The Ed.D. in Educational Leadership

Leadership that engages the mind, heart, and spirit, in the moment of action

We believe that...

- Leadership is the fusion of the mind, heart, and spirit in the moment of action.
- Transformational leadership starts from the inside out when leaders place themselves in service of others.
- Effective leaders have the intellectual rigor and the practical experience to engage educational challenges with skill and courage.
  The practice of educating all children and youth is a matter of social justice.

Office of Ed.D. in Educational Leadership

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Overview:

The Ed.D. in Educational Leadership program provides leadership education for the mind, heart, and spirit to develop courageous leaders who aspire for social justice and link their leadership practice to meaningful school improvement. Framed by the guiding principles of the Carnegie Project on the Education Doctorate (CPED), the program intentionally integrates both practical and research knowledge to produce leaders who can make a positive difference in the lives of individuals, families, organizations, and communities. These discerning leaders are guided by an ethical imperative for equity and excellence and can translate visionary ideas into real-world success for **all** children and youth in PreK-12 schools.

The three-year program results in a doctorate in educational leadership (Ed.D.) and features a cohort model taught by the faculty in the Department of Educational Foundations and Leadership at the Duquesne University School of Education. Cohort members, who come from diverse backgrounds, progress together through cohesive, field-based learning experiences that employ collaborative inquiry, situate learning in real-world problems of practice, and require flexible thinking and evidence-based decision making.

Graduates of the Ed.D. in Educational Leadership program are uniquely prepared for leadership positions in schools and school systems, as well as educational organizations, agencies, and non-profits focused on quality education for children and youth.

Students who desire certification for superintendent or central office roles in Pennsylvania school districts can complete two additional courses to meet Pennsylvania specific requirements and obtain the PA Letter of Eligibility.
Program Highlights

An Educational Leadership Program with the Duquesne University Difference
Education as the key to empowerment and service to others has been an integral part of Duquesne University since its inception in 1878. This bone deep commitment to educating the mind, heart, and spirit is the foundation of all Duquesne University programs.

From humble beginnings as a school for the children of Pittsburgh’s poor immigrants, Duquesne today is an educational and economic powerhouse comprising ten schools of study that serve more than 10,000 students. The Ed.D. in Educational Leadership program embodies this proud heritage and honors Duquesne University’s social justice roots.

Collaborative Inquiry through a Cohort Model
The Ed.D. in Educational Leadership cohort members share their academic journey with each other to build strong levels of trust, communication, and camaraderie. The cohort structure creates and maintains a network of educators with shared goals and purposes; promotes individual interests and expertise to enrich meaningful dialogue; establishes a culture of trust that fosters the full exploration of ideas, including competing views; and develops and reinforces norms associated with doctoral study and professional work.

Tailored Learning Opportunities
The program’s cohesive three-year curriculum prepares 21st century leaders to work across boundaries, employ cutting-edge research, and engage in informed improvement efforts that are focused on the most important bottom line—improving schools and schooling and other educational opportunities for all children and youth.

The Ed.D. in Educational Leadership curriculum is embedded with structures that help individuals take advantage of unique professional backgrounds and repertoires of knowledge to build on individual strengths and address personal needs.

Cohort members accomplish this through supported self-assessment and individualized goal-setting:

| Year One | In addition to completing a core curriculum, each cohort member receives one-on-one leadership coaching and mentoring to help identify areas for improvement. |
| Year Two | Cohort members work with faculty, mentors, and advisors to choose learning experiences that deepen knowledge and fill gaps in experience or understanding. |
| Year Three | Cohort members work with their dissertation in practice chairs to individualize their learning to examine their individual problems of practice. |

Practical Leadership Experiences in Real World Settings
Real-world settings are where theory, research, and practice inform each other. Working with a mentor within their own organization, or an organization that matches their professional goals, cohort members hone their professional leadership skills to apply their new learning in real and relevant ways. Ed.D. cohort members work, learn, and grow by addressing complex problems of educational practice to improve conditions of learning for all children and youth.

Convenient Saturday Class Schedules
Classes are held on the Duquesne University campus, on 8 Saturdays during the fall, 8 Saturday classes during the spring, and 8 weekday seminars each July. Our Saturday schedule during the fall and spring helps busy professionals balance their careers and personal lives with their doctoral studies without the need to use vacation days to attend classes.

