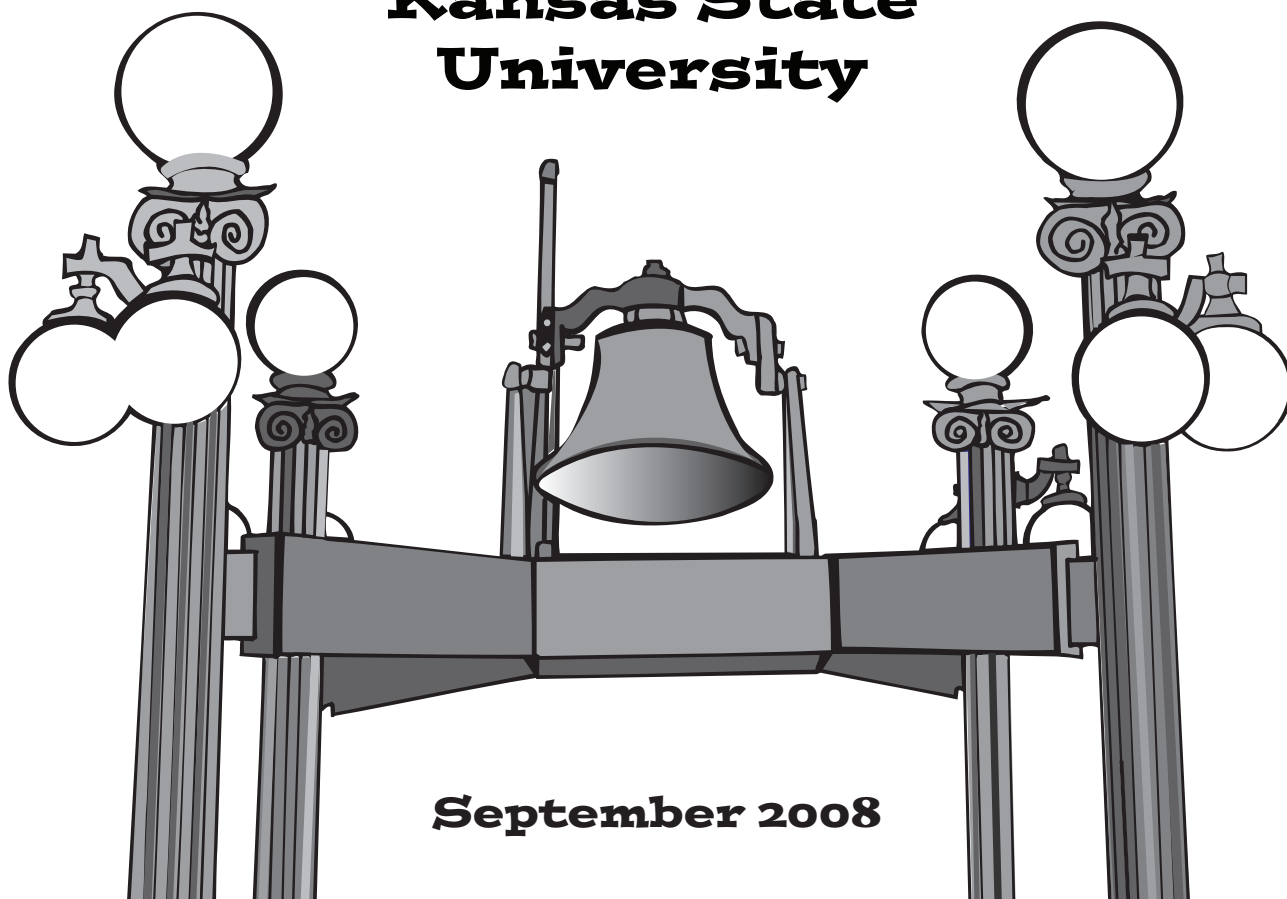


Doctor of Education in Educational Administration

**College of Education
Kansas State
University**



September 2008

Doctor of Education in Educational Administration

College of Education
Department of Educational Leadership
Kansas State University

MISSION STATEMENTS

“Preparing Knowledgeable, Caring, Ethical Educational Leaders for a Diverse Society”

Faculty in the educational administration strand of the Department of Educational Leadership are committed to serving the rapidly changing needs of educational leaders through:

- undergraduate, masters, and doctoral level education
- the translation of research into practice
- the production and dissemination of professional education scholarship
- the analysis and interpretation of educational policy and practice
- the provision of professional development services to school-related personnel, and
- explicating and fostering the evolution of administration to new models of leadership for learning.

