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ABSTRACT

A proposal requesting approval to grant the Ph.D. as well as the Ed.D. to doctoral students in Educational Administration and Higher Education (EAHED) is presented. The proposal describes strengths and weaknesses of the present program and documents the program's development from one concentrating primarily on teaching and advising students to one that is also strong in research and publication. The first section addresses concerns expressed in response to a previous Proposal. Departmental improvements are cited in the areas of: (1) scholarly stature of the EAHED faculty; (2) the lack of a strong cognate area in the proposed Ph.D. program; and (3) lack of differences in a dissertation requirements between the Ph.D. and Ed.D. degrees. The need for a Ph.D. option is justified in terms of regional and national trends, student interest, doctoral program enrollment, current doctoral programs in Oklahoma, and employment prospects. The proposed Ph.D. option is then detailed including projected requirements, examples of plans of study, admission requirements, and entrance examinations. Resources available for the Ph.D. option are noted and include existing faculty and facilities and equipment. (DB)

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A PROPOSAL THAT OKLAHOMA STATE UNIVERSITY'S DEPARTMENT OF
EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION BE
PERMITTED TO GRANT THE Ph.D.

by

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PREFACE

The Educational Administration and Higher Education Department at Oklahoma State University for years has enrolled more doctoral students and conferred more doctorates than any other department at the University. Among its faculty, over the years, have been such well-known educators as William B. Adrian, now Provost of Pepperdine University in Malibu, California, and Ann Austin, now of Vanderbilt University, winner of the first award ever given by the Association for the Study of Higher Education for research by a scholar near the beginning of his or her career.

At present, however, the Department is empowered by the University to confer only the Ed.D., not the Ph.D. The attached report is a proposal written by faculty members of the Department for presentation to the Graduate Faculty Council Review Committee of Oklahoma State University, requesting approval to grant the Ph.D. The accompanying report shows, more than any other document, the strengths and weaknesses of one of the largest doctorate programs in educational administration and higher education in the Southwest. It also traces the development, in recent years, of the program from one that concentrated primarily on teaching and advising students to one that is also strong in research and publication.

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BACKGROUND TO THIS PROPOSAL

In February, 1986, the Department of Educational Administration and Higher Education (EAHED) submitted a proposal to OSU's Graduate Faculty Council Review Committee asking for an endorsement to confer the Ph.D. The Review Committee, after deliberation, decided not to support the request at that time. Norman Durham, Dean of the Graduate College, summarized the Review Committee's reasons for declining to support the EAHED proposal in a February, 1987 memorandum to Thomas Karman, Head of EAHED. Dean Durham listed three areas of concern.

1. The Review Committee's "most serious" concern was with the scholarly stature of the EAHED faculty in early 1986. It identified problems in three particular areas:

a. The number of EAHED faculty who were full members of OSU's Graduate Faculty.

b. EAHED's modest record in attracting externally funded research.

c. the volume of research and publication being produced by the EAHED faculty.

2. The Review Committee also expressed concern that the proposed Ph.D. program did not include "a strong cognate area."

3. While EAHED was planning to require substantially more hours of dissertation work for the Ph.D. than for the Ed.D., we had not spelled out "any real differences" between the dissertations for the two degrees, other than the number of hours of dissertation work required.

RESPONSE TO CONCERNS

In the more than two years that have passed since Dean Durham informed us of the Review Committee's concerns, the faculty of EAHD has worked hard to strengthen the department and, specifically, to show improvement in the areas mentioned by the Review Committee. First, we have taken the following actions to address concerns about the scholarship of the EAHD faculty:

1. In February, 1986, five of EAHD's ten full-time faculty members (50%) were full members of OSU's Graduate Faculty. In May, 1989, six of its nine full-time faculty (67%) are full members. In addition, two assistant professors hired in 1988 exceed Group V's publication requirement for full admission to the Graduate Faculty.
2. Since February, 1986, EAHD has substantially increased its research and publication productivity, both through the effort of continuing EAHD faculty members and through new appointments, and some of our faculty have received research grants.

