

# **Educational Administration, K-12 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)**

PRST 5610 (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:

- <sup>35</sup><sub>17</sub> PRST 5070 (Intro to College Teaching)
- <sup>35</sup><sub>17</sub> EDCI 5600 (Diversity)
- <sup>35</sup><sub>17</sub> EDCI 5810 (Writing for Publication)
- <sup>35</sup><sub>17</sub> EDCI 5730 (Seminar: Education Theory, Research, & Praxis)
- <sup>35</sup><sub>17</sub> EDAD 5720 (Leader as Change Agent)
- <sup>35</sup><sub>17</sub> 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 (minimum of 18 credits)**

Students, with direction from their committees, must take at least 18 credit hours from educational leadership 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**

- <sup>35</sup><sub>17</sub> Preliminary examination (after coursework is completed): Under direction of the student's committee
- <sup>35</sup><sub>17</sub> Dissertation (after preliminary examination): Under direction of the student's committee
- <sup>35</sup><sub>17</sub> Residency requirement (see Appendix C)

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

**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 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 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.

**HIED 5630 Advanced Organizational Leadership (3 credits).** This course examines central issues in the area of organizational leadership to prepare practitioners for leadership roles in educational settings. Working individually and as a member of a group, students will conduct conceptual analyses and complete a literature review paper and an organizational case study.

**HIED 5680 Issues in Higher Education (3 credits).** Through examination of historical foundations and current trends, this course delves into pressing issues in the academy, including but not limited to topics of tenure, governance, professional colleges, access and equity, curriculum and international needs.

**HIED 5600 Higher Education Finance (3 credits).** This course provides an overview of the economics and finance of higher education in the United States with an emphasis on the analysis of financial policies and current issues at the institutional, state, and national levels. Working individually and as a member of a group, students will present conceptual analyses and complete a literature review paper and an institutional finance case study.

## **Appendix B: Educational Research (EDRE) Course Descriptions**

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

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

- <sup>35</sup><sub>17</sub> Basic concepts of educational survey research design, statistics, and measurement
- <sup>35</sup><sub>17</sub> Focus is on descriptive statistics (measures of central tendency, variability, percent and frequency distribution, bivariate correlation, graphical displays, testing hypotheses about proportions)
- <sup>35</sup><sub>17</sub> Develop questionnaires (includes validity and reliability)
- <sup>35</sup><sub>17</sub> Plan, conduct, and report survey study using APA style

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

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

- <sup>35</sup><sub>17</sub> Concepts of experimental and ex post facto research designs, statistics, and measurement
- <sup>35</sup><sub>17</sub> Focus is on inferential statistics (bivariate correlation, testing hypotheses about means using t- tests, one-way ANOVA, factorial ANOVA, and ANCOVA)
- <sup>35</sup><sub>17</sub> Construction of attitude scales and other instruments used in research (includes validity and reliability)
- <sup>35</sup><sub>17</sub> Plan, conduct, and report group comparison study using APA style

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

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

- <sup>35</sup><sub>17</sub> Concepts of correlational research, statistics, and measurement
- <sup>35</sup><sub>17</sub> Focus is on the design and analysis of results from correlational studies
- <sup>35</sup><sub>17</sub> Statistical topics include MANOVA, multiple regression, factor analysis, and discriminant analysis
- <sup>35</sup><sub>17</sub> Includes measurement topics in classical measurement theory and additional topics in validity and reliability
- <sup>35</sup><sub>17</sub> Plan, conduct, and report correlational study using APA style

### **EDRE 5630 Educational Research: Multivariate Research**

Prerequisites: Graduate standing, EDRE 5600, EDRE 5610, and EDRE 5620. Offered every summer (campus)

- <sup>35</sup><sub>17</sub> focus is on multivariate analysis, clustering, and discriminant analysis
- <sup>35</sup><sub>17</sub> understand path analysis, confirmatory factor analysis, and structural equation modeling
- <sup>35</sup><sub>17</sub> understand the assumptions, proper uses, and limitations of all techniques

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

Prerequisites: EDRE 5530. Offered every fall (online) & spring (campus)

