Welcome!

3 Pathways to the EdD

SIGNATURE EDUCATIONAL LEADERSHIP PATHWAY
Our innovative professional practice Ed.D. is designed to meet the needs of practicing and aspiring leaders in any educational context who want to be a catalyst to improve student learning, build strong partnerships, influence professional and policy-making communities, and restore public confidence in education. The scholar-practitioner curriculum model focuses on leading learning organizations, developing self and others, and participation in responsive education programs.

DISSENTATION COMPLETION PATHWAY
This pathway is designed specifically for those who were enrolled in an accredited educational leadership doctoral program and completed all requirements but the dissertation (ABD). This 20-credit program of study (assuming 39 doctoral-level credits can be transferred) provides an individualized experience with coursework now available online! The Dissertation Completion Pathway provides an optimal 18–24 month period of time in which to complete the degree.

HIGHER ED LEADERSHIP PATHWAY
This pathway to the Ed.D. consists of an 18-credit concentration in Higher Education Leadership within the 59-credit doctoral program. Practicing and aspiring leaders in higher education will join a cohort of peers for a three-year program of study that develops adept scholar-practitioner who investigate critical issues facing colleges and universities. Students concurrently complete coursework while initiating dissertation research.
Overview of Curriculum: Changing Suburbs and Small Cities

Five Themes:
1. Leading learning organizations
2. Becoming a sophisticated practitioner-scholar
3. Developing self and others
4. Participating in professional and policy-making communities
5. Facilitating responsive education programs

Program Focus

• **Practitioner-scholar model:** Students engage in problem-based activities; synthesize coursework and applied research; integrate theoretical, scholarly and professional practice issues.

• **Scholarship is leadership:** What should an individual know and be able to do with knowledge in order to be effective as an educational leader?

• **Cohort model:** Opportunity to work collaboratively with peers across coursework, research, capstone projects.
Signature Pathway @ PNW | BOCES

- Recruiting cohort #12 to start fall 2020
- Cohort #12 classes will meet on **Tuesdays, from 4:30pm to 9:30pm.**
- Courses will meet in fall and spring at PNW | BOCES in Yorktown Heights, w/ summer session @Mville
- 59 credits, in 3 years
  - 12 post-grad credits can be transferred
- Cohort-based, cultivating peer support
- Work toward one’s dissertation is threaded through coursework, preparing student to conduct research in year3

NEW!

Independent School Leaders

- Recruiting *new* cohort to start fall 2020, for **leaders in Private & Independent School**
- Coursework will be contextualized, in alignment with National Assc of Independent Schools (NAIS) principles
- Classes will meet on **Tuesdays, from 4:30pm to 9:30pm** on Manhattanville campus; limited coursework may be off-site at PNW | BOCES in Yorktown Heights
- 59 credits, in 3 years (12 post-grad credits can be transferred)
- Cohort-based, cultivating peer support
- Work toward one’s dissertation is threaded through coursework, preparing student to conduct research in year3
HigherEd Pathway

- Recruiting cohort #5 to start fall 2020
- Classes will meet on **Tuesdays, from 5:30pm to 9:30pm.**
- Manhattanville campus will be the primary site for coursework (spring, summer, fall); limited coursework may be off-site at PNW | BOCES in Yorktown Heights
- 59 credits, in 3 years
  - 12 post-grad credits can be transferred
- Cohort-based, cultivating peer support
- Work toward one’s dissertation is threaded through coursework, preparing student to conduct research in year 3

Dissertation Completion Pathway

- This 20-credit hour degree pathway (assuming 39 credits of doctoral coursework are transferred) mentors students through literature review and research design, to defend their proposal and complete the dissertation in 2-4 years.
- Two options:
  - Students choose from a menu of course offerings and join existing cohorts on campus, with 3 start dates per year.
  - Synchronous online courses for ABD students, starting summer 2020!
Advising

• Upon admission, doctoral students will be assigned a faculty advisor. This academic relationship bridges into year 2.
  – With advisor, students will draft plan of study, and determine transfer (post-masters) graduate courses.
• In the second year of coursework, doctoral students will select their own faculty mentor, who will also serve as the dissertation committee chair.
• Working closely with the faculty mentor, doctoral students will select 2 additional dissertation committee members.

Dissertation

• Options:
  – traditional five-chapter dissertation
  – 3-article format
  – Action research/analysis of practice
• All dissertations share these elements:
  – Introduction: research problem & purpose
  – Literature Review
  – Research Design/Methods
  – Findings/Results
  – Discussion & Implications
Student Perspective

Applications will be accepted until the Cohort is filled.
– Materials can “trickle” in; qualified candidates will be invited to schedule an interview

Application materials include:
• School of Education Doctoral application form, plus fee
  – Fee waived with attendance at info session!!
• A statement of purpose essay
  – This should be in a narrative form that demonstrates your scholarly communication and critical thinking skills.
  – Could also include your research interests, i.e. potential dissertation topics
Admissions Process (2)

• Resume/CV
• Three letters of recommendation focusing on leadership potential and scholarly communication abilities; preferred that one is from a faculty member
  • Must have rec’d 2 before interview will be scheduled
• Copies of transcripts of all undergraduate and graduate work; Official copy of the highest academic degree
  • Undergraduate GPA: 3.0 (2.50 to 2.99 would be provisional admission)
  • Graduate GPA: 3.25 minimum

Admissions Process (3)

• Scores from standardized graduate exam, e.g., GRE, MAT, or equivalent (no date restrictions)
  • No restrictions for exam scores, as long as they can be verified (i.e. copy of test scores or reflected on graduate transcripts)
  • No cut-off score
• TOEFL scores (for international students)
• Interview!
Doctoral Faculty & Staff

Dr. Susan Iverson, Professor of Higher Education Leadership & Doctoral Program Director
Ms. Renee Gargano, Assistant Director of Doctoral Program
Dr. Yiping Wan, Professor, Educational Leadership
Dr. Stephen Caldas, Professor, Educational Leadership
Dr. Robert Monson, Associate Professor, Educational Leadership
Dr. Kenneth Mitchell, Associate Professor, Educational Leadership
Dr. Lenora Boehlert, Assistant Professor & Educational Leadership Dept Chair
Dr. Joanne Marien, Core Clinical Faculty, Educational Leadership
Dr. Joseph Phillips, Core Clinical Faculty, Educational Leadership, & Coordinator of Dissertation Completion (Exec/ABD) Pathway
Ms. Lynda Hanley, Education Librarian for the Doctoral Program
Ms. Patricia Gannon, Administrative Assistant for Doctoral and Education Programs

Questions?

• For program questions:
  – Renee Gargano, Assistant Director of the Doctoral Program
    • Renee.Gargano@mville.edu
    • 914-804-2492 @reneeagargano
  – Susan Iverson, Professor & Director of the Doctoral Program; Coordinator of Higher Education Leadership
    • Susan.Iverson@mville.edu
    • 914-798-2712 @susaniverson1

• For application paperwork:
  – Graduate Admissions, School of Education
    • edschool@mville.edu
    • 914-323-3142 @MvilleSchoolEd