One long-time faculty member recently completed a book, A History of the Oklahoma State University College of Education, to be published in late 1989 as one of the books celebrating OSU's Centennial. He is also the first author of a recent article in the prestigious journal, Research in Higher Education. Another continuing member of EAHD published two

journal articles in 1988, one as sole author, the other as first author. A third published two sole-authored journal articles in 1988. A fourth contributed a chapter to an important book published in 1988 by the well-known publishing house, Macmillan Publishing Company.

In the past year we have attracted two new, research-oriented faculty members. One of them, who defended her dissertation in October, 1988, has already co-authored three monographs and two articles and has an article and a book chapter in press. The other has published a sole-authored book and twenty articles in refereed journals.

The recent publications of continuing members of the EAHEd faculty and our adding two new, research-oriented assistant professors make EAHEd a much more research-oriented department than it was three years ago.

In refusing to endorse our previous proposal for a Ph.D. option, the Faculty Council Review Committee suggested that EAHEd faculty's heavy teaching and advisement loads prevented us from doing more research. While there is little chance that EAHEd faculty's teaching and advisement responsibilities will decrease, we have done much to increase our research productivity. We have established departmental mini-grants to reduce teaching loads and increase the amount of time our faculty have available for research. In summer and fall, 1988, for example, three EAHEd faculty members taught one course, instead of their normal load of two.

We have also responded to the concerns about the lack of a

strong cognate in our proposed Ph.D. Our revised proposal for the Ph.D. option includes the requirement that all EAHD students pursuing the Ph.D. must complete a minor, consisting of 15 credits at the graduate level in any appropriate department outside the College of Education, with the student's doctoral committee having responsibility for approving the appropriateness of the cognate in light of the student's professional goals.

The Review Committee's concern about differentiating between Ph.D. and Ed.D. dissertation credits has been addressed by an increase in the number of research hours required for the Ph.D. and by the Ph.D.'s minor. We expect that a Ph.D. dissertation will be more theoretically oriented, use more sophisticated analytical procedures, and focus to a greater extent on national populations than do, as a group, our Ed.D. dissertations.

PROPOSAL FOR A PH.D. OPTION

In the fall of 1980, the Dean of the College of Education requested that a committee assess the need for and feasibility of developing a generic Ph.D. option for the entire College. During the 1980-'81 academic year, the committee conducted a preliminary assessment of the need for a Ph.D. degree, gathered information from regional and national universities with doctoral programs, met with department heads and faculty of the College, and issued a report to the Dean and department heads. Rather than

supporting a Ph.D. option for the College as a whole, the committee made the following recommendation:

Having a Ph.D. option in colleges of education is the dominant pattern of doctoral work among regional and national universities. Indeed, Oklahoma State University is the only institution in the Big 8 which does not have a Ph.D. option in the departments of the College of Education. The committee recommends that each of the three departments which do not presently have a Ph.D. option review carefully the interest and need for a Ph.D. option, and that if sufficient interest is evident among faculty, a proposal be developed to implement a Ph.D. option.

Following the recommendation of the College of Education Committee, a departmental committee within EAHED was established to assess the feasibility of a Ph.D. option for programs within the Department. The committee developed a proposal during the 1981-'83 academic years, although it was not submitted because key EAHED faculty positions were vacant and the University was faced with a tight budget.

In February, 1986, the EAHED faculty updated the proposal and submitted it for consideration by College of Education faculty and administrators. In February, 1987, after OSU's Graduate Faculty Council Review Committee considered the proposal, Dean Durham advised EAHED of concerns the Review Committee had about EAHED's faculty research productivity and its proposed differentiation between the Ed.D. and Ph.D. programs. Even though OSU still faces fiscal constraints, we believe that the Graduate Faculty Council Review Committee will endorse this proposal. The reason why we believe it will is because

establishing this Ph.D. program will considerably enhance some EAHEd students' education without requiring additional human and non-human resources.

Our proposal is organized into the following parts: 1) need for the Ph.D. option; 2) description of the Ph.D. option; and 3) resources available for the Ph.D. option.

