FAU
FLORIDA ATLANTIC UNIVERSITY

NEW/CHANGE PROGRAM REQUEST
Graduate Programs

Department Educational Leadership and Research Methodology

College Education

UGPC Approval _____

UFS Approval _____

Banner _____

Catalog _____

Program Name		Effective Date *(TERM & YEAR)*
PhD in School Leadership	☐ New Program*	
	✔ Change Program*	Summer 2024

Please explain the requested change(s) and offer rationale below or on an attachment.

Please explain the requested change(s) and offer rationale below or on an attachment. We are asking for two types of changes with this change form:
1. We are adding new courses previously approved for the Ph. D. program in School Leadership and asking they be put in the school leader list of courses required for the degree and courses no longer required for the degree be deleted from the listing of program area courses.
2. We are asking these changes be reflected in the graduate catalog along with changes to current language for the School Leader PhD in educational leadership and research methodology be corrected to match our current requirements for the degree. Some of the information is outdated and we have provided documentation to show the changes needed in the graduate catalog so the information matches what we require.

*The appended material displays current graduate catalog language followed by three documents. First, the program description in the catalog as currently written. Second, the requested program changes in blue. Finally, what the catalog should read **after** the requested changes have been made to the graduate catalog.

*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.

Faculty Contact/Email/Phone	**Consult and list departments that may be affected by the change(s) and attach documentation**
Daniel Reyes-Guerra dreyes@fau.edu 561 297 6551 Meredith Mountford mmountfo@fau.edu 561 297 6551	These changes only impact the School Leaders program area and should not be in conflict with any other departments in the college.

Approved by		**Date**
Department Chair	*[signature]*	3/11/24
College Curriculum Chair	*[signature]* Paul R. Peluso	3/13/2024
College Dean	*[signature]*	3/19/2024
UGPC Chair	*[signature]* Paul R. Peluso	03/21/2024
UGC Chair	*[signature]* Paul R. Peluso	03/21/2024
Graduate College Dean	*[signature]* Robert W. Stackman	04/01/2024
UFS President		
Provost		

Email this form and attachments to UGPC@fau.edu 10 days before the UGPC meeting.
FAUprogramchangeGR, revised Fall 2019

EDUCATIONAL LEADERSHIP
DOCTOR OF PHILOSOPHY (PH.D.)

Adult and Community Educational Leaders Concentration
Higher Education Leaders Concentration
School Leaders (K-12) Concentration

The doctoral degree is designed for individuals who seek the highest credential their discipline offers for personal and/or career growth. The degree is seen as a terminal degree with a unique set of required courses and experiences. Doctoral programs are designed to provide a broad set of experiences that allow leaders to bring many different perspectives to bear on the organizational problems and opportunities that confront them in practice. The program assumes that educational leaders will be more effective when they are able to: 1) apply information and concepts into practice; 2) see the organization as a whole and understand how various parts of the organization relate to and affect each other; 3) discern meaning in, and establish relationships between, events and fragments of information that appear to be discrete and unrelated; and 4) learn through a community of practitioners model in which participants engage real problems and opportunities in a collegial learning team approach. Doctoral students must meet the leadership core prerequisites.

Admission Requirements
Admission to the doctoral program is competitive. Enrollment is limited and the number of candidates accepted is determined annually. Applicants who meet the following minimum criteria will be placed into a candidate selection pool:

1. Master's degree from an accredited college or university; and
2. Achieve a minimum GPA of 3.0 in a master's program from an accredited college or university.

Selection Process
The department's doctoral admissions committee will review all evidence of high promise found in the applicant's admissions documents, including but not limited to: grade trends, work experience, accomplishments and promotions, letters of reference and attainment in rigorous courses. Following the document review, selected applicants will be interviewed by the doctoral admissions committee and provide a writing sample. The committee will then recommend candidates for acceptance and notify them of the decisions.

All required admissions documents must be submitted by March 1 for fall admittance. The applicant pool will be reviewed in May of each year. Depending on enrollment, the department may open the doctoral program for admittance at other times during the year. Students should consult the department for additional admission dates.

Acceptance to Candidacy
Admission to the doctoral program does not constitute admission to candidacy for the degree. In order to be admitted to candidacy for the doctoral degree by the department, the student must:

1. Have a Doctoral Planning form completed and signed by the program advisor and department chair;
2. Pass the qualifying examinations;
3. Have an approved concept paper;
4. Have a chair and doctoral committee formed;
5. Complete the research requirements.

Adult and Community Educational Leaders Concentration
The Adult/Community Educational Leadership concentration serves individuals preparing for leadership positions in education programs for adults in a wide variety of settings: universities and community/state colleges, business and industry, health and social service agencies and public and

private schools.

The program assumes that educational leaders will be more effective when they are able to 1) apply information and concepts to practice, 2) see the organization as a whole and understand how various parts of the organization relate to and affect each other, 3) discern meaning in, and establish relationships between, events and bits of information that appear to be discrete and unrelated, and 4) learn through a community of practitioners model where participants engage real problems and opportunities in a collegial learning team approach.

