



EXECUTIVE DOCTORATE IN EDUCATION LEADERSHIP (EDEL)

OVERVIEW

The delivery of the highest possible quality of education is the mandate of all universities, colleges and other higher education institutions (HEIs), private or state-sponsored alike. Higher education is seen as the means to elevate the quality of life of the individual, ultimately contributing to the development of the country.

As such, presidents, directors, and senior managers of HEIs are faced with the challenge of maintaining - if not continually upgrading - the quality of higher education they provide. Such pursuit of quality, however, is also persistently marred by increasing limitations in resources at their disposal.

In an environment of shrinking budgets and profits, these 'education leaders' are called upon not only to be *academicians* and *managers*; they must now also play the roles of *visionary strategists*, *innovative entrepreneurs*, and *skilled marketers* of their institutions and programs. The challenge therefore is how to manage scarce resources while continually upgrading the quality of education provided to the individual.

The Executive Doctorate in Education Leadership program aims to bring together senior managers of HEIs and related agencies, and provide an academic framework where they can further their understanding and skills in leading HEIs towards performance excellence and global competitiveness.

CONCEPT

The **EXECUTIVE DOCTORATE IN EDUCATION LEADERSHIP (EDEL)** is the highest academic degree program of the Development Academy of the Philippines (DAP) designed specifically for senior-level managers of HEIs and related government and private agencies. The program is designed to provide an academic framework where leaders can further their understanding and skills in better managing higher education institutions and develop their ability to perform these skills by building on their vast experience and knowledge of their respective institutions.

EDEL is an 18-month post-graduate degree program consisting of 42 units earned through various forms of intensive academic discourse and real-life application of state-of-the-art technologies in higher education management and leadership. The program is divided into three modules, with each module running the length of one semester. Within the modules, the program covers seven learning domains, comprising:

1. Governance and Leadership
2. Educational Theories and Best Practices
3. Institutional and Program Marketing
4. School Economics and Finance
5. People Management
6. Strategic Planning and Management
7. Doctoral Paper on Institutional Strategizing and Five-Year Development Plan.

A degree in Executive Doctorate in Education Leadership is granted upon completion of Program Work consisting of 42 units of course work and submission and approval of a Doctoral Paper on Institutional Strategizing and Five-Year Development Plan.

COURSES

The curriculum of the EDEL program is composed of 14 major courses covering the 7 learning domains stated above, each course being equivalent to 3 units, for a total of 42 units. Aside from the major courses, the program requires the student to have undertaken courses in Basic Accounting and Finance, Fundamentals of Statistics, and Basic Economics. Each of these courses is equivalent to 2 units, non-creditable to the program, for a total of 6 units of pre-requisite subjects.

A. Governance and Leadership

Self Mastery and Ethical Stewardship (3 units)

The education leader must exemplify the qualities and virtues of Self Mastery and Ethical Stewardship. Ethical stewardship and strict moral standards are minimum expectations of the education leader. Therefore, he/she must demonstrate great command of the following skills of Self Mastery: Learning to Think, Learning to Intuit, Learning to Feel, Learning to Do, Learning to Communicate, Learning to Lead and Learning to Be.

Board Governance and Institutional Leadership (3 units)

The Board of Trustees/Directors is both the steady hand that steers the conscience of the organization as well as the strong arm that stirs managers to take decisive action that seizes opportunities and manages risks. As a policy and direction-setting body, the Board acts as the harmonious balancer of divergent stakeholder interests as well as the

results optimizer of the school's strategic options.

B. Educational Theories and Best Practices

Whole Brain Learning and Theories on Effective Educational Systems (3 units)

The course delves into current theories on learning and practices regarding learning management. Ever since the 1960's, the field of neuroscience has provided numerous scientific theories on how the brain works - debunking the old uni-dimensional perspective of intelligence as simply one of IQ (Intelligence Quotient). Such advances opened revolutionary insights on whole brain learning systems and ushered a new age of superior learning methodologies.

Diagnosing, Designing and Developing Academic Programs (3 units)

The education leader should be able to mobilize and motivate program administrators and faculty to regularly diagnose their existing offerings, design them for greater "value fit", and develop the best possible learning materials. The education leader cannot undertake this mission imperative if he or she himself does not have the ability to demonstrate proficiency in this task and to institutionalize all the protocols necessary for diagnosing, designing and developing good academic programs.