Need for the Ph.D. Option

The Department of Educational Administration and Higher Education prepares its students for a wide range of leadership positions in educational enterprises. For example, our graduates have gone on to serve as superintendents, assistant superintendents, and principals, as well as in other administrative positions in public, private, and vocational/technical schools. They have, in addition, served as chancellors and vice-chancellors in state higher education coordinating agencies, as presidents, deans, department heads/chairpersons, faculty in colleges and universities, and as staff in national educational agencies.

There are three major programs in Educational Administration and Higher Education, all leading to the Ed.D. degree: 1) educational administration, which prepares people for K-12 school leadership; 2) administration/research in higher education, for those preparing to serve as college and university administrators and in other positions at colleges and universities; and 3) the college teaching program, for those preparing to teach in a university, four-year college, or community college.

We do not ask to be able to offer the Ph.D. for the purpose of increasing student enrollment. Rather, we seek to offer the Ph.D. because some of our students need a research-oriented program. EAHEd already enrolls students who would benefit greatly from a Ph.D. program, and it is these students who would gravitate to the Ph.D. option.

Information demonstrating EAHEd's need for a Ph.D. program is organized below as follows: A) regional and national trends in Ed.D. and Ph.D. programs; B) student interest; C) doctoral program enrollment; D) current educational administration and higher education doctoral programs in Oklahoma; and E) employment prospects.

(A) Regional and national trends. An important step in assessing the need for a Ph.D. option in EAHEd was to review the status of the Ph.D. and Ed.D. degrees in colleges of education. In addition, a survey was conducted of universities which included all the Big Eight institutions and twelve additional major universities.

Of colleges of education at Big Eight universities, six of the other seven offer the Ph.D. only or options for either the Ph.D. or the Ed.D. (For details, see Table I, below.)

TABLE I

**SUMMARY OF DOCTORAL DEGREES OFFERED IN COLLEGES
OF EDUCATION AT BIG EIGHT UNIVERSITIES**

<u>Institution</u>	<u>Educational Administration</u>		<u>Higher Education</u>	
	<u>Ph.D.</u>	<u>Ed.D.</u>	<u>Ph.D.</u>	<u>Ed.D.</u>
Colorado, University of	x	x		
Iowa State University	x		x	
Kansas State University		x		
Kansas, University of	x	x	x	x
Missouri-Columbia, University of	x	x	x	x
Nebraska-Lincoln, University of	x	x	x	x
*Oklahoma State University		x		x
Oklahoma, University of	x	x		
<hr/>				
TOTAL	6	7	4	4

*Ph.D. available only in the Department of Applied Behavioral Studies

Of colleges of education at universities in the Big 10, nine offer either the Ph.D. only or the option of the Ph.D. in their Educational Administration programs, and five offer either the Ph.D. only or the option of going for the Ph.D. in their Higher Education programs. (For details, see Table II, below.)

TABLE II

SUMMARY OF DOCTORAL DEGREES OFFERED
IN EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION
AT COLLEGES OF EDUCATION AT BIG 10 UNIVERSITIES

<u>Institution</u>	<u>Educational Administration</u>		<u>Higher Education</u>	
	<u>Ph.D.</u>	<u>Ed.D.</u>	<u>Ph.D.</u>	<u>Ed.D.</u>
Illinois, University of	x	x	x	x
Indiana University	-	x	x	x
Iowa, University of	x	-	x	-
Michigan State University	x	x	-	-
Michigan, University of	x	x	x	x
Minnesota, University of	x	-	x	-
Northwestern University (Educational Process)	x	-	-	-
Ohio State University (Policy Leadership)	x	-	-	-
Purdue University	x	-	*	
Wisconsin, University of	x	-	*	
TOTAL	9	4	5	3

*These higher education programs offer specialist degrees in educational administration.

Of colleges of education at the two major public universities in Texas, both offer either the Ph.D. or the Ph.D./Ed.D. option in their Educational Administration programs, and one offers the Ph.D. in its Higher Education program. (For details, see Table III, below.)