The program is designed for individuals who want to further specialize in education and school leadership beyond a master's or specialist degree. Completion of this program of study meets the requirements for State of Florida certification in adult education (not K-12) administration for those meeting the other requirements: three years of teaching and a professional certificate (State of FL Administrative Rule 6A-4.008).

Degree Requirements	*Minimum of 80 credits*	
Leadership Foundation	*6 credits*	
Leadership 5: Reframing Educational Organizations	EDA 7106	3
Leadership 6: Seminar in Leadership	EDA 7931	3
Research and Technology Foundation	*12 credits*	
Advanced Research (Literature Review)	EDA 7912	3
Advanced Statistics	STA 7114	3
Advanced Educational Research	EDF 7482	3
Introduction to Qualitative Inquiry	EDA 6415	3
Professional Knowledge	*21 credits*	
Adult and Community Education in a Changing Society	ADE 5185	3
Organization and Administration of Adult-Community Education	ADE 6265	3
Program and Curriculum Development for Adults	ADE 6184	3
Seminar in Adult/Community Education	ADE 6930	3
Directed Independent Study	ADE 7905	3
Advanced Seminar in Adult/Community Education	ADE 7935	6
Electives	*9 credits*	
Select three courses from the following		
Aging Considerations and Programs	ADE 6194	3
Grant Writing and Program Management for Adult and Community Nonprofit Organizations	ADE 6285	3
Workplace Learning and Development	ADE 6387	3
Sustainability Leadership for ACE Entrepreneurs and Change Agents	ADE 6695	3
Assessment, Planning and Sustainability with Geospatial Technologies	ADE 6774	3
Special Topics	EDA 5931	3
Systems and Community	EDA 6300	3
Instructional Program Development	EDG 6255	3
History and Philosophy of Higher Education	EDH 6065	3
Community College Curriculum	EDH 6215	3
Improvement of Instruction in Colleges	EDH 6305	3
Models of Learning and Instruction	EME 6051	3
Self-Regulated Learning Systems	EME 6209	3
Instructional Design	EME 6601	
Organizational Behavior	MAN 6245	3
Students may also select other 5000, 6000 or 7000 level courses from within the department or the Co Education or any other college in the University with the approval of an advisor.		
Experiential Component	*12 credits*	
Directed Independent Study	EDA 6905	1-3
Administrative Externship 1, 2, or 3 *(can be completed over multiple terms)*	EDA 6925	6
Internship/Exchange	EDH 6941	6

Directed Independent Study *(conference, international study, grantsmanship or writing for publication)*	EDA 7905	3
Field Project 1	EDA 7943	3-6
Field Project 2	EDA 7944	3-6
Internship	EDA 7940	3
Dissertation	*20 credits*	
Dissertation	EDA 7980	1-15
(registration over multiple terms)		

Prerequisite Coursework (not part of degree program, but allowable for degree application process)

Leadership 1: Adult Learning and Assessment	ADE 6381	3
Leadership 2: Theories and Assessment	EDS 6100	3
Leadership 3: Administrative Processes	EDA 6103	3

Doctor of Philosophy (Ph.D.) in School Leadership

The doctoral degree is designed for individuals who seek the highest credential their discipline offers for personal and/or career growth. The degree is seen as a terminal degree with a unique set of required courses and experiences. Doctoral programs are designed to provide a broad set of experiences that allow leaders to bring many different perspectives to bear on the organizational problems and opportunities that confront them in practice. The program assumes that educational leaders will be more effective when they are able to: 1) apply information and concepts into practice; 2) see the organization as a whole and understand how various parts of the organization relate to and affect each other; 3) discern meaning in, and establish relationships between, events and fragments of information that appear to be discrete and unrelated; and 4) learn through a community of practitioners model in which participants engage real problems and opportunities in a collegial learning team approach. Doctoral students must meet the leadership core prerequisites.

Admission Requirements
Admission to the doctoral program is competitive. Enrollment is limited and the number of candidates accepted is determined annually. Applicants who meet the following minimum criteria will be placed into a candidate selection pool:

1. Master's degree from an accredited college or university; and
2. 2. Achieve a minimum GPA of 3.0 in a master's program from an accredited college or university.

Selection Process
The department's doctoral admissions committee will review all evidence of high promise found in the applicant's admissions documents, including but not limited to: grade trends, work experience, accomplishments and promotions, letters of reference and attainment in rigorous courses. Following the document review, selected applicants will be interviewed by the doctoral admissions committee and provide a writing sample. The committee will then recommend candidates for acceptance and notify them of the decisions.

All required admissions documents must be submitted by March 1 for fall admittance. The applicant pool will be reviewed in May of each year. Depending on enrollment, the department may open the doctoral program for admittance at other times during the year. Students should consult the department for additional admission dates.

