

PhD in Education

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit:

- Three letters of recommendation (at least two from individuals with earned doctorates, preferably prior instructors).
- An original essay.
- A professional resume.
- Evidence of above-average academic records. A GPA of 3.5 or higher is preferred.
- GRE scores. Quantitative and verbal scores at or above the 50th percentile are preferred. An analytical writing score of 4.0 or higher is preferred.

Admission is competitive, and a favorable vote of an admission interview committee, composed of faculty in the emphasis area, is required.

Degree Program

- **Coursework:** A minimum of 60 credit hours is required beyond the Master's degree, including 6 hours of dissertation research. A minimum of 42 of these hours must be completed in residence. For students who have not completed a Master's degree, a minimum of 90 hours, postbaccalaureate, is required, including 6 hours of dissertation research (the Graduate School's residency requirement applies). Students in the Counseling emphasis area complete the following requirements: a minimum 90 hours, postbaccalaureate, including 12 hours of dissertation research (the Graduate School's residency requirement applies).
- **Dissertation:** All students must defend orally a written dissertation proposal to their dissertation committee. A dissertation embodying the results of original research must be accepted by the dissertation committee and the Graduate School.

Admission Application

To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to request transcripts and letters or

recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

Deadlines for applying are:

- February 15th for the Teaching-Learning Processes emphasis
- February 15th for the Educational Leadership and Policy Studies emphasis
- February 15th for the Educational Psychology emphasis
- December 1st for the Counseling emphasis

Degree Requirements

Students in the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas complete the following requirements.

1. Foundations		-9-12
Philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction, and supervision courses typically chosen from previous Master's or Ed.S. course work.		
Students in the Counseling option should use the following:		
CNS-ED-6000	Personal and Professional Development in Counseling	
CNS-ED-6010	Theories of Counseling	
CNS-ED-6020	Ethical and Professional Issues in Counseling	
CNS-ED-7075	Teaching, Learning, and Technology in Counselor Education	
2. 1. Research Methods		15-18

Students in the Teaching –Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas should complete the following research methods courses (or equivalent in order).		
ED REM 6735	Statistical Analysis for Education Research (Prerequisite)	
ED REM 6750	Advanced Research Design In Education	
Plus any three methods courses from the following:		
ED REM 7771	Quantitative Research Methods I	
ED REM 7772	Quantitative Research Methods II	
ED REM 7781	Qualitative Methods in Educational	
ED REM 7782	Qualitative Methods in Educational	
This sequence totals 15 hours of methods courses. Remaining hours can be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.		
For Ph.D. students in the Counseling emphasis area, the recommended sequence is:		
ED-REM-6718	Psychoeducational Assessment and	
ED-REM-6710	Educational Research Methods and	
CNS-ED-7020	Seminar in Counseling Research	
ED-REM-7771	Quantitative Research Methods I	
ED-REM-7781	Qualitative Methods in Educational	
One of the following two:		
ED-REM-7772	Quantitative Research Methods II	
ED-REM-7782	Qualitative Methods in Educational Research II	

One of the following, including the other "II" from above:		
ED-REM-7740	Historical Research Methods in Education	
ED-REM-6730	Educational Program Evaluation	
ED-REM-7712	Discourse Analysis in Education	
ED-REM-7773	Quantitative Research Methods III	
3. Emphasis Area (Primary Discipline) courses		27-33
with at least 16 in residence, in one of the following areas:		
A. Teaching-learning Processes		
Minimum 15 credit hours in cognate area		
Minimum 3 credit hours in curriculum or instruction		
Minimum 3 credit hours in educational psychology		
B. Educational Leadership and Policy Studies		
Minimum 21 hours in educational leadership, either in K-12, higher education, work, adult or community education settings,		
C. Educational Psychology		
Minimum of 21 credit hours in educational psychology. Program may include courses in research and evaluation methods, school psychology, developmental psychology, cognition and learning, character education, and socio-cultural theory. Courses in the primary discipline will be selected in consultation with the faculty advisor and advisory committee.		
D. Counseling		
CNS-ED-6030	Foundations for Multicultural Counseling	
CNS-ED-6040	Group Procedures in Counseling	
CNS-ED-6050	Individual Inventory	
CNS-ED-6070	Psychopathology and Diagnosis	

CNS-ED-6370	Clinical Mental Health Counseling	
or CNS-ED-6270	School Counseling Practicum	
CNS-ED-6380	Clinical Mental Health Counseling Field	
or CNS-ED-6280	School Counseling Field Experience	
CNS-ED-6400	Career Information and Development	
CNS-ED-6410	Advanced Career Development	
CNS-ED-7000	Advanced Theories and Practice of	
CNS-ED-7010	Advanced Multicultural Counseling	
CNS-ED-7030	Counselor Education and Supervision of Individuals and Groups	
CNS-ED-7035	Counselor Education and Supervision	
CNS-ED-7040	Advanced Group Procedures in	
CNS-ED-7770	Doctoral Practicum	
4. Related (Secondary Discipline) Courses, 12-15 hours, in education or another department.		12-15
ED-REM-6718	Psychoeducational Assessment and	
2. Program Area of Study to Develop Discipline Knowledge (as determined by student, advisor, and program)		14-16
3. Core courses		10-14
EDUC 7490	Directed Readings in the Education Research Literature	1-3
EDUC 7635	Ethical and Legal Issues in Educational	2
EDUC 7050	The Research Process I: Framing Research Questions within Educ Lit	3
EDUC 7605	Scholarship of Teaching and Learning	2
Electives		2-4

5. Required Exit course		3
4. Dissertation Proposal Writing		
EDUC 7950	Preparation for Writing the Dissertation	1
—Or CNS ED 7025 — Advanced Counseling Research		
6. Research Internship		6-9
EDUC 7880	Research Internship I	
EDUC 7881	Research Internship II	
EDUC 7882	Research Internship III	
or CNS ED 7780	Doctoral Internship	
7. 5. Dissertation Research		
EDUC 7999	Dissertation Research	6

~~Minimum 90 hours, postbaccalaureate~~

Sign-offs from other departments affected by this proposal

None

Rationale

The proposed changes to the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphases areas are intended to highlight the research intensive nature of these emphases areas. A Master's degree is preferred as a condition of admission to the PhD program. For students entering the PhD program with a Master's degree the program will be a minimum of 60 hours beyond the Master's, including 6 hours of dissertation research (a minimum of 42 of these hours must be completed in residence). For students who have not completed a Master's degree, a minimum of 90 hours, postbaccalaureate, is required, including 6 hours of dissertation research (the Graduate School's residency requirement applies). The program changes will immerse doctoral students in research areas of specialization, from the very first courses in the program (EDUC 7050 and EDUC 7490), while enabling students to explore program areas of study to develop disciplinary knowledge as determined by the student, advisor, and program.