TABLE III

**SUMMARY OF DOCTORAL DEGREES OFFERED
IN EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION
AT COLLEGES OF EDUCATION AT TWO MAJOR PUBLIC UNIVERSITIES IN TEXAS**

<u>Institution</u>	<u>Educational Administration</u>		<u>Higher Education</u>	
	<u>Ph.D.</u>	<u>Ed.D.</u>	<u>Ph.D.</u>	<u>Ed.D.</u>
Texas A. & M.	x	x	Specialist in Ed. Adm.	
Texas, University of	x	-	x	-
TOTAL	2	1	1	0

Combining Tables II and III, of the twelve major universities examined, eleven offer the Ph.D. only or the Ph.D. option in Educational Administration, and six offer it in Higher Education. These figures show that what EAHER proposes to do--add the Ph.D. option--is quite commonplace in colleges of education at some other major universities.

(B) Student Interest. In the spring of 1982, EAHER surveyed all its graduate students to learn their opinions about EAHER programs and their recommendations for changes. Rather than ask a question specifically about students' interest in a Ph.D. option, the survey asked students about their plans immediately after they completed graduate study, their long range plans, and their ideas about how our graduate programs could be improved. Eighty-two doctoral students, including 20 international students, completed the questionnaire. Twenty-five of them (30%) expected to be involved in research after earning their doctorate. Eleven of them (13%) identified research as

their primary interest. Thirty (37%) wanted EAHER to emphasize research activity more than it did. Most respondents expected to hold administrative or teaching positions, and they wanted to receive excellent training in educational techniques and practices. Although a majority of the respondents were practice-oriented, the fact that a substantial minority of EAHER students identified research as their primary academic interest supports our desire to develop a Ph.D. option.

Students were not asked to indicate a preference for an Ed.D. or Ph.D. program because it was our intent to assess students' career and academic needs, not their degree preference. However, the survey results show that many of our students would prefer the Ph.D. option. The results of EAHER's Graduate Student Survey are shown in Appendix B. In addition to the survey, informal discussions among faculty and doctoral students with strong research interests have revealed enthusiastic student support for a Ph.D. option.

When the 1982 survey was replicated in spring, 1986, the situation had not changed greatly. Among EAHER doctoral students, 24% planned to accept research positions after graduation. In the replication, we did ask students which degree they preferred; 24% preferred the Ph.D., and nearly 30% thought that research should get more emphasis in the doctoral program than it did.

Three points should be emphasized, based on information provided by our students. First, there is clearly an adequate student base for a Ph.D. program since at least 25 students

indicated an interest in such a program. Few OSU departments which already have a Ph.D. program can match that level of student demand. Second, our survey did not include persons who decided not to attend OSU because we did not offer the degree they sought. Third, it is clear that the Ph.D. should be available along with--rather than instead of--the Ed.D. Most of our students would continue to seek the Ed.D., which is and will continue to be a practitioners' degree, even if we offered the Ph.D. Some, however, would seek a degree which reflects their preparation for a career in research, if such a degree were available. Currently, EAHEd students who go through a research-oriented doctoral program are at a competitive disadvantage when they apply for research positions because their Ed.D. erroneously labels them as practitioners.

(C) Doctoral program enrollment. In the past ten years, there has been a steady increase in EAHEd enrollment in all three of our program areas. EAHEd credit hour production since 1977-78 is shown in Table IV. Given the present level of resources, we currently plan to restrict credit hours to approximately 4500 per year. Offering the Ph.D. will probably not increase our enrollments; rather, it will permit selected students to have a program that fits their needs more closely than our current programs do.

EAHEd's typical faculty instructional load is a mix of organized courses, directed reading, internships, and supervision of thesis and dissertation research. On the average, each faculty member has 20 student credit hours of dissertation advising each semester. Although the average credit hour loads

for seminars and courses are not expected to change with the availability of a Ph.D. option, it is anticipated that there will be a slight increase in student credit hours for the dissertation since the Ph.D. option will emphasize research.