Best Practices in Student-Centered Learning (3 units)

As a practitioner-focused program, it is important for EDEL to showcase the best practices of educational institutions in student-centered learning. Teacher-led training may be more effective in certain learning modalities, but not in all. However, since this is the prevailing learning mode, there should be a dedicated course on the effectiveness of student-centered learning by studying state-of-the-art practices in the field. Latest scientific findings on how human beings learn prove the merits of exploiting the full potentials of the learners by addressing their brain preferences, tapping into their motivations and actually evoking the most positive responses from them.

C. Institutional and Program Marketing

Institutional Marketing: Theory and Practice (3 units)

Institutional Marketing is the process of matching the school's academic outputs with the academic outcomes desired by the targeted customers or markets. The education leader is responsible for creating, nurturing and projecting the desired image and market positioning of the school. In this light, the education leader must be able to do a good evaluation of how the school measures up vis-à-vis competition in terms of satisfying the expectations of the chosen market. This means being able to assess the needs, wants and aspirations of various market segments available to the school and to pinpoint the correct target clientele for it.

Program Marketing and Course Recruitment: Theory and Practice (3 units)

Within the general supervision of the education leader are the specific programs and courses that cater to particular groups of students. As such, he/she must review the marketing mix employed by the program - Has the program found a sustainable market

for itself? Did it accurately determine specific market needs and wants? Does the program fit the expectations of its specific market? Does the program or course pricing maximize student recruitment and surplus contribution to the overall school viability? Is the program or course being offered at the right place and time? Are the marketing and student recruitment materials and promotional collaterals effective? The latest theories and best practices of business organizations should find adequate translation in the context and language of educational institutions.

D. School Economics and Finance

Economics of School Management (3 units)

The education leader must be able to see the whole economic and financial situation of the school as well as analyze the different segments comprising the parts of the school to see how they contribute to or detract from the overall sustainability objectives. He/she needs to determine the costs involved in running a school, the revenues and funds required to defray not only the recurring operating expenses but also the long term capital expenditures and the surpluses necessary to sustain growth and attain even higher standards of education. The education leader must contextualize these cost-revenue-surplus calculations in the overall demand for the school's services and the supply of interested and academically/economically capable students.

Resource Mobilization and Allocation: Fund Management for Schools (3 units)

One of the most crucial functions of the education leader is to raise and mobilize funds through a variety of means, such as tuition fees, donations, service contracts, subsidies, loans, endowment funds and scholarships. As the cost of providing quality education goes higher and higher, there is a more pressing need to find alternatives to raising tuition and miscellaneous fees. This requires some creativity and ingenuity in designing and offering fund raising propositions. Good fund management allows the school to respond to the demands of its various stakeholders. It optimizes the use of school assets and contains the school's liabilities to a tolerable level of risk. It assures continuous year-to-year operations as well long term growth and sustainability.

E. People Management

HR Management in Academic Institutions: Theory and Practice (3 units)

The faculty of the school constitutes its most important human resource because teachers constitute the major educational delivery system of the school to the students, trainees and learners. Academic performance of the school depends on how educators or trainers prepare for, teach, evaluate and improve their classes. However, with the advent of e-learning systems, schools have to broaden their perspective as to who else constitutes the educational delivery system. Universities and schools are beginning to employ teaching assistants who help faculty process on-line courses. There is a trend towards greater use of electronic screening of applications, electronic entrance and skills testing, electronic program administration and computerized accounting systems.

Furthermore, the growing global and local competition in the field of education has surfaced the importance of marketing and recruitment professionals. Meanwhile, there

are pressures to reduce administrative overhead through greater staff efficiency, the use of automated processes and the design of more intelligent work spaces. This means that Human Resource Management must address the four HR functions of: aligning HR strategies with school strategies; managing changes and transforming people; attaining greater management efficiencies and economies through better operating and administrative systems; and improving the performance, productivity and morale of people.

Building a Culture of Academic Excellence: Theory and Practice (3 units)

The education leader is the prime catalyst for building a culture of academic excellence in his or her institution. He/She must have clarity of vision and purpose and be an exemplar of values and principles to bring about an authentic academic renaissance. He or she must set the correct organizational tempo, act as the role model, and communicate the school's message convincingly to its publics. Several key competencies are required of the education leader: the ability to plan, to mobilize, to organize, to direct, to implement, to evaluate and to control. These are the cross-functional processes necessary to institutionalize a culture of academic excellence. A review and assessment of past and current theories on culture building, as well as a good appreciation of organizational practices in culture building will be pursued in the course.