- <sup>35</sup><sub>17</sub> Survey of qualitative research designs
- <sup>35</sup><sub>17</sub> Introduction to methodological issues (epistemology, theory, trustworthiness, reflexivity)
- <sup>35</sup><sub>17</sub> A thorough treatment of observation and interview techniques
- <sup>35</sup><sub>17</sub> Experience with basic forms of data analysis

### **EDRE 5645 Phenomenology, Case Study, and Grounded Theory in Qualitative Research**

Prerequisites: EDRE 5530 and EDRE 5640

Offered every fall (outreach)

- <sup>35</sup><sub>17</sub> In-depth examination of characteristics of phenomenology, qualitative case study, and grounded theory
- <sup>35</sup><sub>17</sub> Become familiar with theoretical and historical foundations of phenomenology, case study, and grounded theory
- <sup>35</sup><sub>17</sub> Exposure to research designs utilizing phenomenology, case study, and grounded theory

### **EDRE 5655 Ethnography & Narrative Inquiry in Qualitative Research**

Prerequisites: EDRE 5530 and EDRE 5640

Offered every in fall (outreach)

- Identify and explain problems addressed by ethnography and narrative inquiry
- Examine ethical delimitas related to ethnography and narrative inquiry
- Understand how to design, implement, and describe an ethnography and narrative inquiry

### **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 (online)

- <sup>35</sup><sub>17</sub> Purpose is to develop a first draft of thesis/dissertation proposal (typically chapters 1-3)
- <sup>35</sup><sub>17</sub> Topic is chosen in consultation with student's committee chair
- <sup>35</sup><sub>17</sub> Topics addressed include focusing on a research problem, conducting a literature review, and designing appropriate methodology

Note: this course cannot be used to meet research hour requirements for UW degrees

### **EDRE 5670 Mixed Methods Research (3 credits)**

Prerequisites are at least EDRE 5600 (or equivalents) and EDRE 5640 (or equivalents)

Offered every fall (campus)

- <sup>35</sup><sub>17</sub> purpose is to provide students with a definition of mixed methods, the history and foundations, and specific types of mixed methods design
- <sup>35</sup><sub>17</sub> discuss strategies for locating and reading mixed methods studies
- <sup>35</sup><sub>17</sub> plan a mixed methods study using APA style

## Appendix C: PhD Residency Requirements

### General purpose of the PhD in Education:

The purpose of the PhD program in Education at the University of Wyoming is to produce graduates who will have a strong background in research and teaching in higher education.

### General purpose of the PhD in Education residency requirement:

The purpose of the residency requirement for the PhD in Education is to facilitate the development of future higher education faculty members and professional researchers. A residency should provide PhD students with an opportunity to work closely with UW faculty in their teaching and research and enable them to learn from faculty through interaction and shared experiences.

### Suggested experiences that may be used to satisfy the residency requirement:

The goal of the residency is for students to work alongside faculty members while receiving ongoing support and guidance. This requirement would be satisfied by experiences involving college *teaching* (either on campus or distance) and *research* experiences where PhD candidates work closely with faculty members in a mentoring situation.

It is expected that satisfaction of the research and teaching requirements for residency will require at least one semester on campus. Additionally, whether or not students need to be full-time or physically on campus for other activities will be determined by the program guidelines and dissertation chair early in the student's studies, preferably at the time the program of study is approved.

A menu of possible *teaching* and *research* requirements is bulleted below. Each program area will have research and teaching requirements that align with the program's outcomes.

Teaching	Research
<ul style="list-style-type: none"><li>co-teaching with an evaluation component</li></ul>	<ul style="list-style-type: none"><li>involvement in a research study leading to a manuscript</li></ul>
<ul style="list-style-type: none"><li>if the student has teaching experience, teach independently with an evaluation component</li></ul>	<ul style="list-style-type: none"><li>involvement in a major grant that includes research</li></ul>
<ul style="list-style-type: none"><li>completion of the UW-approved certificate program in college teaching</li></ul>	<ul style="list-style-type: none"><li>involvement in research presentations at the national level</li><li>involvement in production of a journal, particularly one of those edited or co-edited in the College of Education</li></ul>