TABLE IV
GRADUATE STUDENT CREDIT HOUR PRODUCTION,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION

<u>Academic Year</u>	<u>Credit Hours</u>	<u>% Change</u>
1977-78	2,392	
1978-79	2,164	(9.5)
1979-80	2,240	3.5
1980-81	2,697	20.4
1981-82	2,929	8.6
1982-83	3,480	18.8
1983-84	3,430	(1.4)
1984-85	2,961	(13.7)
1985-86	3,042	2.7
1986-87	3,013	(1.0)
1987-88	4,458	48.0
% change, 1977-78 to 1987-88		86.4

(D) Current doctoral programs in Oklahoma. Only two state universities in Oklahoma are authorized to offer doctoral degrees in educational administration and higher education, Oklahoma

State University and the University of Oklahoma. While the Ph.D. option is available at the University of Oklahoma, it is not available here, even though Oklahoma State University confers more degrees in educational administration and higher education than does OU. According to the "Regents' Report of Degrees Conferred," Oklahoma State University granted 277 doctoral degrees in educational administration and higher education between 1975 and 1985, while the University of Oklahoma, during this period, granted 139 such degrees. Thus OSU conferred almost twice as many degrees as did OU.

Since the state of Oklahoma is properly concerned about unnecessary program duplication, we should point out two reasons why EAHEd's being granted the right to offer the Ph.D. would not lead to program redundancy. First, although the University of Oklahoma awards both the Ed.D. and the Ph.D. in Educational Administration and Higher Education, both programs are, in fact, designed to prepare practitioners (e.g., principals, superintendents, and college administrators) and do not train people to do educational research. As a result, some Oklahoma residents who want to earn a Ph.D. in Educational Administration or Higher Education with a strong research base now need to leave the State to find such a program because EAHEd cannot accommodate all of them. Second, comprehensive universities ought to have comprehensive programs, and having two Ph.D. programs in the same field in a state of almost 3,500,000 people is not excessive.

(E) Employment prospects. Most graduate students in EAHEd, especially those seeking the doctorate, have already embarked

upon their careers. For example, over 62% of our doctoral students, excluding international students, are currently employed full-time or are on leave of absence from a full-time position. So they do not need jobs.

In the area of public school administration, there are large numbers of principals, superintendents, and other leaders in the state and region who are interested in improving their educational leadership capabilities through pursuit of a doctoral degree. Likewise, in higher education there are many faculty and administrators in community/junior colleges and other state and regional colleges and universities who are interested in pursuing a doctoral degree.

Among those people who do not already have career positions, EAHED's placement record is excellent. In spite of the tight employment market in education, all our recent doctoral recipients have found suitable employment, except for a handful of international students who, after earning their doctorate, have remained in the United States. Educational administration doctoral recipients have become teachers, principals, superintendents, and state agency employees in the state and region. Our higher education doctorate recipients have also done well. Recently there were eleven college presidents, six vice-presidents, nineteen deans, and more than 40 department chairpersons in colleges and universities in Oklahoma and the region who had earned EAHED doctorates. There are at least 185 faculty members in regional colleges and universities who have

earned their doctoral degrees through EAHEd's college teaching program.

While employment prospects are still good for EAHEd graduates, as the problems and issues affecting education at all levels become more complex, it is expected that graduates will need even more training in research, analysis of problems, and problem-solving than they customarily receive in doctoral programs today. A Ph.D. option within EAHEd will enhance the employment prospects of those students who are seeking research positions, while also improving the overall quality of the Department.

Description of the Ph.D. Option

We should emphasize at the outset that EAHEd's Ph.D. option will not be available to all its doctoral students. Students will be admitted to the Ph.D. option based on their overall academic ability, their potential for performing well in research, and their career goals. Insofar as our students have historically been interested in practical experiences, we expect the number of students who elect the Ph.D. track to be small.

The Ph.D. option in EAHEd will be characterized by its research orientation, while our Ed.D. programs develop the skills needed by educational practitioners. This section describes the proposed Ph.D. option and shows the differences between it and EAHEd's current Ed.D. programs. The section is divided into five parts: A) requirements for the Ph.D. option; B) examples of

plans of study with a Ph.D. option; C) admission requirements; D) entrance examinations; and E) program costs.

