

Student Learning Objectives The Doctor of Education (EdD) in Educational Leadership

The Doctor of Education is a 3-year degree program that equips practitioner-scholars with the skills needed to lead high-performing organizations, connect research with practice, and help all students to learn. The program is geared toward working professionals, with a Master's degree and at least 3 to 5 years of work experience in a related field, who aspire to be leaders in urban education.

Concentrations include Educational Psychology, Teacher Education in a Multi-Cultural Society (TEMS), Higher Education, and K-12 Administration. Concentration learning objectives in this degree program are:

- Educational Psychology
 - Knowledge of current research and theory in learning, motivation, and related areas.
 - Ability to use strategies based on theory and research to improve the learning, motivation, achievement, performance, and retention of diverse learners.
 - Ability to use the gap analysis model to diagnose, assess, and solve learning and motivation-related educational problems and implement innovations to attain educational goals and objectives.
 - Ability to implement performance-based professional development training programs.
 - Ability to assess and to improve efforts through strategic use of data.
- Higher Education Administration
 - Navigate administrative structures, organizational cultures, and power relationships to implement programs effectively and equitably.
 - Draw on the research and practitioner literature to assess the effective and equitable management of an academic, administrative, or organizational unit at two/four- year colleges/universities.
 - Articulate and advocate for an organizational culture that is conducive to student learning and development in diverse communities of learners.
 - Respond to accountability, assessment, and accreditation requirements in ways that support educational quality for diverse learners.
 - Apply educational theories, knowledge of historical and socio-cultural conditions, and a personal philosophy of the public good for decision making about educational practice.
 - Apply principles of democratic education to inform governmental and institutional policies.
- K-12 Leadership in Urban School Settings
 - Facilitate the development, articulation, implementation, and stewardship of a vision of learning- supported by community.
 - Advocate, nurture, & sustain a school culture and instructional program conducive to student learning & professional growth.
 - Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
 - Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources.
 - Model a personal code of ethics and developing professional leadership capacity.
 - Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

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- Teacher Education in Multicultural Societies (TEMS)
 - Identify patterns and trends in the research on the preparation of teachers for diverse and underserved populations.
 - Recognize patterns and trends in the assessment of teacher competence for diverse and underserved populations.
 - Create a line of research that has the potential for contributing important new understandings to the field of teacher education.
 - Use knowledge of socio-political sources to influence curriculum for a multicultural society.
 - Design a framework for teacher development that takes into account the different conditions under which teachers work, the diverse populations they teach, the research on learning how to teach and what is presently known about how people learn and develop.