

Doctor of Philosophy in Educational Leadership and Policy Studies

About This Program

Doctor of Philosophy in Educational Leadership and Policy Studies is designed for candidates who seek to enter careers in research, institutional assessment, policy analysis, institutional leadership, higher education administration, or the professoriate. The program challenges the conventional wisdom that higher education and PK-12 education are different worlds by bringing together scholars and students from all levels of education to work and study together. Particularly, the program focuses on narrowing achievement gaps by studying and creating efficacious transitions within the educational experience. Working from the premise that all people can learn at high levels, the program includes the study of the systemic barriers at all levels of education that prevent so many children, adolescents, and adults from being as successful as they possibly can be. In addition to becoming experts in their particular area of inquiry, graduates will have a broad foundation in the study of educational leadership and policy at all levels. Students in the PhD program will be part of a cohort throughout their coursework.

Competencies

1. Upon completion, students will be able to evaluate and apply research-based policies and leadership strategies to improve educational systems across PK-12 and higher education.
2. Upon completion, students will be able to design, execute, and disseminate original research using qualitative, quantitative, or mixed-methods approaches to advance knowledge in educational leadership and policy.
3. Upon completion, students will be able to engage in interdisciplinary collaboration and effectively convey complex research and policy insights to diverse stakeholders, including educators, policymakers, and the broader community.

Admissions Criteria

A select number of qualified applicants are admitted each session to the cohort-based program. Each cohort begins coursework during the fall semester. Specific guidelines for applying to this program are found on the departmental website. Admission into this program is very competitive. The departmental admissions committee considers prior educational experiences, prior work experiences, GRE scores, a statement of interest, professional references, and so forth. Meeting admission standards does not guarantee admission to the program.

In addition to the general Office of Graduate Studies admission requirements, applicants must meet the following requirements for unconditional admission.

- Master's degree in education or other field appropriate for the doctorate in Educational Leadership and Policy Studies.
- Grade point minimum average of 3.5 out of a possible 4.0 from the master's degree.
- Successful applicants for unconditional admission are expected to present a minimum of two of the following three Graduate Record Examination (GRE) scores: (1) verbal minimum score of 153, (2) quantitative score of 144, and (3) written analytical minimum score of 4 or equivalent.
- Applicants who do not meet the minimum score requirement for a standardized test will be considered for probationary admission status when other factors are taken into account in a holistic review.
- A minimum score of 79 on the Test of English As a Foreign Language Internet Based Test (TOEFL iBT) for applicants whose native language is not English.
- At least three years of documented experience in a work environment in which the primary professional responsibility at any level has been education (e.g., teaching, administration, curriculum development, professional development, post-secondary education, government or private industry settings) is recommended.
- Admission is very competitive. Meeting admission standards does not guarantee admission to the program.
- Applicants who have been suspended or expelled from the University of Texas at Arlington or any other university or program for reasons other than academic reasons may be denied admission or readmission to an educator preparation program in the College of Education.

BA-PHD TRACK IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES, WITH HIGHER EDUCATION ADMINISTRATION EMPHASIS

Students accepted in the MEd with Higher Education Administration Emphasis can elect, with program approval, to pursue the integrated BA-PhD track which allows students to start doctoral work earlier and transfer into the PhD program upon completion of 30 semester credit hours and after two evaluations of their academic progress. These students go through an early PhD program admission process within the ELPS Department as soon as they have completed a minimum 18 semester credit hours in the master's program.

Curriculum

Foundations

Research Methods Core

EDAD 6304	INTRODUCTION TO EDUCATIONAL RESEARCH	3
EDAD 6308	INTRODUCTION TO QUALITATIVE RESEARCH	3
EDAD 6310	INTRODUCTION TO STATISTICS	3
EDAD 6315	ADVANCED STATISTICS	3
EDAD 6318	ADVANCED QUALITATIVE RESEARCH	3
Core Content Courses		
EDAD 6301	INTRODUCTION TO DOCTORAL STUDIES	3
EDAD 6330	INTRODUCTION TO EDUCATION POLICY	3
EDAD 6327	K-16 POLICY & LAW ANALYSIS RESEARCH	3
EDAD 6342	K-16 ORGANIZATIONAL & LEADERSHIP THEORY RESEARCH	3
EDAD 6343	CONTEXTS OF EDUCATION	3
Electives		
Select 18 hours from the following:		18
EDAD 6391	INDEPENDENT RESEARCH	
EDAD 6392	SELECTED TOPICS IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES (may be repeated for credit as topics vary)	
Dissertation		
Select at least 18 hours from the following:		18
EDAD 6399	DISSERTATION	
EDAD 6699	DISSERTATION	
EDAD 7399	DOCTORAL DEGREE COMPLETION	
Total Hours		66

Program Completion

DISSERTATION

The dissertation is the culmination of the PhD program and represents a distinct contribution to the field of knowledge. A dissertation defense is required.

PROFESSIONAL DISPOSITIONS

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by the faculty and staff. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

Advising Resources

Location:

Trimble Hall, Room 105

Email:

coedgrad@uta.edu

Phone:

817-272-2956

Web:

Advising Information and Appointments (<https://www.uta.edu/academics/schools-colleges/education/current-students/advising/>)