degree must complete 12 hours of research and evaluation courses that align with their research design and dissertation.

**Required (6 Hours)**

EDLE 6xx3 - Applied Research Strategies (prerequisite EDUC 5103)

EDLE 6xx3 - Community-Based Research (prerequisite EDUC 5103)

**Select 6 Hours**

EDUC 5143 - Qualitative Research

EDLE 6xx3 - Quantitative Research (prerequisite EDUC 5103)

EDUC 5133 - Action Research & Inquiry

MATH 5683 - Sample Survey Design

MATH 5283 - Statistical Inference

EDUC 5503 - Educational Statistics

EDLE 6xx3 - Seminar: Focus Groups

EDLE 6xx3 - Case Study Research

EDUC 5953 - Internship II

**Community-Based Dissertation (12 Hours)**

Research and Evaluation courses must be completed before enrolling in Dissertation hours. Dissertation courses are sequential.

EDLE 7xx0 - Dissertation I (1-3 hours)

EDLE 7xx0 - Dissertation II (1-3 hours)

EDLE 7xx0 - Dissertation III (1-3 hours)

EDLE 7xx0 - Dissertation IV (1-3 hours)

**Area of Concentration (18 Hours)**

A doctoral student must choose 18 graduate-level courses within their area of concentration, with prior written approval from their program advisor. Professional studies courses are available within the College of Education and other university units. The student will collaborate with their faculty advisor to determine which concentration area courses align with their needs and professional goals. This plan must be submitted to the doctoral program coordinator for approval within one year of admission to the program. Potential courses have been identified in the concentration areas; specific course selection will be determined during advisement.

**Civic Leadership Option (18 Hours)**

The Civic Leadership Option provides individuals with the knowledge and skills needed to enhance the quality of life in a community through a range of actions, responsibilities, and attributes. Select 18 hours from the provided list of courses.

PR 5363 - Non-profit Organizational Communication

PR 5533 - Crisis Management

EDUC 5xx3 - Seminar - Grant Writing

EDLE 6xx3 - Special Topics

GEOG 5xx3 - Fundamentals of GIS

AMST 5003 - Theories and Practice in American Studies

AMST 5833 - American Studies in Perspective

EDUC 5743 - Leading Adults

EDUC 5880 - Practicum in Leadership

EDUC 5243 - Foundations in Training and Development

EDUC 5773 - Facilitation Theories and Practice

### **Indigenous Leadership Option (Select 18 Hours)**

The Indigenous Leadership option provides individuals with Indigenous leadership's theory, methods, and practice. Courses can be selected to fulfill the embedded graduate certificate in American Indian Leadership.

EDUC 5373 - Foundations of American Indian Education and Leadership

EDUC 5763 - Contemporary Issues in American Indian Leadership

EDUC 5473 - Equity and Inclusivity Aspects of Leadership

EDUC 5880 - Practicum in Leadership

EDUC 5xx3 - Seminar - Grant Writing

EDLE 6xx3 - Special Topics

### **Professional Studies Option (18 hours)**

This option allows learners to seek enhanced professional opportunities. Professional studies courses are available within the College of Education and other university units. With advisor approval, learners will complete 18 hours of graduate study.

### **Instructional and Curriculum Leadership Option (Select 18 Hours)**

The Instructional and Curriculum Leadership Option provides individuals with intensive study in a particular area of instruction. Learners will complete 18 hours of graduate study in consultation with the advisor and program chair's approval. For students seeking opportunities to teach in higher education, 18 hours of graduate-level work in a specific content area is traditionally required (see possible courses listed in discipline areas below and communicate with your advisor for specific content information). Certain courses within this doctoral program may align with the Oklahoma state certification requirements in specific areas. In addition to the curriculum in specific areas, all state certification requirements must be met. Program faculty have identified the following content areas aligned with certificate options as a starting point for advising conversations but it is not intended to be an exhaustive list.

#### **Early Childhood Education**

ECED 5613 - Administration and Supervision of EC Programs

ECED 5513 - Advanced Organization & Implementation of EC Programs

ECED 5583 - Current Research & Trends in ECE

ECED 6xx3 - Special Topics in Early Childhood

#### **Mathematics Education**

MATH 5273 - Geometry and Measurement

MATH 5233 - Data Analysis and Probability

MATH 5323 - Algebra and Functions

MATH 5523 - Mathematical Pedagogy

MATH 6xx3 - Special Topics in Mathematics Education

#### **School Administration**

Students should communicate with their advisor about pursuing Oklahoma Principal Certification and Oklahoma Superintendent Certification.