Acceptance to Candidacy
Admission to the doctoral program does not constitute admission to candidacy for the degree. In order to be admitted to candidacy for the doctoral degree by the department, the student must:

1. Have an approved Program of Study on file with the Graduate College;
2. Pass the qualifying examination and be recommended for candidacy by the faculty;
3. Have dissertation prospectus/concept paper approved by program faculty;
4. Have a chair and doctoral committee formed;
5. Complete the required research, leadership, and knowledge courses necessary to advance to the dissertation phase.

School Leaders (K-12) Concentration
The K-12 School Leadership concentration prepares aspiring school leaders to meet the challenges of today's public and private educational institutions. The program assumes that educational leaders will be more effective when they are able to 1) apply information and concepts to practice, 2) see the organization as a whole and understand how various parts of the organization relate to and affect each other, 3) discern meaning in, and establish relationships between, events and fragments of information that appear to be discrete and unrelated, and 4) learn through a community of practitioners model where participants engage real problems and opportunities in a collegial learning team approach.

The program is designed for individuals who want to further specialize in education and school leadership beyond a master's or specialist degree. Students successfully completing this program of study will have mastered the subject matter needed for the profession and understand the need to engage in lifelong learning

to maintain effectiveness in a changing environment. In cooperation with Florida public school districts, the program of study includes leadership theory, research, professional knowledge and school-based clinical experiences. Doctoral students must meet the leadership core prerequisites and engage in courses specifically designed for the doctoral level. ~~The doctorate is not seen as a certification program, but students can add courses to receive Level I certification.~~

Degree Requirements	Minimum of 80 credits	
Leadership Foundation	*6 credits*	
Leadership 5: Reframing Educational Organizations	EDA 7106	3
Leadership 6: Seminar in Leadership	EDA 7190	3
Research Foundation	*18 credits*	
Introduction to Qualitative Inquiry	EDA 6415	3
Advanced Qualitative Inquiry	EDA 7416	3
Advanced Statistics	STA 7114	3
Modes of Inquiry for Educational Leaders	EDA 7421	3
Advanced Research (Literature Review)	EDA 7912	3
Advanced Educational Research	EDF 7482	3
Professional Knowledge	*15 credits*	
School Improvement	EDA 6062	3
The Context of Educational Administration	EDA 7061	3
Ethics and Policy Alternatives	EDA 7069	3
Educational Leadership Foundations	EDA 7196	3
Seminar in School Administration (May be taken multiple times and applicable to Elective category)	EDA 7930	3
Electives	*9 credits*	
Students must complete 9-credits of advisor-approved electives. Examples include those below.		
Leadership Seminar: Apprenticeship in Ed. Leadership Research	EDA 7935	3
Leadership Seminar: Educational Leadership Research - Contemporary Problems of Practice	EDA 7936	3
Leadership Seminar: Multiple Frameworks of Educational Leadership Research	EDA 7937	3
Leadership Seminar: Demystifying Complex Research Questions	EDA 7938	3
Leadership Seminar: Theory, Policy, and Practice - Implications for Research in Educational Leadership	EDA 7939	3

Experiential Component		12 credits
Advanced Administrative Externship (Action Learning) (must be taken for a total of six credits)	EDA 7948	3 or 6
Students must complete 6 credits from the following courses. All courses listed can be taken more than once to fulfill this requirement.		
Directed Independent Study	EDA 6905	3
Directed Independent Study	EDA 7905	3
Field Project 1	EDA 7943	1-6
Field Project 2	EDA 7944	1-6
Dissertation (20 credit minimum)		**20 credits**
Advanced Research Seminar in Educational Leadership *(can be taken multiple times and count towards the 20 required credits of EDA 7980)*	EDA 7978	3
Dissertation *(can be taken multiple times)*	EDA 7980	1-20
Prerequisite Coursework (not part of degree program, but allowable for degree application process)		
Leadership 1: Adult Learning and Assessment	ADE 6381	3
Leadership 2: Theories and Assessment	EDS 6100	3
Leadership 3: Administrative Processes	EDA 6103	3

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Leadership Seminar: Demystifying Complex Research Questions	EDA 7938	3

Leadership Seminar: Theory, Policy, and Practice - Implications for Research in Educational Leadership	EDA 7939	3
Experiential Component		**12 credits**
Advanced Administrative Externship (Action Learning) (must be taken for a total of six credits)	EDA 7948	3 or 6
Students must complete 6 credits from the following courses. All courses listed can be taken more than once to fulfill this requirement.		
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Directed Independent Study	EDA 7905	3
Field Project 1	EDA 7943	1-6
Field Project 2	EDA 7944	1-6
Dissertation (20 credit minimum)		**20 credits**
Advanced Research Seminar in Educational Leadership *(can be taken multiple times and count towards the required 20 credits of EDA 7980)*	EDA 7978	3
Dissertation *(can be taken multiple times)*	EDA 7980	1-20
Prerequisite Coursework (not part of degree program, but allowable for degree application process)		
Leadership 1: Adult Learning and Assessment	ADE 6381	3
Leadership 2: Theories and Assessment	EDS 6100	3
Leadership 3: Administrative Processes	EDA 6103	3