The faculty provide instruction, consultation, and scholarship which focuses on defining and resolving problems of professional practice in a diverse and pluralistic society. They promote: ethical decision-making, methodologies which concentrate on quality, are student- and client-centered, incorporate emerging technologies and alternative delivery mechanisms, utilize authentic assessment, and emphasize the educational value of clinical experience. The faculty engage in a range and intensity of leadership activities which brings attention at the state, national and international levels of their skills at informing the profession and interpreting the integrated nature of the modern curriculum and organizations dealing with schooling, and the social-political environments they mirror.

Adopted October 28, 2003

GOAL STATEMENTS

“Preparing Knowledgeable, Caring, Ethical Educational Leaders for a Diverse Society”

Our primary goal is to prepare educational leaders to acquire knowledge, establish beliefs, and develop skills in the following areas: Vision for Learning, Culture for Learning, Management for Learning, Community for Learning, Ethics for Learning, Context for Learning, and Internship for Learning. Specifically, we believe that an educational leader promotes the success of all students by:

Vision for Learning

- facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the school community.

Culture for Learning

- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Management for Learning

- ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Community for Learning

- collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Ethics for Learning

- acting with integrity, fairness, and in an ethical manner.

Context for Learning

- understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Internship for Learning

- synthesizing and applying knowledge, beliefs, and skills of educational leadership in real settings, planned and guided cooperatively by the institution and school district personnel.

Adopted October 28, 2003

ADMISSION REQUIREMENTS

Admission to graduate study is granted by the dean of the Graduate School upon the recommendation of the faculty in the graduate program. To be considered for admission into the degree program the applicant must meet the following requirements.

The Educational Leadership faculty has set the following minimum requirements for admission into this program (Ed.D.):

- a. A completed Graduate School application. The application materials may be obtained from the Office of Graduate Studies- address on the following page.
or online at <https://www.ksu.edu/grad/application/>
- b. A statement of objectives which includes:
Your reasons for seeking this degree; your intended area of specialization within the program; any research interests; past and present employment; and future professional plans.

If you have a request for a certain advisor, indicate that preference in the statement of objectives.

- c. A description of relevant professional experience within education or related fields.
- d. Appropriate undergraduate major similar to K-State's from an accredited institution.
- e. Two OFFICIAL transcripts from the institution awarding your bachelor's degree and two OFFICIAL transcripts from all institutions at which any graduate credits were completed. Copies that are stated "issued to student" cannot be accepted. (If you have credits from KSU, we can obtain a copy of the KSU transcript at no cost to you).
- f. At least a 3.00 GPA during junior and senior years. Those with GPAs between 2.65 and 2.99 may be considered for probationary admission if it can be demonstrated there is the potential for success in the graduate program. This is most often demonstrated on the basis of GRE or MAT test scores.
- g. A score of 405 or higher on the Miller's Analogy Test (MAT), or average or higher scores on each subpart (verbal, quantitative, analytical) on the General Test of the Graduate Record Examination. Those with one or more scores below the 50th percentile on either the GRE or MAT may be considered for probationary admission if there is credible evidence such as a strong academic record. To be accepted, the test must have been taken within the last five years.
- h. Three letters of recommendation from college or university educators and/or colleagues or supervisors. The people who complete the recommendation letters should mail them directly to the Office of Graduate Studies, Persons writing should be qualified to address your professional skills.
- i. A completed Educational Leadership Admissions Standards Self Assessment form. A copy can be obtained in the department office (Bluemont 363).
- j. An interview with members of the educational leadership graduate faculty. Once the complete application folder is sent to the department from the Office of Graduate Studies, the department will contact the applicant to schedule the interview. Interviews are scheduled once per semester (Fall and Spring). Interview dates and a list of standard interview questions can be obtained in the department office (Bluemont 363).
- k. Graduate School Application Fee
Domestic Students A \$40 application fee is required for all domestic students; your application will not be processed without this fee. Please make a check out to the KSU Graduate School, and include it with your application. If you are applying online, you may pay by credit card.