F. Strategic Planning and Management

Assessment of School's External Environment and VMOKRAPI (3 units)

The education leader should be able to take a 'helicopter view' of the external environment the school is situated in. He or she must endeavor to assess the opportunities and threats (both existing and prospective) in the external environment. Aside from assessing the external environment, this course also requires participants to formulate his or her vision, mission, objectives, key result areas and performance indicators for the school. The VMOKRAPI, can actually be derived by the student from a dynamic and highly participatory process with school stakeholders.

Assessment of School's Internal Environment and Formulation of SPAT (3 units)

The education leader must be thoroughly familiar with how the school is performing, what its competitive advantages and disadvantages are, how it is perceived by and received in the marketplace, how it delivers its services, and how it manages its resources (people, pesos and physical facilities). This means that he or she must continuously assess the internal environment of the school, which is the analysis and identification of the critical factors of success or failure for the school. The objective of the Internal Environment Assessment is to pinpoint the school's major strengths and weaknesses. These findings, in tandem with the findings of the External Environment Assessment, would allow the education leader to formulate Strategies, Programs, Activities and Tasks (SPAT) that would attain the Vision, Mission, Objectives, KRAs and PIs (VMOKRAPI) that were previously set.

Five Year Development Plan and Resource Mobilization (3 units)

The education leader must be able to translate the VMOKRaPi and SPAT into a realistic, achievable Five Year School Development Plan. This plan would define the following:

- 1) Milestones to be accomplished on a year to year basis,
- 2) Performance outcomes and results expected over a five year period,
- 3) Specific timetable and sequence of events for the implementation of the SPAT
- 4) Investments and resources necessary to carry out the SPAT,
- 5) Identification of responsible and accountable units and persons within the organization,
- 6) Mobilization and organization of people to accomplish the plan and
- 7) Communication and buy-in program necessary to gain acceptance of the plan by the various stakeholder groups.

DISSERTATION

The student's doctoral dissertation towards the end of the program is a Strategy Paper and Five-Year Development Plan. This applied research work comes in three parts, namely:

1. An assessment of the school's external environment and formulation of the Vision-Mission-Objectives-Key Result Areas and Performance Indicators (VMOKRaPi);
2. An assessment of the school's internal environment and formulation of Strategies, Programs, Activities and Tasks (SPAT); and
3. Five-Year Development Plan and Resource Mobilization.

A major distinction of the program from other graduate degrees is the design of its doctoral dissertation. To facilitate the research of the doctoral dissertation, the program offers a unique value proposition - the social laboratory wherein which the student will locate his/her dissertation and all other activities during the entire duration of the program is the institution which the student himself/herself manages or represents.

Also, the dissertation is written piecemeal throughout the 18-month time frame of the program. Towards the end of each course, an applied research paper will be part of the course requirements. These papers will be designed to constitute the parts of the final dissertation paper, thereby facilitating a gradual, and more convenient, way of finishing the dissertation.

The doctoral paper will be an on-line mentoring course. A defense of the doctoral paper before a panel of five professors will be held. In preparation for this final defense, there will be partial defenses of the first and second module outputs before a panel of three professors.

ACADEMIC CALENDAR

LEARNING DOMAINS	MODULE 1 SELF-MASTERY	MODULE 2 SITUATION MASTERY	MODULE 3 ORGANIZATIONAL MASTERY
A. Governance and Leadership (6 units)	Self-Mastery and Ethical Leadership		
	Board Governance and Institutional Leadership		
B. Educational Theories and Best Practices (9 units)	Whole Brain Learning and Theories on Effective Educational Systems	Diagnosing, Designing and Developing Academic Programs	
		Best Practices in Student-Centered Learning	
C. Institutional and Program Marketing (6 units)		Institutional Marketing: Theory and Practice	Program Marketing and Course Recruitment: Theory and Practice
D. School Economics and Finance (6 units)	Economics of School Management		Resource Mobilization and Allocation: Fund Management for Schools
E. People Management (6 units)		HR Management in Academic Institutions: Theory and Practice	Building a Culture of Academic Excellence: Theory and Practice
F. Strategic Planning and Management (9 units)	Assessment of School's External Environment and VMOKRAPI	Assessment of School's Internal Environment and SPAT	Five-Year Development Plan and Resource Mobilization
PRE-REQUISITE COURSES: Basic Accounting and Finance, Fundamentals of Statistics, Basic Economics (6 units)			
G. Doctoral Paper: Institutional Strategizing and Five-Year Development Plan	Part I Assessment of School's External Environment: Institutional Vision, Mission, Objectives, Key Result Areas and Performance Indicators	Part II Assessment of the School's Internal Environment: Formulation of Strategies, Programs, Activities and Tasks	Part III Five-Year Development Plan and Resource Mobilization
Academic Month	1-6 (1st Semester)	7-12 (2nd Semester)	13-18 (3rd Semester)

FACULTY

The faculty of the Executive Doctorate program is composed of academic luminaries and practitioners with doctoral degrees in management and/or education and who have run schools or curricular programs at the post-graduate levels.