What’s more, Saturday classes eliminate rush hour traffic, crowded public transportation, and peak occupancy in parking garages and lots.
The Ed.D. in Educational Leadership program’s curriculum is a balance of multidisciplinary coursework and practice-based learning. All courses are taught by Duquesne faculty and supported by exemplary practitioners from the Scholars of Practice Network. Cohort members develop and test their leadership skills through individual challenges, team projects, and the third year dissertation in practice experiences.

**Front Loading During Dynamic Summer Seminar Sessions**

Deliberate use of the summer sessions provides the means for intense "front loading" of content, information, and skills essential to the work that will follow throughout the fall and spring semesters. These summer seminars are held during two weeks (8 days) each July.

The first summer seminars orient the cohort to doctoral habits of mind, including the program’s leadership focus on social justice, evidence-based improvement research, and community engagement. During the first summer, students begin to explore an area of research stemming from a real area of concern. Students receive their dissertation chair at the end of their first year of the program.

In the second summer of the program, the members of the cohort further identify and explore dissertation topics with the guidance of their dissertation chair. Students focus on the development, review, and approval of the dissertation proposal including clarification of research methodology, development of data instruments and preparation of Institutional Review Board (IRB) submission to continuously move their leadership and scholarship forward.

The third summer focuses on celebrating the journey of leadership development via the leadership portfolio, completing the work of the dissertation in practice, and communicating and sharing leadership lessons across boundaries and stakeholders. The complete and detailed curriculum follows:
Year One: Understanding the Problem And Seeing the System

Summer Year One

Stewardship of Practice (EDDL 701)
This professional seminar will operationalize the framing concepts of the program as expectations for the students. Students will use the lens of social justice to: a) examine themselves as leaders and their positions relative to others in society; b) investigate problems as dynamic issues located in ecosystems rather than in one organizational home; and, c) set actionable goals for self-mastery and self-improvement. The course promotes the guiding principle that effective educational leaders think strategically and communicate effectively to catalyze and lead educational improvement that is community-engaged, evidence-based, and socially just.

Education and Social Justice (EDDL 702)
This course will inform the theoretical and empirical frames that connect educational leadership and conditions of social justice. Students will develop understandings of critical social theory, institutional networks of power, the cultural dimensions of power, and the dynamics of power that operate between dominant and subordinate communities to impact the quality of education and educational opportunity for all learners. Skills of educational leadership advocacy will be developed through laboratories of practice projects to frame educational leadership as aspiring for social justice.

Fall Year One

Educational Policy and Politics (EDDL 710)
This course examines the forces that shape educational policy with an emphasis on governance structures, stakeholders, public engagement, current policy issues and political contexts at the global, national, and local level paying particular attention to the contexts of policy including the evolving conceptualization of global and local systems of governance and the uses, limitations, and ethics of policy and policy analysis. Students will develop the skills and abilities required to understand, analyze, and design sound and responsive policy.

Research Literacy for Educational Leadership (EDDL 711)
The course will develop knowledge and skills necessary for the critical consumption of (1) empirical research from the scholarly and professional literatures in educational leadership and (2) data generated through and informative of the professional practice in education. The course emphasizes developing skills to critique and critically review published research and to interrogate data generated though standardized testing, action research, evaluative studies, and policy analyses at the classroom, school, district, state, and federal levels in order to evaluate evidence and inform decision-making.

Spring Year One

Learning and Learning Environments (EDDL 720)
This course will examine the theoretical underpinnings of human development, motivation, and learning in PreK-12 education to investigate and understand the design of optimal learning environments that interact with the learners’ cultural background, prior knowledge, interests and identity to provide culturally relevant pedagogy. Students will develop the knowledge and skills to look for and use compelling evidence of student learning and achievement to support collaborative and intentional inquiry focused on improving learning opportunities for all learners—children and the adults who educate them—both in schools and also out of school settings and after school programs.

Educational Improvement and Accountability (EDDL 721)
Within a frame of improving educational practice, the course focuses on understanding the educational systems where improvement is sought and how accounts of improvement efforts within those systems are documented. Tools for engaging stakeholders and accounting for the outcomes and impacts of improvement efforts will be studied—including their ethical implications and moral imperatives—and applied in practice contexts. The tools will include the development and use of logic models as well as tools of improvement inquiry that engage stakeholders in understanding and addressing problems of practice.
Year Two: Establishing an Aim and Developing a Theory of Practice Improvement

Summer Year Two

Community-Engaged Leadership for Social Justice (EDDL 730)
Through theory and practice students consider, examine, and problematize the ethical dimensions of leadership in relation to community systems, organizations, and institutions. Students will deconstruct concepts of community-engaged leadership including race, class, gender, justice, and power. Students will gain the knowledge and skills to work toward positive improvement outcomes for students, parents, educators, the local community and society as a whole; strengthen sustainable, mutually beneficial, long-term community partnerships and initiatives that facilitate positive social change; increase opportunities for engagement through collaborative learning and inquiry, and increase their visibility, awareness and recognition of community-engaged leadership.