International Students A \$55 application fee is required; your application will not be processed without this fee. Please pay with an international cashier's check or money order

(in U.S. funds) to the KSU Graduate School, and include it with your application. We cannot accept cash or personal checks from international students. If you are applying online, you may pay by credit card.

Preparing for the Screening Interview. A two-tiered screening procedure is used in the educational administration and program. First, educational leadership faculty review the application materials provided. Second, if admissions criteria are met, the applicant will be required to attend a formal screening interview with the faculty. Interviews are scheduled once per semester (Fall and Spring). Applicants should be prepared to discuss the following topics during the formal interview:

- a. Previous work experience, particularly experience in education;
- b. Academic background;
- c. Reasons for seeking admission to the doctoral program in educational administration;
- d. Anticipated career goals;
- e. To the extent possible, areas of personal research interest.

The application materials are to be submitted to the Office of Graduate Studies NOT the department.

Office of Graduate Studies
College of Education
18 Bluemont Hall
1100 Mid-Campus Drive
Kansas State University
Manhattan, KS 66506-5301
785-532-5595
coegrads@ksu.edu

Application Deadlines. Although the College of Education accepts applications throughout the year, the following deadlines are established to allow the faculty adequate time to review the completed application. Failure to meet the deadline could delay admission to the program.

Domestic Students

Fall semester — March 1

Spring semester — October 1

International Students

Fall semester — February 1

Spring semester — August 1

For more information about requirements for this degree, contact:

Department of Educational Leadership
Faculty of Educational Administration
363 Bluemont Hall
1100 Mid-Campus Drive
Kansas State University
Manhattan, KS 66506-5312
785-532-5535
Sandy Evans, Sr. Admin. Ass't
sandy@ksu.edu

Non-Degree Status ("Special Student"). In some cases, a student may wish to take a course prior to being admitted in a degree program. In these cases, a person must be admitted for non-degree status (often referred to as a "special student").

No more than nine credit hours earned as a non-degree student may be applied for an advanced degree if the student is later admitted to a degree program. It is to the student's advantage to apply for admission into the degree program as soon as possible after deciding to pursue a degree.

Ed.D. Procedures Handbook. Once admitted, students should obtain this handbook from the Office of Graduate Studies in the College of Education. The handbook includes information and guidelines about the supervisory committee, the program of study, the preliminary exam, the dissertation, and the final oral defense of the dissertation.

Graduate Assistantships. A limited number of graduate assistantships are available in the College of Education. Access <http://coe.ksu.edu/grad/assistantships.htm> for detailed information. Contact the Office of Graduate Studies for an application. Assistantships are available usually only for the academic year (fall and spring semesters). Completed graduate assistant applications must be sent by April 1 to each department for which the applicant would like to be considered. It is helpful to talk with the appropriate department chair to find out specifics of the assistantships available in the department.

Financial Aid. Questions about financial assistance should be directed to the Student Financial Assistance Office, 104 Fairchild Hall, Manhattan, KS 66506, 785-532-6420, ksusfa@ksu.edu

Ed.D. PROGRAM REQUIREMENTS

A minimum of 94 semester hours beyond the baccalaureate degree is required, including the following. (Up to 30 graduate hours earned as part of a Master's degree may be used to satisfy the following requirements.)

1. Area of Emphasis (45 hours)

2. Foundations (12 hours)

For each category, take the course listed or its equivalent.

