

# **Educational Leadership Department of Professional Studies**

## **Ph.D. Program Requirements**

Students are required to take a minimum of 81 credit hours to include up to 30 credit hours from a **relevant** master's degree program. Students whose master's degree is not in a K-12 education related discipline may be required to take additional coursework.

### **Core courses (minimum of 9 credits)**

EDCI 5870 (Intro to Doctoral Studies) is required for all students. In addition, students, with direction from their committees, will choose a minimum of two additional courses from the following six core courses:

- CNSL 5900 (Practicum in College Teaching)
- EDCI 5600 (Diversity)
- EDCI 5810 (Writing for Publication)
- EDCI 5730 (Learning and Cognition)
- EDAD 5720 (Leader as Change Agent)
- EDRE 5660 (Dissertation/Thesis Prospectus Writing)

We also understand that students may meet the requirements for the core content in other ways, such as a master's degree in an area that emphasizes coursework in diversity or multi-cultural education. Committees may determine that the requirements for additional course(s) have been met. However, Introduction to Doctoral Studies may not be waived.

### **Cognate courses and advanced courses (minimum of 18 credits)**

Students, with direction from their committees, must take at least 18 credit hours from educational leadership (EDAD) courses. (See Appendix A)

### **Advanced research courses (minimum of 12 credits)**

Students, with direction from their committees, must take at least 12 credit hours of educational research methods courses, not to include EDRE 5530 and EDRE 5660. All students are required to take at least one quantitative and one qualitative course. (See Appendix B)

### **Dissertation Hours**

Students are required to take a minimum of 12 dissertation credit hours.

### **Other Requirements**

- Preliminary examination (after coursework is completed): Under direction of the student's committee
- Dissertation (after preliminary examination): Under direction of the student's committee
- Residency requirement (see Appendix C)

## **Appendix A: Educational Leadership Core Course Descriptions**

**EDAD 5050 Leadership for Democratic Schools (3 credits).** This course is designed to increase awareness of future school leaders of the principles of equity and excellence in education focused on the learning and well-being of each individual within the school environment.

**EDAD 5600 Educational Leader as Manager of Human Resources (3 credits).** This course focuses on linking theory related to organizations (including Bureaucracy Theory), decision-making, and organizational effectiveness with effective practices in management of organizational personnel.

**EDAD 5650 Educational Leader as Communicator (3 credits).** This course will focus on: inter- and intra-personal communication skills; group facilitation; organization and community public relations; parent and community involvement; negotiation; and conflict management.

**EDAD 5700 Educational Leader for Instruction (3 credits).** This course focuses on the study of curriculum development and implementation, instructional practice, assessment, and staff development.

**EDAD 5720 Educational Leader as Change Agent (3 credits).** This course will focus on the study of change theory, change processes, change dynamics, decision-making models, and implementation of change in the organization setting.

**EDAD 5750 Educational Leader for the Board and Community (3 credits).** This course concentrates on the administrator as the leader of an organization's board and community.

**EDAD 5800 Educational Leader as Resource Manager (3 credits).** This course focuses upon the successful management and operation of the organizations fiscal resources, facilities, and support services. The course includes work in the areas of transportation, food service, funding and budget, compensation, facilities, legal issues, calendar, special education, and policy influence.

**EDAD 5850 Educational Leader as Direction Setter (3 credits).** This course investigates how the educational leader can effectively create a futuristic vision and mission for the organization after assessing the existing culture and climate, and organizational readiness for change.

**EDAD 5150 Assessment, Accountability, and Student Learning (3 credits).** This course addresses key standards, concepts, and skills related to assessment and accountability necessary for today's educational leaders. It is anticipated that the course will be taught every other year, in the summer session.

**EDAD 5870 Seminar in School Law (3 credits).** This course is designed to provide basic information and a board perspective of K-12 school law as it relates to public education. Students will gain an appreciation for the importance and complexity of law as it exerts an ever-increasing influence on educational policy and practices. Students should begin to acquire the necessary background to recognize and understand basic legal issues that routinely arise in the K-12 school setting.

## **Appendix B: Educational Research (EDRE) Courses**

### **EDRE 5530 Introduction to Research (3 credits)**

Prerequisite: Graduate standing or consent of instructor. Offered every semester, including online

- Basic concepts of educational research design, statistics, and measurement
- Focus is on reading and critiquing research articles
- Introduction to descriptive and inferential statistics
- Conduct a review of the literature

### **EDRE 5550 Action Research (3 credits)**

Prerequisite: Graduate standing or consent of instructor. Offered every fall (Outreach)

- Introduce experienced classroom teachers to action research methodology
- Review and critique action research studies
- Plan, implement, and write up an action research study conducted in a classroom setting

### **EDRE 5600 Educational Research 1: Descriptive Research (3 credits)**

Prerequisite: Graduate standing, EDRE 5530 or consent of instructor. Offered every fall (campus) & spring (Outreach)

- Basic concepts of educational survey research design, statistics, and measurement
- Focus is on descriptive statistics (measures of central tendency, variability, percent and frequency distribution, bivariate correlation, graphical displays, testing hypotheses about proportions)
- Develop questionnaires (includes validity and reliability)
- Plan, conduct, and report survey study using APA style

### **EDRE 5610 Educational Research 2: Group Comparison Research (3 credits)**

Prerequisites: EDRE 5530 and EDRE 5600. Offered every fall (Outreach) & spring (campus)

- Concepts of experimental and ex post facto research designs, statistics, and measurement
- Focus is on inferential statistics (bivariate correlation, testing hypotheses about means using t-tests, one-way ANOVA, factorial ANOVA, and ANCOVA)
- Construction of attitude scales and other instruments used in research (includes validity and reliability)
- Plan, conduct, and report group comparison study using APA style

### **EDRE 5620 Educational Research 3: Correlational Research (3 credits)**

Prerequisites: EDRE 5530, EDRE 5600, and EDRE 5610. Offered every fall (campus)

- Concepts of correlational research, statistics, and measurement
- Focus is on the design and analysis of results from correlational studies
- Statistical topics include MANOVA, multiple regression, factor analysis, and discriminant analysis
- Includes measurement topics in classical measurement theory and additional topics in validity and reliability
- Plan, conduct, and report correlational study using APA style

**EDRE 5640 Introduction to Qualitative Research (3 credits)**

Prerequisites: EDRE 5530. Offered every fall (outreach)

- Survey of qualitative research designs
- Introduction to methodological issues (epistemology, theory, trustworthiness, reflexivity)
- A thorough treatment of observation and interview techniques
- Experience with basic forms of data analysis

**EDRE 5650 Advanced Qualitative Research (3 credits)**

Prerequisites: EDRE 5530, EDRE 5640. Offered every spring (outreach)

- Develop expertise in relevant research designs
- Discuss methodological issues such as trustworthiness of data, generalizability in qualitative research, researcher-participant relationships, and reflexivity
- Study and practice advanced qualitative data analysis strategies
- Engage in discourse analysis

**EDRE 5660 Dissertation/Thesis Prospectus Writing (3 credits)**

Prerequisites are at least two of the following: EDRE 5600, EDRE 5610, EDRE 5620, EDRE 5640, and EDRE 5650 (or equivalents) or consent of instructor. Offered every spring and summer (both online)

- Purpose is to develop a first draft of thesis/dissertation proposal (typically chapters 1-3)
- Topic is chosen in consultation with student's committee chair
- Topics addressed include focusing on a research problem, conducting a literature review, and designing appropriate methodology