Program Evaluation (EDDL 731)
The course provides an overview of the design, development, and implementation of evaluations of educational programs. The theories and practices of educational evaluation will be studied with a focus on improving PreK-12 schooling, including the performance of students, teachers, administrators, schools, and community efforts to improve educational outcomes. Evaluative purposes, evaluation plans, evaluation designs and instruments will be examined as well as data collection, analysis, and reporting.

Fall Year Two

Ethics and Educational Law (EDDL 740)
This course provides a firm grounding in ethical discernment and an in-depth examination of federal and state school law. Students will develop skills needed to examine the complexities and contradictions that occur in schools and communities and address legal issues that impact the operation of public schools. A personal code of ethics will be developed and applied to practical situations of educational leadership, research, and policy to enhance socially responsible leadership in schools, educational organizations, and communities.

Data Analysis and Evidence-Based Improvement (EDDL 751)
Leading practice improvement in educational settings requires that data be collected, analyzed, and rendered into evidence that is accepted across the boundaries of schools, the academy, and the community. Data analysis techniques—both quantitative and qualitative—will be the substantive focus of the course. Analysis techniques will be examined not only for methodological soundness, but also to determine how the resulting evidence can be constructed and communicated to multiple stakeholders focused on improving practice in specific educational contexts.

Spring Year Two

Assessing Learning and Achievement (EDDL 750)
This course provides a solid foundation and practical explanations of the many forms of educational assessment concepts and procedures that affect a school or district’s student learning and achievement outcomes in order to lead assessment for learning, establish sound procedures for the assessment of learning, meet accountability requirements, communicate with various stakeholders and understand how assessment relates to effective teaching and professional learning. Students will use key principles of sound educational assessment to inform and plan educational improvement efforts.

Qualitative Inquiry for Social Justice Advocacy (EDDL 752)
The course provides background and analysis of the interpretive act embedded in all educational improvement inquiry. Designed to provide an in-depth study of qualitative inquiry, the course focuses on the major qualitative approaches to understanding problems of practice, educational improvement, and informed educational leadership practice with a special focus on educational equity, excellence, and social justice for all children and youth.
Year Three: Socially Just, Community–Engaged, Improvement Research

Summer Year Three

Qualifying Portfolio Seminar (EDDL 801)
The course frames and engages the students in the comprehensive examinations that are required for the doctoral program in educational leadership to qualify the student to proceed to the dissertation in practice as a doctoral candidate. The faculty of the Department of Educational Foundations and Leadership in the Duquesne University School of Education has adopted doctoral portfolios with an oral demonstration and assessment of competencies to ensure that doctoral students possess the necessary knowledge, skills, and competencies.

Dissertation in Practice Seminar (EDDL 802)
The course engages students in developing working frameworks for taking the approved proposal through the phases required for a completed dissertation in practice: data collection, data analysis, defense drafts, defense presentation, final revisions, and submission requirements for electronic theses and dissertations. The seminar provides opportunities for students in groups with faculty to develop work plans and timelines for submissions to their dissertation in practice committee and for other capstone products and deliverables.

Fall Year Three

Catalyzing and Communicating Improvement Across Boundaries (EDDL 810)
This course explores the interpersonal and social dynamics of educational leadership to expand understanding of the power and place of social dynamics involved in most change/improvement experiences. Doctoral candidates will assess and diagnose negative social dynamics to design proactive leverage and utilize positive social dynamics as powerful drivers for change. Aspects of group process design (social technologies), group intelligence, peer-to-peer learning and social marketing will be addressed in the context of the doctoral candidate’s dissertation in practice.

Dissertation in Practice I (EDDL 811)
The first course of a two-course sequence that supports the writing of the dissertation in practice. The course provides opportunities for students writing their dissertations in practice to consult with faculty and other students to develop and clarify the arguments within each section of their dissertation in practice as they develop the accounts of their research. The course includes opportunities for students to “workshop” the drafts they are preparing for their dissertation in practice committee.

