

EDUCATION ADMINISTRATION, PH.D.

The Ph.D. degree is offered in two program concentrations: higher education administration and CD-12 education administration. Each prepares students for a variety of leadership positions in institutions and agencies related to the emphasis of their studies. Those earning the degree serve as university administrators, school superintendents and principals, administrators in school districts and government agencies, college and university faculty, and other related leadership capacities.

Learning Outcomes

CD-12 Track

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- Program Evaluation in Educational Leadership. Students enrolled in the PhD in Educational Leadership (CD-12 emphasis) demonstrate in-depth knowledge of methodologies for program evaluation and possess ethical leadership that is characterized by appreciation of diversity of perspective and approach.
- Application of Research Paradigms in Educational Leadership: Students enrolled in the PhD in Educational Leadership (CD-12 emphasis) demonstrate an awareness, understanding and application of multiple research methodologies that align with differing types of research questions.
- Application of Original Research in Educational Leadership: Students enrolled in the PhD in Educational Leadership (CD-12 emphasis) generate original research questions, apply appropriate research methodologies, and present findings of the independent research.

Higher Education Track

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- Knowledge of current theories and models of institutional organization, administration, and governance.
- Knowledge of legal research, constitutional provisions, statutory laws, course decisions, and regulations as they affect administration of higher education.

Admission

Applicants must complete the Graduate School application.

Degree Requirements (51 Post-Masters Hours/36 Post-Specialist Hours)

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than the hours stated. Based on the curriculum described below, a program of study will be developed with the student's advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

Qualifying Examination

A writing sample, as one part of a three-part interview process, serves as the qualifying examination.

Coursework

Coursework is designed to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions developed in each of the following 4 areas.

Area 1 - Doctoral Core Courses (15 Hours)

15 hours of required doctoral core courses. Required for students completing the Higher Education Administration and the CD-12 Education Administration concentrations.

Course	Title	Credits
EDLP 805	Advanced Educational Policy Analysis	3
EDLP 806	Theories of Educational Leadership	3
EDLP 807	Seminar in Selected Topics in Educational Administration	3
EDLP 808	Field Problems in Educational Administration: The Literature	3
EDLP 809	Field Problems in Educational Administration	3

Total Credit Hours 15

Area 2 - Concentration Courses (15 Hours)

CD-12 Education Administration Concentration

A minimum of 15 hours of coursework related to CD-12 education administration as approved by advisor. Possible courses include, but are not limited to the following:

Course	Title	Credits
EDLP 753	Advanced Methods of Instructional Supervision	3
EDLP 754	Educational Finance	3
EDLP 755	Educational Policy Analysis	3
EDLP 756	The Superintendency	3
EDLP 757A	The Superintendent in Practice I	3
EDLP 757B	The Superintendent in Practice II	3
EDLP 758	School Building Planning	3

Higher Education Administration Concentration

15 hours of EDHE (or EDLP) coursework related to higher education administration. Possible courses include, but are not limited to the following:

Course	Title	Credits
EDHE 720	Advanced Study in Adult Education	3
EDHE 730	Evolution of Higher Education in America	3
EDHE 732	The American College Student	3
EDHE 734	The Community/Technical College	3

EDHE 736	Financial Aspects of Higher Education	3
EDHE 737	Legal Aspects of Higher Education	3
EDHE 738	Principles of College Teaching	3
EDHE 830	Organization, Administration, and Governance of Higher Education	3
EDHE 832	Special Topics in Higher Education ¹	3
EDHE 833	Contemporary Trends/Issues in Higher Education	3
EDHE 835	Leadership in Higher Education	3
EDHE 839	Institutional Assessment in Higher Education	3
EDHE 851	Comparative Higher Education	3

¹ Course topics may include, e.g., Ethics, Diversity in Higher Education, Equity & Access in Higher Education, Curriculum in Higher Education, Disability in Higher Education, Film & Fiction.

Area 3 - Doctoral Research Cognate (9 Hours)

Research Methods Requirement

9 hours in a doctoral research cognate area; courses must be post-master's 700- and 800-level outside the EDLP Department. Possible courses include, but are not limited to the following:

Course	Title	Credits
EDRM 710	Educational Statistics I	3
EDRM 711	Educational Statistics II	3
EDRM 724	Design and Analysis of Educational Surveys	3
EDFI 731	Qualitative Inquiry	3
EDFI 833	Narrative Inquiry	3
EDFI 836	Ethnography and Education	3
EDFI 837	Qualitative Case Study	3
SOCY 720	Survey of Research Methods	3

Area 4 - Dissertation Preparation (12 Hours)

A minimum of 12 hours in courses to prepare the student for the dissertation:

Course	Title	Credits
EDLP 899	Dissertation Preparation	12

Total Credit Hours 12

Comprehensive Examination

The comprehensive examination for the Ph.D. degree includes a written and oral examination.

Dissertation

Every candidate for a doctoral degree is required to successfully complete and defend a dissertation. Prior to preparing a dissertation, a proposal is required. The dissertation proposal must be approved by the student's Dissertation Committee. The degree candidate must successfully defend the dissertation [oral defense] before his or her Dissertation Defense Committee.