LEADERSHIP FOR THE FUTURE OF EDUCATION

As an educational leader, it's vitally important to have the ability to positively influence organizations and effect change. **St. Bonaventure University's online Doctor of Education in Educational Leadership degree** can help prepare you for systems-level leadership in P-12 public and parochial schools, higher education, educational consulting, business/corporate level learning and development management.

Why St. Bonaventure University?

Rooted in Franciscan values, online Ed.D. students will learn to lead with compassion, humanity, ethics, integrity, and an aim towards positive social change with the mindset of a leader who sparks others to success.

Make an Impact — Become an empowered educational leader with critical inquiry, reflection, and dynamic leadership strategies.

Develop Professional Knowledge — Integrate both practical research and knowledge linking theory with systematic inquiry to analyze problems and develop meaningful solutions.

Grow Personally and Professionally — Hone your personal ethics code and professional passions through a practitioner-focused program for the future of educational leadership.

Fast Facts

- ✓ Graduate in three years
- ✓ 48 total credits
- ✓ Educational and Financial Value
- ✓ Three start terms (fall, spring, summer)
- ✓ 100% online in a cohort model for supportive student connection

Accreditations & Recognition

As a student, you'll benefit from an exceptional learning experience from a university rooted in Franciscan values and recognized for academic excellence:

- **Regionally accredited by the Middle States Commission on Higher Education**

- **U.S. News & World Report 2024**
  - #14 Most Innovative Schools
  - Top 20 Regional University (North)
  - #6 Best Value School

- **College Factual**
  - Top 10% - Top Schools for Veterans Nationwide

St Bonaventure University Online

Online Doctor of Education: Educational Leadership **Curriculum**

DEL 800: Introduction to Leadership Theories and Practices

In this course, candidates will study various educational leaders in the context of their organizational environments, in order to understand the internal and external processes that promote and inhibit educational change. The focus is the essential role that educational leaders play in identifying and guiding change, and different ways they can promote feedback loops and other processes to increase the flow of information so that better decisions can be made. A range of contemporary leadership theories and related practices will be explored.

DEL 810: Introduction to Applied Research in Educational Leadership

This course provides a review of designing and conducting applied educational research, including potential ethical issues. Students will examine qualitative, quantitative and mixed methods research in the field of educational leadership, including action research and research for evaluation purposes. This course will introduce students to critical aspects of research, including research questions, sampling, data collection, reliability, validity, trustworthiness, data analysis, and ethical implications of research.

DEL 820: Educational Policy & Politics Across Global Contexts

In this course, candidates will study various national and regional educational systems in the context of larger global conditions and trends. Students will analyze the reciprocal impact of Education and global policies and politics. Specific topics will include national and global issues such as achievement and testing, educational equity, technology and virtual learning platforms, economic and political influence on education systems, and the larger purpose of education within and across nations.

DEL 830: Analyzing Diversity Policy & Practices in Education

This course is designed to provide the candidate with an understanding of the current research on the reciprocal relationship between diversity among stakeholders and the educational organization. Using a range of theories and approaches, including critical theories, students will analyze the strategies, techniques and programs that are currently used by educational organizations in order to create and sustain institutions reflective of contemporary diversity. Specific attention will be paid to the relationship between diversity-oriented policies and practices, the people impacted by these policies, and organizational and community growth.

DEL 840: Educational Assessment and Accountability

This course is designed to provide the candidate with the theoretical basis of assessment and accountability in education, and to provide them with the conceptual and practical tools to conduct that assessment and accountability. Special attention will be given to the role that research and data play in such assessment and accountability of an educational organization and its policies.

DEL 850: Mission Driven Educational Leadership

This course explores the promises and pitfalls of mission-driven education in K-12 and higher education. What does it mean to have a vision as an educational leader? When can visionary leadership be a good thing, and when can it become problematic? What are examples of educational institutions living their mission, and what are counter-examples where this has failed? Through a case study approach, students will explore the role of educational leaders in promoting larger ethical and moral ideals – including a local exploration of the Franciscan values of compassion, wisdom, and integrity.

DEL 855: Complexity, Communication, and Collaboration

This program signature course will have candidates explore educational organizations as complex adaptive systems, and the role of educational leaders in promoting growth-oriented processes while increasing the flow of information throughout the system. Specific topics will include varied contemporary models for educator collaboration, distributed leadership, feedback loops, and information sharing. Additional focus will be placed on ways educational leaders can navigate increasingly complex times to promote co-evolutionary environments where people and systems can grow in tandem. Systems thinking, the concept of nested systems, networks, and complexity theory will be highlighted.

DEL 860: Applied Quantitative Research

This course reviews various quantitative research design principles and econometrics/statistics methods that are used in the social sciences. This course of study will guide the student through various components of applied quantitative research designs, including sampling techniques, reliability, validity, statistical data analysis, meta-analysis, and generalizability of results.

DEL 870: Applied Qualitative Research

This course reviews various applied qualitative research design principles and methods that are used in the social sciences. This course of study will guide the student through various components of applied qualitative research designs and techniques, including determining methodology, sampling techniques, data collection, data analysis, and transferability of findings for the purposes of application in the field of educational leadership.

DEL 880: Making Methods Match Problems of Practice

This course explores the conceptual and practical aspects of applied research in education. Students will learn how to apply analytic tools to address real-world problems and ways to link practical questions with methods of inquiry. Specific topics to be addressed include: How do you know what you know in applied education research? How can leaders choose from an array of available methodologies in ways that match the problems before them? What methods best match my area of interest? Particular attention will be paid to building out a draft of students' problem-based dissertation proposal.

DEL 885A/B/C: Elective or Directed Study

Three times during the course of studies, students have the opportunity to participate in individual or small group directed study around a topic of interest or may take an elective from a curated list of options in other programs at the University.

Online Doctor of Education:
Educational Leadership **Curriculum**

DEL 890: Problem-Based Dissertation Proposal

This course is the foundation of the Problem-Based Dissertation (PBD). Students will determine their focus, review relevant literature, and develop appropriate research methodology and tools. The student will obtain IRB approval, if required, and prepare and defend the foundation of the manuscript for the Problem-Based Dissertation (PBD).

DEL 898: Problem-Based Dissertation 1

This course is the culmination of the Ed. D. program. Students will complete data collection and analysis, develop a final product, and defend their final product to a faculty panel.

DEL 899: Problem-Based Dissertation 2

This course is the culmination of the Ed. D. program. Students will complete data collection and analysis, develop a final product, and defend their final product to a faculty panel.

DEL 900: Continuing Problem-Based Dissertation Advisement

This course is the continuation of the culmination of the Ed. D. program. Students will complete data collection and analysis, develop a final product, and defend their final product to a faculty panel. Registration in this course is required if a candidate needs time beyond DEL 898 and DEL 899 to complete the Problem Based Dissertation (PBD).

"In addition to small class sizes and ongoing one-on-one interactions, faculty will work closely with students to individualize the doctoral program to meet the candidate's local context and career aspirations. Students and faculty will work together on research questions, new frameworks for examining problems of practice, and collaborate on how to use applied research to both better understand and positively influence the candidate's educational context. "

Dr. Jason Margolis
Professor of Education
Program Director, EdD Educational Leadership