EDUC 5523 - Instructional Leadership

EDUC 5553 - Fundamentals of Public-School Administration and Supervision

EDUC 5573 - Public School Relations  
EDUC 5593 - Public School Finance  
EDUC 5623 - Legal Aspects of Public-School Administration  
EDUC 5933 - Internship I (Principal)  
EDUC 5953 - Internship II (Principal)  
EDUC 5513 - Theories of Public-School Administration  
EDUC 5583 - Public School Business Management  
EDUC 5963 - Internship I (Superintendent)  
EDUC 5973 - Internship II (Superintendent)  
EDUC 6xx3 - Special Topics

### **Pedagogical Mastery & Classroom Excellence**

Courses can be selected to fulfill the embedded graduate certificate in Classroom Teaching and Learning.

EDUC 5283 - Teaching Methods  
EDUC 5463 - Differentiated Instructional Strategies  
EDUC 5633 - Becoming a Learning-Centric Educator  
EDUC 5683 - Brain-Based Learning  
EDLE 6xx3 - Special Topics OR EDUC 6xx3 - Special Topics

### **Digital Pedagogy and Learning Design**

Courses can be selected to fulfill the embedded graduate certificate in Online Teaching and Learning.

EDUC 5183 - Designing & Assessing Online Learning  
EDUC 5193 - Teaching and Learning Online  
EDUC 5273 - Motivation Learning & Leadership  
EDUC 5683 - Brain-Based Learning  
EDLE 6xx3 - Special Topics OR EDUC 6xx3 - Special Topics

### **Curriculum Studies**

Courses can be selected to fulfill the embedded graduate Curriculum Director Certificate.

EDUC 5403 - Fundamentals of Curriculum Development I  
EDUC 5423 - Fundamentals of Curriculum Development II  
EDUC 5483 - Advanced Educational Measurements  
EDUC 5743 - Leading Adults  
EDLE 6xx3 - Special Topics OR EDUC 6xx3 - Special Topics

### **Elementary Education**

Courses can be selected to fulfill the embedded graduate certificate in Elementary Education.

ECED 5413 - Advanced Development of the Young Child  
ELED 5413 - Curriculum and Practices in the Elementary Classroom  
ELED 5563 - Advanced Management of the Elementary Classroom  
ELED 5583 - Current Trends and Research in Elementary Education  
ELED 6xx3 - Special Topics in Elementary Education

### **Higher Education Administration**

Courses can be selected to fulfill the embedded graduate certificate in Higher Education Administration.

EDUC 5533 - Foundations of College Student Personnel Services  
EDUC 5543 - Resource Acquisition, Development, and Utilization  
EDUC 5643 - Program Development, Assessment and Evaluation  
EDUC 5743 - Leading Adults  
EDLE 6xx3 - Special Topics

### **School Library Media**

Additional LIBM courses are available for selection to help students achieve Oklahoma Certification.

LIBM 5013 - Introduction to Librarianship  
LIBM 5123 - School Library Administration  
LIBM 5513 - Information Resources and Services  
LIBM 5523 - School Library Leadership and Advocacy

### **Science Education**

Additional courses can be selected to fulfill the embedded graduate certificate in STEM Education.

SCI 5443 - Trends and Issues in Science Education  
SCI 5513 - Inquiry-Based Instruction in STEM Education  
SCI 5253 - Environmental Science

### **STEM Education Certificate**

EDUC 5823 - Technology Integration for Learning  
MATH 5513 - Technology in Mathematics OR MATH 5523 - Mathematical Pedagogy  
SCI 5443 - Trends and Issues in Science ed OR SCI 5513 - Inquiry-Based Instruction in STEM Ed.  
3 Hours of Advisor Approved courses

### **Reading**

Courses can be selected to fulfill the embedded graduate Reading Specialist Certificate.

READ 5113 - Emergent and Early Literacy Development  
READ 5223 - Intermediate/Middle School/High School Reading Instruction  
READ 5513 - Seminar: Literacy Trends & Issues  
READ 5573 - Issues in Facilitating Literacy Development  
READ 6xx3 - Special Topics in Reading

### **Special Education**

Courses can be selected to fulfill the embedded graduate Special Education Certificate.

SPED 5263 - Assistive Technology Strategies & Universal Design for Students with ASD  
SPED 5803 - Practicum in ASD  
SPED 5323 - Response to Intervention and Assessment of Students with ASD

SPED 5303 - Positive Behavioral Supports for Students with ASD  
SPED 6xx3 - Special Topics in Special Education

### **Diversity, Equity, and Inclusion in the Workplace Certificate**

Courses can be selected to fulfill the embedded graduate certificate in Diversity, Equity, and Inclusion in the Workplace Certificate.

CR J 5143 - Special Topics in Criminal Justice  
EDUC 5473 - Equity and Inclusivity Aspects of Leadership  
PR 5063 - Race, Gender, and Media  
SOWK 5613 - Human Diversity  
EDLE 6xx3 - Special Topics

### **Admission, Retention, and Graduation**

Admission requirements for the Community-Based Leadership program are rigorous and demand significant advanced preparation. Applicants are expected to show their readiness to undertake the intensive classes and complete the dissertation required to earn their degree. Additionally, they must demonstrate a commitment to leadership.

