

Doctor of Education in Educational Leadership and Policy Studies

Educational Leadership and Policy Studies Graduate Programs

The Ed.D. prepares educational practitioners to understand and apply the most advanced knowledge in the field to their work. ELPS currently offers two concentrations within the EdD: Educational Administration and Higher Education Administration.

All Ed.D. students must complete a minimum of 27 hours in the major/ concentration (educational administration or higher education administration), 9 hours of research, a 3 credit hour research practicum or field experience, and a dissertation. In addition, all Ed.D. aspirants complete a responsible conduct of research component that is integrated with the required coursework.

Courses are delivered online through a combination of weekly synchronous class sessions and asynchronous work.

A Doctor of Education is available in either of the two concentrations below:

- Educational Administration
- Higher Education Administration

Ed.D. with a concentration in Educational Administration

The Ed.D. in Educational Administration at the University of Kansas prepares students to be PK-12 school district-level leaders and is designed to accommodate working educators. Taught by full-time faculty who are experts in their field, the program stresses fundamental knowledge and educational policy development necessary for effective leadership. Graduates fulfill the academic requirements necessary for a licensure endorsement in school district level administration in Kansas.

The program is designed specifically for working practitioners in the field, with rich projects, collaborative opportunities, and progressive assignments applicable to licensure and district leadership.

Ed.D. with a concentration in Higher Education Administration

The Ed.D. in Higher Education Administration at KU is a degree designed for administrators in colleges and universities seeking to advance in their careers; for individuals intending to become faculty members in community colleges or other small colleges; and for individuals working in education related organizations. Taught by full-time faculty who are recognized scholars with extensive administrative backgrounds, the program prepares practitioner-scholars who are able to apply the most recent scholarship and research skills to their professional practice.

Graduate Admissions Requirements

Applicants must meet both the University and departmental admission requirements to be considered for the program.

University of Kansas Graduate Admission Requirements

- All applicants must meet the requirements outlined in the Admission to Graduate Study (<https://policy.ku.edu/graduate-studies/admission-to-graduate-study/>) policy.
- Bachelor's degree: A copy of official transcripts showing proof of a bachelor's degree (and any post-bachelor's coursework or degrees) from a regionally accredited institution, or a foreign university with equivalent bachelor's degree requirements is required.
- English proficiency: Proof of English proficiency (<https://gradapply.ku.edu/english-requirements/>) for non-native or non-native-like English speakers is required. There are two bands of English proficiency, including Admission and Full proficiency. For applicants to online programs, Full proficiency is required.

Doctor of Education in Educational Leadership and Policy Studies Application Requirements

- A completed graduate application (<https://gradapply.ku.edu/>).
- Application fee.
- Official transcripts of all degree-granting post-secondary institutions you have attended and an official transcript for each degree earned.
- Current resume or CV.
- Writing sample - an article, paper, or other composition.

See below for additional application requirements based on the concentration.

In addition, applicants to the Higher Education concentration must provide:

- Names and information of three references, one of which must be a faculty member or someone who can speak directly to your academic skills. For each reference, please provide their full name, relationship to you (e.g., supervisor, professor), email address, and contact phone number. Include your references on a new page, as the last page of your resume.
- Statement of Purpose: The statement of purpose plays an important role in the admissions process. It is used by the admissions committee to learn more about you as a person, a potential online doctoral student, and as a future administrator in higher education. The statement should, at a minimum, describe your professional goals and how the EdD in higher education administration will help you achieve those goals. In addition, we recommend your statement address the following:
 - How your personal and academic background will contribute to your success as an online doctoral student. For example, you may discuss any educational, economic, and cultural experiences that shape you as a candidate that will help the committee assess promise for success as a doctoral student. This can include past academic challenges.
 - Pursuing a doctoral degree while working full-time can be a challenge. Describe how, if accepted, you plan to manage your work and academic time, what level of support you have from your supervisor, and any other

information that will help the committee assess time available for doctoral study.

- What, if any, specific aspects of higher education interest you. Having identified areas of interest is not necessary to be considered for acceptance.
- The program has limited recruitment scholarships funding. If program cost will impose a financial hardship, please feel free to indicate in your statement that you would like to be considered for a recruitment scholarship. (Scholarships may not be used for summer enrollment.)