To oversee the pilot run of the program, Dr. Eduardo A. Morato, Jr. is designated as the Program Director and head of the faculty team. Dr. Morato has been an educator since 1975, has extensively lectured on Education Management in various institutions all over the country, and has been consultant to various government and private agencies on strategic planning and organization development. He has also constantly introduced new degree and non-degree programs at the Asian Institute of Management where he was a professor and subsequent Dean of the Institute. He has written 16 books and numerous articles, monographs and handbooks.

At present, Dr. Morato is also the Chairman of the ABS-CBN Bayan Academy for Social Entrepreneurship and Human Resource Development (BASE-HRD).

ADMISSION

EDEL is a practitioner-focused program – the learning process relies heavily on the knowledge and past practices of the student. As such, admission to the program is highly competitive and the process of selection rigorous. Ideal students are senior managers and directors who possess such depth of experience in managing their own HEIs. They include: Owners; Heads/Governors; Chairpersons and Members of the Board; Chief Executive/ Chief Operating Officers; Deans/Principals; Superintendents; and Course/Program Directors.

Also, the program caters to top-level managers from other organizations that are non-HEIs but are linked to education management and administration, including related government agencies and private institutions.

A specific requirement for admission to the Executive Doctorate Program is that students should have already taken courses in Basic Accounting and Finance, Fundamentals of Statistics and Basic Economics. These courses serve as pre-requisites to ensure better appreciation and understanding of related subjects in the EDEL program. DAP can offer these courses to the student, subject to the number of enrollees and availability of in-house lecturers.

Application to degree programs offered by the DAP Graduate School of Public and

Development Management (GSPDM) can be done online. Applicants can visit the DAP website <<http://www.dap.edu.ph>> to view the program description and download the application form template. The completed form should be sent through e-mail addressed to the GSPDM Registrar <gspdm@dap.edu.ph>. The form should also include a Letter of Intent to Enroll/Letter of Nomination, Character References, Academic Transcripts, and other relevant documents.

Those who wish to enroll through other means can do so through coordination with the school registrar. The completed application form, along with the supporting documents specified above, can be sent through mail, addressed to the GSPDM Registrar.

TUITION FEE AND OTHER EXPENSES

Students are charged a modest fee of Php 4,800.00 per unit, including enrollment to pre-requisite courses. They are also charged fixed fees for books and other learning materials, for on-line learning and mentoring sessions, and for the honoraria of the doctorate thesis dissertation panel.

In the case of a student enrolling for the whole program, including the 6 units of pre-requisite courses, the total amount for tuition fee and other expenses is **Php 252,000.00**, broken down as follows:

I. Tuition Fee		Php 192,000.00
42 units of major courses	Php 168,000.00	
x Php4,000.00/unit		
6 units of pre-requisite courses	24,000.00	
x Php4,000.00/unit		
II. On-line Learning and Mentoring		20,000.00
III. Learning Materials		20,000.00
IV. Honoraria for Dissertation Panel		20,000.00
	Total	Php 252,000.00

ABOUT THE ACADEMY

The Development Academy of the Philippines is a government owned and controlled corporation established in 1973 under Presidential Directive (PD) No. 205, amended by PD 1061, and further amended by Executive Order No. 288.

Under its charter, the DAP is mandated to:

1. **Generate** pioneering, value-adding, and synergistic ideas, concepts, principles, and technologies addressing development problems of local, national and international significance;
2. **Enable** individuals and stakeholders in the government, private sector, civil society, academe, and international organizations to perform their roles and mandates in development more efficiently and effectively; and
3. **Promote** partnerships and facilitate the integration of policies, programs, and systems toward a holistic perspective through the conduct of training, education, policy/action-oriented research, consultancy/technical assistance, and publications in good governance and productivity improvement.

ABOUT THE GRADUATE SCHOOL

The Graduate School of Public and Development Management fulfills the professional education mandate of the Academy by developing committed, competent, and responsive public and development managers. It provides students with flexible learning opportunities, alternative approaches to solving diverse development scenarios, and creative ways of managing change and reforming institutions. The School also maintains strategic partnerships with various development organizations in the local, national and international level.

PROGRAM ADMINISTRATION



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