

Doctoral Program in Educational Administration

The Program

Using both traditional and weekend formats, the doctoral program in Educational Administration offers an exciting curriculum, a supportive faculty, and an innovative approach to adult learning.

The program combines conceptual and field-based study at an advanced level, preparing individuals for intellectual and practical leadership positions in national, state, and local arenas.

Placing special emphasis on the rural context, the program strengthens students' use of both formal and informal methods of inquiry as the basis for confronting educational dilemmas and undertaking initiatives for change.

The weekend doctoral cycle provides a program responsive to the needs of working professionals who desire an advanced degree. Offering classes on Friday evenings and Saturdays, the program enables students to complete all doctoral course work within three years. At the completion of the three-year cycle, students are ready for comprehensive examinations and the dissertation process.

Program Focus and Features

- A new paradigm of leadership.
- Strong theoretical grounding with practical applications.
- Focus on rural schools and the rural context.
- Cultivation of a small cohort.
- A two-year timetable for completion of course work.

With these features in place, the program is well positioned to meet the educational needs of prospective and practicing administrators, teachers who seek career advancement, and international students with limited timetables for study in the United States.

Course of Study

Students complete a core of leadership courses including the following:

Cultural and Contextual Dimensions of Leadership, Moral and Ethical Dimensions of Leadership, Advanced Organizational Theory in Education, and Leadership Seminar

Students also complete three courses that specifically relate to leadership in rural schools and communities: *Leadership in Rural Settings, Community Education, and Rural Schools and Communities*.

A research component includes courses such as, *Statistics, Qualitative Methods, and Research Design*.

After completing required course work, students have the option of specializing in either Educational Policy or the Superintendency. This specialized course work helps prepare each student for developing a dissertation study that has personal meaning, practical significance, and intellectual merit. Successful completion of the program results in the award of the Educational Doctorate (Ed.D.).

Weekend Doctoral Cohort

The doctoral (Ed.D) program in Educational Administration is offered in a *weekend format* in order to accommodate the busy schedules of practicing educators. The weekend format enables motivated individuals to continue to work full-time while pursuing the doctoral degree.

The program organizes students into cohorts that work together from the beginning to the end of the program. Coursework follows a prescribed sequence, which enables doctoral students to finish all course requirements within two years. The sequence of courses spans all four quarters -- fall, winter, spring, and summer.

Throughout the sequence, students complete two courses per quarter. When these are four-quarter-hour courses, each course requires three weekend meetings. With two such courses, this requirement translates into a commitment of six weekends per quarter. Some courses, however, carry five quarter hours of credit; and these courses require four weekend meetings. Internship courses, while carrying six quarter hours of credit, usually meet twice during a quarter, with extensive work expected in the field placement.

In general, the weekend course schedule involves meeting times on Friday evenings and Saturdays. Friday evening meetings are scheduled from 7 to 9 p.m., and Saturday meetings from 8 a.m. to 5 p.m. Meeting dates are scheduled prior to the beginning of each quarter with input from members of the cohort.

Following completion of course work, students study together to prepare for the comprehensive examination. Once an individual passes the comprehensive exam, he or she works intensively with a committee of faculty to develop a dissertation proposal and, then, to conduct a dissertation study. Members of the cohort meet periodically in seminars to discuss and critique their on-going dissertation work. Students who are highly focused are able to complete the entire program -- including the dissertation -- within four years.