- Historical and Philosophical Analysis of Educational Ideas and Practice
EDADL 886 Seminar: Historical and Philosophical Analysis of Education or equivalent
- Techniques and Interpretation of Educational Research
EDCEP 816 Research Methods
- Social Science Explanations of Educating a Diverse Society
EDCIP 910 Multicultural Curriculum Programming
- Behavioral Bases of Educational Thought and Practice
EDCEP 912 Psychological Bases of Educational Thought and Practice or others as approved by supervising committee

3. Research Courses (9 hours)

- EDCEP 817 Statistical Methods in Education or other as approved by supervising committee
- A research course concerning methodology consistent with that required for the dissertation.
- EDADL 986 Advanced Seminar as appropriate in consultation with supervising committee or other research course as approved by supervisory committee.

4. Clinical Experience (12 Hours)

Objectives, activities, and outcomes for this clinical experience/internship are commonly determined by the major professor (advisor), in consultation with the student. The supervisory committee may be involved as appropriate. The clinical experience is intended to provide the student with the opportunity to apply the knowledge base in educational administration and leadership to the problems of practice and to receive feedback and support for the improvement of individual performance. Clinical experience is individualized based on the student's previous training and experience as well as future career plans.

a. Major Thrusts

The clinical experience may have one of three major thrusts:

- **Training Clinics.** Clinics are direct and exacting efforts which are extensively coordinated and monitored. In-house activities could include micro-management, case studies, assessment centers, conferences, programmed activities, film analysis, simulations, coaching, role playing, in-basket exercises, or other activities.
- **Research and Development Projects.** Solving practical problems necessitates developing, adapting, testing, refining, and retesting procedures and/or products. This is the sort of activity usually described as research and development. University supervisors will facilitate the activities, including orientation, communication, adaptation, and training.
- **On-Site Practica.** The practice of educational administration and leadership at a selected location is referred to as a site practicum. The activity has four purposes: to

provide an opportunity for professional growth of the student; to provide an opportunity for assessment of the student with regard to potential by the student, the training university, and other educational leadership practitioners; to provide for articulation between the training institution and the practice of educational leadership; and to provide career legitimization and socialization in the field.

b. Supervision. The major professor will serve as clinical supervisor and will work closely with the student to ensure that the institutional requirements for a successful experience are fulfilled.

c. Practica and Internships--Department Position on Diversity In 1992, NCATE offered guidelines regarding multicultural requirements in the masters degree practicum in educational administration. Since that time, the Department of Educational Leadership has engaged in a series of initiatives designed to enhance the multicultural experiences in both masters and doctoral degree programs. Reviewing these changes retrospectively produces the following results:

- Successful graduates are now required to present a portfolio, in which learning regarding multiculturalism should be demonstrable. While in program, degree aspirants are required via course projects, examinations, and group learning experiences to demonstrate understanding and application of learning on topics relating to cultural, ethnic, and economic diversity among school populations.
- All courses are expected to be sensitive to cultural and economic issues related to leadership and diverse populations.
- A separate course has been developed in the department's curriculum entitled *Special Education Law*, designed to address exceptional needs students, including students from other disadvantaged backgrounds.
- A special course has been developed in the department's curriculum entitled *Leadership for Diverse Populations*, designed to address a wide range of student interests, including students from socially and economically diverse backgrounds.
- The department has further acted to increase multicultural awareness through a variety of strategies that affect curriculum delivery, including:
 - A faculty vacancy was filled with a qualified person with experience and training in multiculturalism.
 - Faculty from the department have been heavily involved in college-wide task forces and training on diversity.

- All coursework in the department contains elements addressing multiculturalism from the appropriate academic basis.

To further enhance the training experiences of prospective educational leaders, the Department of Educational Leadership has adopted guidelines addressing both the masters degree practicum and the doctoral degree internship:

PRACTICUM AND INTERNSHIP GUIDELINES

BUILDING LEVEL PRACTICUM

1. Students recommended for building level certification as educational leaders through the Department of Educational Leadership at Kansas State University shall serve a practicum assignment conforming to current NCATE and Kansas State Board of Education (KSBE) standards.
2. Students recommended for building-level certification through the department shall have completed a practicum containing at least the following requirements:
 - a. The student shall complete a minimum of 150 clock hours working in a directed experience targeting school building operations. Practicum clock hours may be accumulated through the core courses and the formal practicum, as well as other courses throughout his/her degree program.
 - b. The student's total practicum experience should contain exposure to a multicultural setting in which time spent in such location should comprise 25% or more of total required clock hours' experience. An acceptable multicultural setting is any school in which the ethnic/racial/economic diversity composition is 25% or more.
 - c. The student's portfolio, required for successful completion of the masters level examinations, shall contain evidence of multicultural knowledge and experience.
 - d. All faculty are responsible for ensuring that practicum requirements are met.

