

The Executive Leadership and Superintendent Certification program is a self-contained program leading to state certification. It can also be an integral part of a doctor of education degree. Coursework from the Executive Leadership and Superintendent Program meets the elective requirements of the doctoral program.

## Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) program is a 90-quarter-credit (post-master's) interdepartmental degree offered by Seattle Pacific University's School of Education. It is designed and intended largely for educators from a variety of settings, including public and private schools, and institutions of higher education. The degree is for active professionals interested in leadership and teaching positions in education. It can be tailored to meet varied professional needs and interests.

The core requirements of the degree are designed to develop instructional leaders by focusing on knowledge applicable to all fields and levels of education.

The program uses a cohort approach for core doctoral classes because of the many educational benefits of collaborative and cooperative learning, and continued professional association. Students admitted to the program are expected to proceed through these cohort courses as a group on a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

This is an interdepartmental degree; thus, students select courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education. They may also select graduate courses from other schools within the University.

This component of the program is designed jointly by the student and the doctoral director, and is subject to approval by the School of Education Doctoral Committee.

### AREAS OF SPECIALIZATION

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals. Areas of specialization include curriculum and instruction, school counseling and school psychology, educational leadership (superintendent and principal), reading/literacy, educational technology, special education, and self-designed specialization.

Earning an ESA certification as a principal, superintendent, or school counselor is also possible while working on the doctorate degree.

### COURSE REQUIREMENTS

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

#### Foundations (9 credits)

EDU 6085 Moral Issues in Education (3)  
 EDU 6120 American Education: Past and Present (3)  
 EDU 7910 Seminar in Educational Values (3)

#### Instructional Leadership (12 credits)

\*EDU 7101 Instructional Theory (3)  
 \*EDU 7102 Curriculum Design (3)  
 \*EDU 7103 Organizational Theory (3)  
 \*EDU 7990 Leadership Colloquium (3)

#### Research and Dissertation (30 credits)

(Prerequisites: Interpreting and Applying Educational Research I and Interpreting and Applying Educational Research II)

\*EDU 7972 Research Design and Analysis I (3)

- \*EDU 7973 Research Design and Analysis II (3)
- \*EDU 7974 Research Design and Analysis III (3) or \*EDU 7107 Program Evaluation (3)
- \*EDU 7991 Dissertation Orientation (1)
- \*EDU 7995 Dissertation (20)
- \*Cohort courses

### Specialization/Electives (39 credits)

These courses are to be decided by the program advisor and approved by the director of doctoral studies.

They may be comprised of the following:

1. Courses
2. Internship/Practicum
3. Independent Studies (EDU 7900)
4. Graduate Seminars (EDU 6950)

### Recommended Electives

The three classes that are prerequisites to certain requirements for the doctoral degree are as follows:

EDU 6970 Interpreting and Applying Educational Research I  
 EDU 6971 Interpreting and Applying Educational Research II  
 EDU 6655 Human Development and Principles of Learning

For non-education majors, three additional courses may be required:

EDU 6524 Approaches to Curriculum Design  
 EDU 6526 Survey of Instructional Strategies  
 EDU 6613 Educational Measurement and Evaluation

### LEADERSHIP COLLOQUIUM AND COMPREHENSIVE EXAMS

After approximately one year of coursework (24 credits), students may register for the leadership colloquium (EDU 7990). This requires the student to write a scholarly paper and present that paper in a formal setting to the educational community. Graduate faculty of the School of Education conduct the evaluation of the scholarship and colloquium. The leadership colloquium must be taken before the student can take the comprehensive exams.

Upon completion of all courses, the student must pass written comprehensive examinations. These examinations will cover the foundations, professional and research components of the core, and the student's area of specialization. Successful completion of the comprehensive examination advances the student to the doctoral candidacy.

### THE DISSERTATION

The doctoral dissertation is the culminating experience in the Doctor of Education degree. It is a scholarly inquiry into an area of professional and intellectual interest, and it is a highly individualized experience.

Working with faculty throughout the coursework and with a dissertation advisor, the student develops a research question and proposal. Using the expertise and knowledge developed in the research core courses (EDU 7972, 7973, 7974) and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

While it is expected that the dissertation will follow standard accepted research methodologies and format, the topic of the research may vary depending on the professional goals and area of specialization of the student and the expertise of the faculty.