In addition, applicants to the Educational Administration concentration must provide:

- Reference letter: Name and information for the applicant's supervisor (or former supervisor) who will be asked to submit a letter of recommendation regarding the applicant's leadership experience or aptitude, along with any other notable qualities.
- Statement of Purpose: Applicants for the educational administration concentration should hold a full-time position in an educational setting with at least three years of full-time experience recommended. Applicants submit contact information for one (preferably current) supervisor reference. The statement of purpose should address the items below. Applicants are encouraged to use the prompts as headings in their statement and to keep the statement succinct and to the point (no more than 5 pages, please):
- Tell us about yourself, your professional goals, and how the Ed.D will help you achieve those goals.
- Discuss your academic strengths and weaknesses, including any additional explanation for your transcripts.
- How do you define educational leadership? What is needed in the roles of educational leaders today?
- As a full-time employee, motivation and support will be essential to your success as a full-time doctoral student. Provide relevant examples from your past that demonstrate your motivation and capacity to succeed. This is an opportunity for you to highlight areas of particular strength.

Ed.D. Degree Programs

The Ed.D. prepares educational practitioners to understand and apply the most advanced knowledge to their work. ELPS currently offers two concentrations within the EdD: Educational Administration and Higher Education Administration.

All Ed.D. students must complete a minimum of 27 hours in the major/ concentration (e.g. educational administration, higher education administration), 9 hours of research, a 3 credit hour practicum or field experience, a comprehensive examination, and a dissertation. In addition, all Ed.D. aspirants complete a responsible conduct of research component that is integrated with the required coursework.

Note: Contact your department or program for more information about research skills and responsible scholarship, and the current requirements for doctoral students. Current Lawrence and Edwards Campus policies on Doctoral Research Skills and Responsible Scholarship (<http://policy.ku.edu/graduate-studies/doctoral-research-skills-requirement/>) are listed in the KU Policy Library.

Students are encouraged to work with their faculty advisor in the first semester of their program to develop a program plan and residency agreement.

Degree Requirements for all Ed.D. Programs:

Comprehensive Examination:

Per University and SOEHS policy, students must be in good academic standing and have completed all required coursework in order to take comprehensive exams (<https://policy.ku.edu/graduate-studies/doctoral-oral-exams/>).

The comprehensive exam consists of both a take-home, open book written exam followed by an oral exam. Students must pass both written and oral components of the comprehensive examination. Satisfactory performance on the written component must be attained before the oral component may be attempted.

To fail either component is to fail the examination. All 4 members of the student's comprehensive examination committee are involved in the evaluation process. The written component of the comprehensive examination, like the oral focuses on the ability to relate program knowledge to tasks and problems faced by practitioners. To pass, the student must be evaluated as having responded satisfactorily to questions in the major areas. If a student fails any portion of the written comprehensive component, a failure of the examination is recorded. The examining committee determines if the entire written component of the examination, or only the failed portion(s), must be retaken. The entire written component lasts a minimum of 16 hours. If a student passes the written component but fails the oral, the examining committee determines if both components or only the oral must be repeated.

The grade on this examination is Honors, Satisfactory, or Unsatisfactory. An aspirant who receives a grade of Unsatisfactory may be allowed, upon the recommendation of the department, to repeat it, but it may not be taken more than 3 times. The aspirant may not repeat the oral examination until at least 90 days have elapsed since the last unsuccessful attempt or by petition.

Dissertation:

After successfully completing the comprehensive exam, Ed.D. students will engage in work for their culminating project – the dissertation – and must be continuously enrolled (<https://policy.ku.edu/graduate-studies/doctoral-candidacy/>) per University and SOEHS policy until the dissertation is defended.

The dissertation is done under the supervision of an advisor and dissertation committee and consists of two parts. First, the student works with an advisor to write a dissertation proposal that outlines the purpose scope and methods of the dissertation study. The dissertation proposal must be approved by a committee of at least three faculty members and the signed title page and electronic proposal filed with the department and SOHES.

Upon approval of the proposal, the student may begin work on the dissertation research under the guidance of the advisor and dissertation committee (<https://policy.ku.edu/graduate-studies/oral-exam-committee-composition/>) (typically consisting of the members of the proposal committee and one tenure-track faculty member from another department who represents Graduate Studies), determines the dissertation is ready for defense, a defense may be scheduled. Committee make up – etc.