DOCTORAL INTERNSHIP

1. Students seeking a doctoral degree through the Department of Educational Leadership shall serve an internship assignment conforming to current NCATE and Kansas State Board of Education (KSBE) standards.
2. Students seeking a degree through the department shall have completed an internship containing at least the following requirements:
 - a, For internship purposes, the student shall complete a directed experience and shall complete the number of hours required by the 12 credit semester hour internship block.

- b. The student's total internship experience should contain exposure to a multicultural setting in which time spent in such location should comprise 25% or more of total required clock hours' experience. An acceptable multicultural setting is any school in which the ethnic/racial/economic diversity composition is 25% or more.
- c. The student's internship portfolio should contain evidence of the multicultural portion of the internship experience.
- d. The major professor shall review and approve all internship experiences.

5. Dissertation Research (16 hours)

Completion of a dissertation which treats an important topic of professional education practice using a systematic methodology consistent with accepted research paradigms; the dissertation must be successfully defended in a public, oral defense. The dissertation work is closely supervised by the major professor with the guidance of the supervisory committee.

Advisors and the Supervisory Committee

1. Doctoral Curriculum Advisor

At the time of admission to the program, a doctoral curriculum advisor is identified. The doctoral curriculum advisor has the responsibility to guide the student in the program through the preliminary examination or until a doctoral research advisor is assigned. During the first semester of course work, the student should submit a detailed plan and a time schedule for meeting the requirements for the degree to the curriculum advisor.

2. Supervisory Committee

The supervisory committee will normally consist of the advisor and two other graduate faculty members associated with the student's area of emphasis, and a graduate faculty member outside the student's area of emphasis. Upon successful completion of the preliminary examination and admission to candidacy, the Graduate School will appoint a fifth member to serve as the voting chair of the Doctoral Supervisory Committee. A practicing education professional with appropriate credentials will be asked to serve as an ex officio member of the supervisory committee.

3. Doctoral Research Advisor

When the student has decided on a general area of research interest, he or she must request the assignment of a doctoral research advisor. This selection process will involve conversations between the student and professors to provide the student with the direction needed. The student may request that the curriculum advisor continue to serve as the research advisor. After a professor has agreed to serve as the research advisor, the professor will assist the student in the selection of the other members of the doctoral research committee. A doctoral research advisor and committee must be selected prior to the time the preliminary examination is scheduled.

It is the responsibility of the student to arrange a meeting of the doctoral research committee to approve the research plan as well as to approve courses that have already been taken and those to be taken in the major and cognate field(s) of specialization. This meeting must be arranged in consultation with the doctoral research committee chairperson. The doctoral research committee has the responsibility of guiding the student through the dissertation and recommending the student for the degree.

**GRADUATE FACULTY OF
THE Ed.D. PROGRAM IN
EDUCATIONAL ADMINISTRATION**

For more information on this program, contact any of the following faculty members. The area code is 785.

Faculty Member	Phone Number	Research and Teaching Interests
Gerald D. Bailey jbailey@ksu.edu	532-5847	Leadership in staff development and technology
Mary Devin mdevin@ksu.edu	532-5669	Superintendency, community relations, curriculum leadership, internships, school district partnerships
Teresa Miller tmiller@ksu.edu	532-5609	Principalship, university/school partnerships
Tweed W. Ross twross@ksu.edu	532-5991	Historical analysis of technology in education, integration of technology in education
Trudy A. Salsberry tas@ksu.edu	532-7801	Qualitative research, change, and diversity
Robert J. Shoop rshoop@ksu.edu	532-5533	Education law and undergraduate leadership
David C. Thompson thomsond@ksu.edu Department Chair	532-5766	Education finance, organizational leadership, school facilities, school business management