### SUGGESTED THREE-YEAR PROGRAM SEQUENCE

Year One (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7101	*EDU 7102	*EDU 7972	*EDU 7973
EDU 6085	Elective (3)	Elective (3)	Elective (3)
Electives (6)			

## Year Two (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7974 or EDU 7101 EDU 7990 Electives (6)	EDU 7103 Elective (3)	EDU 6120 Elective (3)	EDU 7995 (3) Elective (3)

## Year Three (30 credits)

Summer	Autumn	Winter	Spring
EDU 7910 Electives (9) <i>*Cohort courses</i>	Dissertation (6)	Dissertation (6)	Dissertation (6)

**ADMISSION REQUIREMENTS**

The doctoral program requires considerable faculty time and resources; thus, a limited number of students will be admitted to the program each year. It is expected that all applicants will have at least a bachelor's degree (135-credit doctorate) or a master's degree (90-credit doctorate) from a regionally accredited college or university. Admission decisions will be based on the following:

1. Previous academic preparation and areas of study.
2. Overall undergraduate and graduate GPA.
3. GRE or MAT scores.
4. Professional experience.
5. Future professional plans.
6. Letters of recommendation.
7. A formal interview with School of Education faculty.

**APPLICATION PROCEDURE**

Cohort classes begin each summer. Screening applicants for admission is an ongoing process, and students may be admitted to the program throughout the year so they can begin needed prerequisites, foundations, and elective courses.

The following items are to be submitted to The Graduate Center. Items two, three, and four listed below should be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

1. A doctoral application (available online at [www.spu.edu/graduate](http://www.spu.edu/graduate)).
2. A \$50 processing fee.
3. Official transcripts from any institution where an academic degree was conferred, including any post-master's degree graduate coursework.
4. A personal statement discussing future professional plans and goals. This should not exceed 300 words and should also include the rationale for pursuing a doctoral degree.
5. Scores from the GRE or the MAT. Test scores must be less than five years old.
6. Four recent letters of recommendation. Two of these must be of an academic nature (from graduate professors, for example). Two must be of a professional nature, from supervisors.

**PROGRAM AND ENROLLMENT POLICIES**

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the director of doctoral studies. Courses transferred must be graduate-level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission, and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades, cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that the transferred classes are comparable to required courses offered through Seattle Pacific University. Modifications to these transfer policies may be made at the discretion of the director of doctoral studies in consultation with the Doctoral Admissions Committee.

**RESIDENCY REQUIREMENT**

Students are expected to complete the required cohort courses (7000-level) in sequence during the first two years of the program. Once students begin their classes, continuous enrollment must be maintained throughout the program. Students who interrupt the residency requirement may be dropped from the program.

**GRADE POINT AVERAGE**

A 3.2 overall GPA is required for graduation.

**DEGREE COMPLETION**

All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken. Students needing more than five years to complete the degree must file a time-extension petition with the director of doctoral studies.

**COURSE DESCRIPTIONS****EDAD 6580 Educational Administration (3)**

Explores the administrative process, role of leadership, theories related to administration and leadership, and the basic principles of leadership, work motivation, decision making and communication. The case study method is used for part of the second half of the course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

**EDAD 6581 The Principalship (3)**

Prepares students to effectively assume leadership positions as principals in schools and school districts that are educating students for living and working in this rapidly changing society. An off-campus, one-night retreat is required in this course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

**EDAD 6582 Private School Principalship (3)**

Registration approval: graduate director.

Discusses why the demands on and responsibilities of administrators in the private sector, while parallel to those of their public school counterparts, differ in significant ways. Addresses issues in leadership relevant in any organization, and those that are particularly critical in a market-driven — and often faith-based — school environment including strategic planning, marketing, student and faculty recruitment, retention and evaluation, finances, and curriculum and instruction. Substitutes only for EDAD 6581 The Principalship, open only to candidates for private school administration. Offered alternate summers beginning in Summer 2000.

**EDAD 6584 Washington School Finance (3)**

Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, and reporting practices in Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

**EDAD 6585 Washington School Law (3)**

Familiarizes educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations, and cases which affect the common schools of Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

**EDAD 6586 Human Resources Administration (3)**

Concentrates on the human resources function in the school system and examines this function from the perspective of both the principal and the district office. Stresses knowledge, skills, attitudes, and abilities to function effectively, and assists in the improvement of skills in the administration of personnel policies and regulations in light of today's complex climate in public education. Class not open to undergraduate students.

**EDAD 6588 Instructional Supervision (3)**

Examines principles, practices, and procedures needed for effective supervision of instruction within schools, emphasizing the principal's role in the public and private schools of Washington state. Class open to doctoral, graduate, non-matriculated and post-baccalaureate students.