Spring Year Three

Scholarly Practitioner (EDDL 820)
This course is designed to promote integration among the interwoven curriculum threads—socially just leadership, community engagement, and research/improvement inquiry—and the candidate’s experiences in the Ed.D. in Educational Leadership Program. Each candidate produces a leadership impact report that describes, analyzes, and reflects upon the candidate’s leadership of and contributions to the strategic project that informs the dissertation in practice to highlight key evidence-based decisions and provide concise insight into the candidate’s work along with next steps, resources, and questions to consider for practitioners who might lead similar initiatives.

Dissertation in Practice II (EDDL 821)
The second course of a two-course sequence that supports the writing of the dissertation in practice. The course provides opportunities for students writing their dissertations in practice to consult with faculty and other students to develop and clarify the arguments within each section of their dissertation in practice as they move toward defensible drafts. The course includes opportunities for students to “workshop” the drafts that they will eventually defend before their committee.
In addition to the formal courses that frame the learning experiences for the Ed.D. in Educational Leadership Program, cohort members and faculty are enriched by topical seminars that embed lessons from leading practitioners and visiting scholars. Topical Seminars also support cohort members by highlighting the mechanics and timelines of the program. Examples of topical seminars:

- Trauma and Mental Health
- School and Personal Safety
- The Role of the Dissertation Chair and the Functions of the Committee
- Serving Military and Veteran Families
- Grant Writing
- Understanding Today’s Educational Testing and Accountability Landscape
- Race, Bias, and Discrimination
- Preparing to Present Your Qualifying Portfolio
- Lead Simply
- Schools, Communities and Homelessness
- Leading with Ethics and Integrity
The faculty in the Department of Educational Foundations and Leadership in the Duquesne University School of Education represent the multidisciplinary nature of the Ed.D. in Educational Leadership Program. Each faculty member brings a unique perspective on education, schools and schooling, and leadership and improvement coupled with experiences at local, regional, state, and global levels. Faculty members work collaboratively with practitioners from the Scholars of Practice Network to provide challenging, coherent, and enriching leadership experiences for doctoral students.

Faculty members are engaged at every level of the program as course instructors, leaders of topical seminars, chairs of dissertations, and dissertation committee members.

You can learn more about our department and the research, publications, and community-engaged efforts of our remarkable faculty by visiting our School of Education website.
How do I know if the Ed.D. in Educational Leadership program is a good fit for me?

Three key questions can help you determine your fit for the program:

1. Think about the type of leader the program is designed to produce and ask yourself this important question: *Do I intend to pursue a career as a system-level educational leader who will contribute to improving education for children and youth in public and private Pre-K12 schools, colleges and universities, and non-profit and mission-driven for profit educational organizations and community programs?*

2. Consider the Ed.D. in Educational Leadership curriculum and ask yourself: *Will a deep understanding of the following help me achieve my career goals?*

   - Education and Social Justice
   - Educational Policy and Politics
   - Research Literacy for Educational Leadership
   - Learning and Learning Environments
   - Educational Improvement and Accountability
   - Community-Engaged Leadership for Social Justice
   - Program Evaluation
   - Ethics and Educational Law
   - Qualitative Inquiry for Social Justice Advocacy
   - Assessing Learning and Achievement

3. Consider the types of organizations with which the Ed.D. in Educational Leadership program, the Department of Educational Foundations and Leadership, and the School of Education aligns itself. Together we are working with school systems, nonprofit community organizations, mission-based for-profit organizations, and government agencies to push the boundaries of what is possible in educating and supporting the total well-being of children and youth. Ask yourself: *Do I envision working in these types of organizations or even creating my own?*

The Ed.D. in Educational Leadership Program seeks candidates who have educational leadership experience in schools, community organizations, higher education, or other settings that serve children and youth. If your responses to these three questions helped you determine that the Ed.D. in Educational Leadership program meets your needs and interests, we encourage you to apply.
For what types of positions will the Ed.D. in Educational Leadership prepare me?
The program prepares graduates for a variety of system-level leadership responsibilities in organizations such as school systems, universities and colleges, educational agencies and organizations, nonprofits or mission-based for-profits, and foundations/funders. Graduates are positioned to assume roles as superintendents (head, assistant, deputy, or area), executive directors, university administrators at all levels, program directors, or program officers, associate deans, faculty and center directors.