Applications may be accepted into the program three times yearly: in the fall, spring, and summer semesters. The application deadlines will be posted on the application.

### **Program Admission Requirements**

Beyond the admission requirements for the Graduate College, admission to the Community-Based Leadership, Ed. D. program requires:

- Master's degree from an accredited university
- Completion of the online Program Application Form.
  - A cover letter and resume
  - A personal statement that explains your motivations for applying to the program, as well as the relevance of your past academic and professional experience to your desired specialization within the EdD program.
  - Three professional and/or academic references (forms provided through the application portal).
- A formal interview with graduate faculty members.
  - If selected for an interview, applicants will be notified by email.
  - Interviews will be conducted via Zoom by graduate faculty.
- Approval and acceptance of the Admissions Committee.

Acceptance to the program is essential before beginning any classes applicable to it. After being formally admitted, students must complete a minimum of 60 hours of coursework in the program.

### **Advisement and Mentorship**

An advisor is assigned to you by the program chair when you are admitted to the program. You are required to attend a general advising meeting. Advisors will assist you in selecting classes each semester, review program requirements and policies, and approve your class schedule.

### **Plan of Study**

The advisor, in conference with the student, will develop a plan of study (degree plan) for the student's degree program and review the Statement of Understanding, Statement of Academic Integrity and Honesty, and the Commitment Form, after which both parties sign the documents. Copies of the signed degree plan, the Statement of Understanding, the Statement of Academic Integrity and Honesty, and the Commitment Form are sent to the Graduate College for the Dean's approval. Any changes made in the student's plan of study require prior written approval by the advisor, Department Chair, and the Dean of the Graduate College.

Ed.D. program faculty will evaluate the performance of all applicants, students, and candidates for the program objectively and subjectively based on academic, social, emotional, and behavioral fitness for the profession. The program requires a minimum of 60 credit hours. The coursework is sequenced, and departmental permission is required for enrollment in some courses.

### **Retention and Graduation**

In addition to the requirements in the Academic Information Section of the Graduate Catalog, the candidate for the CBL Program must satisfy the following:

1. Complete the approved program of study;
2. Pass the comprehensive exam;
3. Complete a dissertation;
4. Pass a doctoral dissertation defense;
5. Earn a "B" or higher in all courses; and,
6. Maintain a 3.0 grade point average in all graduate coursework attempted.

### **Agreement of Professionalism: Inclusivity, Academic Integrity, and Civility**

I understand that I must adhere to the agreement of professionalism in all courses and interactions with professors and peers.

As a doctoral student, you are entering a scholarly, professional environment; as such, there are expectations for professional behavior, which include inclusivity, academic integrity, and civility. Participation in a doctoral program establishes a shared responsibility to ensure these elements are present in all virtual interactions. According to the University of North Carolina Statement on Collegiality (2020),

Collegiality entails a shared responsibility to promote the collaborative interactions and reciprocal relationships that are necessary for shared decision-making and the pursuit of common goals. Collegial interactions are built around mutual trust and facilitated by a value system that appreciates and shows respect for differences in background, expertise, and points of view. Collegiality is enhanced by an environment characterized by civility and a spirit of mutual support and engagement. (par. 2)

In online learning environments, there is an expectation that all participants are treated with respect and dignity in all discussion boards, chats, and other places of virtual interactions. As a member of this learning community, I agree to engage with professionalism by (a) practicing inclusivity, (b) demonstrating academic integrity, and (c) communicating with civility. Professionalism includes:

- **Practicing inclusivity in all interactions**

- Inclusivity is the practice of showing respect for all individuals and using bias-free language. It includes:
  - recognizing that everyone is welcome regardless of race, ethnicity, gender identity, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality, and other diverse identities that we each bring to class.
- **Demonstrating academic integrity in all settings**
  - Academic integrity is the demonstration of honest and ethical behavior in all settings. It includes:
    - complying with the academic integrity policies of the institution;
    - properly citing and attributing all sources, including previous work by the individual;
    - avoiding plagiarism and self-plagiarism as cited in APA 7th edition (2020, p. 21, 256).
- **Communicating with civility with all individuals**
  - Communicating with civility is using speech and behavior that shows regard for others. It includes:
    - respecting others' opinions;
    - validating others' contributions;
    - conducting oneself professionally during interactions;
    - maintaining a respectful tone in all interactions;
    - seeking to understand differences.

I understand that any student pursuing the study of Leadership found to be involved in academic misconduct or academic dishonesty, which includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, unprofessional behaviors, acts of incivility, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts, may be dismissed from the program with prejudice or otherwise disciplined by the department or individual faculty member. I understand that the Department of Educational Leadership will not tolerate acts of academic misconduct or academic dishonesty of any form.

By signing below, I indicate that I have read the above statements and understand their implications. If I am unclear about what constitutes unethical and unprofessional conduct, I will seek clarification prior to signing this document.