The completed dissertation must be defended within time period (<https://policy.ku.edu/graduate-studies/engagement-enrollment-doctoral-programs/>) established by the University and SOEHS for completion of doctoral degrees.

Additional requirements

To continue in the program, students must meet the University and SOEHS standards for being in good academic standing (<https://policy.ku.edu/graduate-studies/good-academic-standing/>) as specified in the SOEHS graduate regulations tab.

A general description of each concentration is given here.

Educational Administration

The educational administration concentration prepares teachers and administrators for school district leadership roles. Studies stress fundamental fields of knowledge and educational policy development necessary for effective leadership of school districts.

The Ed.D. leads to licensure in Kansas at the district level. It is highly recommended that students pursuing this program from outside of Kansas seek guidance from the appropriate licensing agency before beginning an academic program to ensure they know what is needed to obtain the license/certification/registration in the state in which they intend to practice and/or seek licensure. Please see our Licensure Disclosures page (<https://soehs.ku.edu/current-students/licensure/disclosures/>) for more information.

This concentration requires students to take classes in the summer.

Required courses:

Code	Title	Hours
ELPS 956	District Leadership	3
ELPS 948	Research in Education Policy and Leadership	3
ELPS 953	District Human Resource Management	3
ELPS 837	History of Education and Culture in America	3
ELPS 954	Sociology of Educational Organizations	3
ELPS 951	Supervision of Instruction	3
C&T 903	Curriculum Supervision	3
ELPS 960	Leading Diverse Communities	3
ELPS 872	Quantitative Methods for Research in Educational Leadership	3
ELPS 955	District Business Management	3
ELPS 957	Educational Policy, Ethics and Law	3
ELPS 871	Introduction to Qualitative Research	3
ELPS 995	Field Experience in: ¹	1-3
ELPS 969	Dissertation Seminar I	3
ELPS 970	Dissertation Seminar II	3
ELPS 999	Doctoral Dissertation ²	4-15
Total Hours		47-60

¹ Students take one credit hour per semester starting their 3rd year in the program for a total of 3 credit hours.

² Students should follow University and School post-comp/dissertation enrollment policies.

Higher Education Administration

The concentration in higher education administration provides current and prospective college or university staff members and administrators with theoretical and practical knowledge of higher education as a complex human activity.

Code	Title	Hours
ELPS 950	Contemporary Issues in Higher Education	3
ELPS 882	Higher Education in the United States	3
ELPS 986	Organization and Governance of Higher Education	3
ELPS 973	Research on College Students	3
ELPS 980	Finance of Higher Education	3
ELPS 987	Diversity Leadership in Higher Education	3
ELPS 985	Program Evaluation in Higher Education	3
ELPS 979	Postsecondary Leadership and Practice	3
ELPS 948	Research in Education Policy and Leadership	3
ELPS 871	Introduction to Qualitative Research	3
ELPS 872	Quantitative Methods for Research in Educational Leadership	3
ELPS 992	Higher Education Research Practicum ¹	1-3
ELPS 969	Dissertation Seminar I	3
ELPS 970	Dissertation Seminar II	3
ELPS 999	Doctoral Dissertation ²	6-15
Total Hours		46-57

¹ Students take one credit hour of this course each summer over 3 summers.

² Students must follow University guidelines on post-comp/dissertation enrollment.

Sample degree plans for the following concentrations can be found here: concentration in Higher Education Administration (<https://catalog.ku.edu/education/educational-leadership/edd/higher-education-administration-conc/>), concentration in Educational Administration (<https://catalog.ku.edu/education/educational-leadership/edd/educational-administration-conc/>), or by using the left-side navigation. We are not accepting applications for the concentration in Policy Studies at this time.

At the completion of this program, students will be able to:

- Synthesize, critique, and apply educational theories and concepts to significant problems related to equity-minded policy, programs, and practices.
- Formulate and answer relevant research questions about policy or practice that are motivated by theory, research, and context.
- Use evidence in the evaluation of higher education programs and policy. Interpret and critique the assumptions and evidence of that evidence.
- Communicate persuasively about issues in higher education with scholars, practitioners, and the public.
- Interrogate structural conditions that serve to maintain and reproduce systemic inequities in higher education, and design responses to ameliorate them.

- Engage in ongoing reflection about how course content is relevant and meaningful in their own personal and professional lives.