

DOCTOR OF PHILOSOPHY IN EDUCATION: EDUCATIONAL LEADERSHIP, POLICY AND FOUNDATIONS EMPHASIS

Student Learning Outcomes

Students graduating from this program will:

- Identify and summarize key theories and literature bases relevant to exploration of key educational issues.
- Integrate methods, theories, paradigms, concepts, etc. from both within and beyond one's primary emphasis area.
- Conduct educational research using investigation techniques appropriate to a topic and theoretical approach.
- Create effective oral and written presentations focused on educational theory and research.

The PhD program in Education supports academic rigor through a balanced curriculum, including foundational courses, advanced coursework, research seminars, and a comprehensive doctoral dissertation. There are three emphasis areas in this degree program: 1) Curriculum and Instruction; 2) Educational Leadership, Policy and Foundations; and 3) Music Education.

General Admissions Requirements for the Education Ph.D.

The general criteria for admission to the Education Ph.D. program are as follows:

- A grade-point average of at least 3.0 (on a 4.0 scale) covering all college work taken prior to the bachelor's degree, or a grade-point average of at least 3.5 covering all post-baccalaureate work completed to date.
- Recommendation for provisional or full admission by the doctoral faculty review group within the emphasis area.

The Education Ph.D. program does not consider GRE scores in admissions decisions.

Graduates of schools outside the United States may be considered for admission to the Education Ph.D. program, subject to the following criteria.

1. They must have completed a course of study at least the equivalent of a U.S. baccalaureate degree.
2. They must have above-average grades in previous college study.
3. They are required to establish proof of adequate English proficiency as part of the UMKC admissions process. Applicants from countries in which English might be one of the official languages, but is not necessarily the first language of the majority of the population, must attain a minimum composite score of either 79 on the iBT Test of English as a Foreign Language (TOEFL), or a score of 6.0 on the IELTS to be considered for admission. The results of the examination must be received in the UMKC International Student Affairs Office before the application deadline.

Exceptions to this policy:

- Non-native speakers who hold degrees or diplomas from post-secondary institutions in English-speaking countries, provided they have spent a minimum of two years in successful full-time study there and English was the medium of instruction.
- International transfer students from other institutions in the United States or Canada who have spent a minimum of two years in successful full-time study.

Specific emphasis areas may have more stringent admissions criteria (e.g., requirement of an earned Master's degree) or additional required admission materials (e.g., writing samples, references, interviews); please see specific emphasis areas' admissions requirements for further information.

General Program of Study Requirements

For each option, students will be required to take at least 36 credit hours in a discipline corresponding to their degree option, including both substantive courses and research methodology courses. At least twelve additional credit hours must be taken in a corollary subject area related to the student's research and approved by the student's supervisory committee. Students also take at least twelve dissertation hours in an education field. In total, the Education PhD is comprised of at least 60 credit hours.

General Comprehensive Examination Requirements

To advance to degree candidacy, Education Ph.D. students are required to pass both written and oral components of a Comprehensive Examination. The doctoral Comprehensive Examinations must be completed at least seven months before the date of graduation.

The following requirements must have been met before students can take the Comprehensive Examination(s):

1. Successful completion of all qualifying requirements and full admission to the School of Graduate Studies and the Education Ph.D. program.
2. Appointment of a research advisor and supervisory committee.
3. Filing and approval of the Ph.D. plan of study and completion of essentially all coursework or other study required for the degree.

Student Learning Outcomes

Students graduating from this program will:

- Identify and summarize key theories and literature bases relevant to exploration of key issues in educational leadership, policy, and/or foundations
- Integrate methods, theories, paradigms, concepts, etc. from both within and beyond educational leadership, policy, and/or foundations.
- Conduct research relevant to educational leadership, policy, and/or foundations using investigation techniques appropriate to a topic and theoretical approach.
- Create effective oral and written presentations focused on theory and research in educational leadership, policy, and/or foundations.

Emphasis Area-Specific Admission Requirements

Applicants to the Education Ph.D. with an emphasis in Educational Leadership, Policy and Foundations (ELPF) will be expected to have a grade-point average of at least 3.0 on a 4.0 scale, covering all college work taken prior to the bachelor's degree, or a GPA of at least 3.5 on a 4.0 scale, covering all post-baccalaureate work completed to date.

The applicant must provide the following supplementary documentation:

1. Written recommendations from appropriate professors and practitioners in the field (selected by the applicant).
2. An autobiographical sketch. (This should be a brief resume of academic and professional goals and the applicant's personal, academic and career history as it relates to those goals. It should also include reasons for choosing Educational Leadership, Policy and Foundations as a field of study.)
3. Evidence of graduate-level writing ability provided by writing samples, prior scholarly writing or the successful completion of an essay examination.