What types of positions do graduates of this program hold?
Graduates of the Ed.D. in Educational Leadership Program alumni hold positions such as:

- Intermediate Unit Executive Director (PreK-12 Education)
- Assistant Dean, School of Education (University)
- University President (University)
- Superintendent of Schools (PreK-12 Education)
- Assistant Vice President Diversity, Inclusion, and Student Advancement (University)
- Assistant Superintendent
- Director of Shared Services (University)
- Director of Curriculum and Technology (Urban School District)
- Director of Curriculum (Suburban School District)
- Assistant Vice Chancellor for Community Engagement (University)
- K-5 Principal (Urban School District)
- Director of Pupil Personnel (Suburban School District)
- Director of the Center for Urban Development (University)
- Program Associate, Urban Foundation (Not For Profit)
- President of the Usher’s Board, Baptist Church (Community)

Is the Ed.D. in Educational Leadership program suitable for someone with interests in higher education or international education?
The program focuses on preparing graduates who will work across boundaries to improve learning opportunities for all children and youth. This focus extends to those who will lead in universities and colleges, educational organizations and government agencies.

You do not need to be a U.S. citizen to apply for admission to the program. As part of the Ed.D. in Educational Leadership curriculum the program draws on the knowledge and successes of other countries and international educational organizations.
Superintendent’s Letter of Eligibility for Pennsylvania

If I am interested in obtaining the Pennsylvania superintendent’s licensure, should I apply for this program?
If you are interested in a career as a superintendent or district leader, you should apply to the Ed. D. in Educational Leadership program. The program prepares graduates for PreK-12 system-level leadership roles but is not a licensure program.

Requirements for licensure vary from state to state. Students who desire certification for superintendent or central office roles in Pennsylvania school districts will complete additional courses to meet Pennsylvania specific requirements and obtain the PA Letter of Eligibility. A program tailored to your needs and experiences will be designed for you in collaboration with the Department of Educational Foundations and Leadership program in Educational Administration and Supervision.

If I am interested in superintendent’s licensure for a state other than Pennsylvania, should I apply to this program?
Requirements for licensure vary from state to state, students who ultimately seek certification for superintendent or other central office roles requiring state licensure are advised to work with state departments of education to confirm prerequisites and available options to meet state-specific requirements and then consider the role that the Ed.D. in Educational Leadership program can play.
The Ed.D. in Educational Leadership Dissertation

What is the Purpose of the Ed.D. in Educational Leadership Dissertation?
The dissertation requires doctoral candidates to demonstrate mastery of a set of applied inquiry skills necessary to investigate authentic problems and effectively lead research-based improvements within their practice. Candidates will position themselves as scholarly practitioners of educational leadership as they use inquiry to: a) better understand an authentic local problem; b) persuade organizational decision-makers to undertake a research-based course of actions; and, c) lead an educational improvement effort grounded in social justice.

Program Advisor, Leadership Mentors, and Dissertation Chairs

How does the Ed.D. in Educational Leadership program advising system work? Will I stay with the same advisor throughout my three years?
The Program Director advises all doctoral students throughout the program to help students orient to program expectations and doctoral studies.

After their first set of courses—the summer of their admission—the program director helps each cohort member choose a professional mentor their school or organization to help will learn inside of practice to engage self-improvement as educational leaders. The program director can also find a mentor for you from our vast Scholars of Practice Network that includes our graduates and other friends of the program. The mentorship relationship is guided by the competencies set forth in the Professional Standards for Educational Leaders from the National Policy Board for Educational Administration.

How are dissertation chairs determined?
Students will work closely with faculty in the Department of Educational Foundations and Leadership during their first year to determine the best faculty match to chair their dissertation. To determine the match, faculty take a number of factors into account, including students’ career goals and problem of practice. All work with faculty to choose their dissertation chair at the end of the first year of study.

Enrollment Information

When does the program start? How long does it take to complete the Ed.D. in Educational Leadership?
Each cohort begins the program during the summer semester (July). The coursework takes three years to complete and many students finish their dissertations during the timeline as well. Since each student’s dissertation progress and completion timeline may vary, the timeline for receiving the Ed.D. in Educational Leadership can vary.

Can the Ed.D. in Educational Leadership program be done online or by distance?
No. The program requires that students attend courses on campus at Duquesne University due to the intensive cohort-based nature of the program.

Does the Ed.D. in Educational Leadership program accept transfer credits from other Duquesne University programs or other universities?
No, the Ed.D. in Educational Leadership program does not accept transfer credits from other Duquesne University programs or programs from other universities. This program is designed as a comprehensive, full-time, three-year experience.
Financial Aid

Is funding available?
The Duquesne University office of Admission and Aid can help you with inquiries regarding funding for graduate school. You can easily locate them on the Duquesne University website or call the graduate student division at: 412-396-6219
Ed.D. in Educational Leadership - Information Packet
Duquesne University – School of Education – Department of Educational Foundations and Leadership
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