When evaluating applications, faculty members will consider evidence in the applications of such factors as communication and academic skills, a clear and important research agenda, demonstrated leadership skills and commitment to education.

A strong application will clearly articulate your research interests with respect to educational leadership, policy, and/or foundations. You are also strongly encouraged to note in your application any ELPF faculty members with whom you share research interests, and who you believe could help you achieve your research goals. Applicants to the PhD in Education–ELPF Emphasis will be asked to participate in an interview with ELPF faculty to assess whether doctoral studies in ELPF will be an effective vehicle for advancing the applicants' scholarly and professional goals. Applicants are also encouraged to contact the ELPF program coordinator to discuss their applications.

Alternate Admission Criteria

International applicants will be considered for admission to the Ph.D. program on the basis of background, experience and educational attainments in their home countries. Exceptions may be made for students whose potential for success in the doctoral program may not be reflected in the general criteria.

Qualifying Requirements for Full Admission

In some cases, the program may ask that 12 hours of work at UMKC be taken prior to full admission.

Students admitted under alternate criteria will be notified upon acceptance of any coursework deficiencies they must satisfy or other preparation they must undertake prior to full admission.

Emphasis Area Program Requirements

Code	Title	Credits
Disciplinary Area Courses		
Focal area courses, selected in collaboration with advisors (see sample focal areas below)		21
EDUC-UL 5685	Problems And Issues In Education & Urban Leadership	3
Research Credit Options ¹		
EDUC-R&P 5608	Introduction To Graduate Research	3
Select three additional courses from the list below, or from other courses approved by the Supervisory Committee		9
EDUC-R&P 5555	Statistical Methods II	
EDUC-UL 5589	Special Topics In Educational Leadership (Can be Historical Research Methods I and/or II; 3 CH each or 6 CH total)	
EDUC-R&P 5612	Applied Quantitative Research in Education	
EDUC-R&P 5615	Qualitative Research Theory & Design Educational Setting. Part 1	
EDUC-R&P 5616	Qual Data Collection And Analysis In Educational Settings. Part 2	
Corollary Coursework		
Coursework taken outside of EDUC-UL, selected in collaboration with advisor		12

Dissertation		
EDUC-UL 5696	Dissertation Administration And Community Leadership	12
Total Credits		60

¹ Students may choose to take additional methods classes beyond the 12 credit-hour requirement to improve their knowledge of a particular research method in service of their dissertation research. Please note relevant course prerequisites as some courses are intended to be taken as a sequence.

Sample Focal Areas:

Below are lists of courses in three *sample* focal areas for students. These samples are meant to be a starting point for students and advisors to consider.

Code	Title	Credits
Higher Education focal area:		
EDUC-UL 5550	Organization And Administration Of Higher Education	3
EDUC-UL 5551	Student Affairs Administration In Higher Education	3
EDUC-UL 5556	The College Student	3
EDUC-UL 5557	Legal Aspects Of Higher Education	3
EDUC-UL 5558	Advanced Student Development Theory	3
EDUC-UL 5559	Current Issues In Community Colleges	3
EDUC-UL 5560	Leadership In Higher Education	3
EDUC-UL 5564	History Of Higher Education	3
EDUC-UL 5566	Racial And Ethnic Diversity, And Cultural Understanding	3
EDUC-UL 5636	Policy Issues in Higher Education	3

Code	Title	Credits
K-12 focal area:		
EDUC-UL 5501	Foundations Of School Leadership & Organization	3
EDUC-UL 5502	Building Administration And Management	3
EDUC-UL 5503	Student, Staff And Organization Development	3
EDUC-UL 5512	School Finance	3
EDUC-UL 5515	Governmental And Legal Aspects Of Education	3
EDUC-UL 5518	Leadership for School Improvement	3
EDUC-UL 5520	Data Driven Leadership for Reculturing Schools	3
EDUC-UL 5523	Administrative Roles For Instructional Leadership	3
EDUC-UL 5525	Cultural Foundations Of Education	3
EDUC-UL 5526	Philosophical Foundations Of Education	3
EDUC-UL 5527	Historical Foundations Of Education	3
EDUC-UL 5528	Sociological Foundations Of Education	3
EDUC-UL 5531	Educational Leadership and Human Resources	3
EDUC-UL 5627	Advanced Educational Supervision	3
EDUC-UL 5628	The Superintendency	3

Code	Title	Credits
Foundations focal area:		
EDUC-UL 5524	Philosophical Inquiry And Education	3
EDUC-UL 5525	Cultural Foundations Of Education	3
EDUC-UL 5526	Philosophical Foundations Of Education	3
EDUC-UL 5527	Historical Foundations Of Education	3
EDUC-UL 5528	Sociological Foundations Of Education	3
EDUC-UL 5602	Seminar In The History Of American Urban Education	3
EDUC-UL 5655	Studies In Philosophy Of Education	3