(A) Requirements for the Ph.D. option. The differences between the Ed.D. and Ph.D. options are as follows:

- (1) In addition to fulfilling requirements for a major in EAHEd, students admitted to the Ph.D. program will also complete a minor (15 credits at the graduate level). The primary purpose of the minor is to enhance the student's understanding of the disciplinary roots of educational administration, as well as to expand the student's conceptual framework. Examples of areas in which minors might be pursued include history, political science, sociology, psychology, or economics. The minor must be approved by the student's committee, one member of which must be from the minor area, before coursework is begun. Approval of the minor will be based on its appropriateness for the Ph.D. degree and its relevance to the student's academic and career goals. Competency in the minor area will be assessed by the faculty in the minor area.
- (2) The research requirement will be fifteen hours for the Ph.D., as opposed to nine hours for the Ed.D. This change is consistent with the increased research competence expected of students who complete the Ph.D. program. However, no new

- courses will need to be developed, since suitable courses are already available in other departments.
- (3) Students must present their reasons for selecting a particular doctoral degree option to the EAHED faculty. This procedure will be used to help students choose a degree option consistent with their interests and goals.
 - (4) Students working towards the Ph.D. must complete at least 24 continuous credit hours in full-time residency on campus. Residency is defined as nine hours during the fall and spring semesters and six hours during a summer session. No more than three hours per semester may be taken through independent study during the fall and spring semesters. Students may not be employed more than twenty hours per week during their residency semesters.
 - (5) For the Ph.D. option, students will receive 15-20 hours of credit for work on their dissertation, rather than the ten hours of credit they receive in our Ed.D. programs. This difference is consistent with the Ph.D. option's greater emphasis on research.
 - (6) Following an established Graduate College rule, the minimum number of credit hours for the Ph.D. option will be 90 beyond the bachelor's degree. The "mix" of course work, however, will differ

between the Ed.D. and the Ph.D. programs, as described below, in "Examples of plans of study."

- (7) The Ph.D. option's comprehensive examination will require a demonstration of greater research competence than the Ed.D. comprehensive examination requires.

(B) Examples of plans of study. Descriptions of plans of study for the Ed.D. and Ph.D. in the major program areas of the Department are found in Tables V and VI, below.

TABLE V

EXAMPLES OF PLANS OF STUDY FOR THE ED.D. AND PH.D.
IN HIGHER EDUCATION

<u>Core Areas</u>	<u>Required No. of Hrs.</u>	
	<u>Ed.D.</u>	<u>Ph.D.</u>
General Core:	12-15	12-15
*EAHED 6003 -- Educational Ideas		
EAHED 6753 -- Historical Development of Higher Education		
EAHED 6813 -- Academic Programs: Development and Implementation		
EAHED 6843 -- The Academic Department		
EAHED 6230 -- Critical Issues in Higher Education		
Administrative Core:	12-15	9-12
EAHED 6803 -- Administration in Higher Education		
EAHED 6703 -- Finance in Higher Education		
EAHED 6463 -- Legal Aspects of Higher Education		
EAHED 6683 -- The Community Junior College		

TABLE V (cont.)

<u>Areas of Emphasis (cont.)</u>	<u>Required No. of Hrs.</u>	
	<u>Ed.D.</u>	<u>Ph.D.</u>
EAHED 6243 -- Organization and Administration in Education		
Areas of Emphasis:	9-15	12-15
<u>A. Departmental and Institutional Leadership</u>		
**EAHED 6823 -- Educational Leadership		
**EAHED 6843 -- The Academic Department		
EAHED 6833 -- College & University Presidency		
EAHED 6263 -- Supervision		
EAHED 6603 -- Organizational Theory in Education		
EAHED 6730 -- Planning & Educational Change		
<u>B. Policy Analysis in Higher Education</u>		
**EAHED 6870 -- Governance in Higher Education		
**EAHED 6730 -- Planning & Educational Change		
EAHED 6870 -- State Coordination in Higher Education		
EAHED 6843 -- The Academic Department		
<u>C. Institutional Analysis and Planning</u>		
**EAHED 6870 -- Governance in Higher Education		
**EAHED 6730 -- Planning & Educational Change		
EAHED 6870 -- State Coordination in Higher Education		
**EAHED 6843 -- The Academic Department		
<u>D. Community Junior College Administration</u>		
**EAHED 6823 -- Educational Leadership		
**EAHED 6683 -- The Community Junior College		
EAHED 6730 -- Planning & Educational Change		
EAHED 5633 -- Community Education		
OAED 5213 -- Characteristics of Adult Learners		
<u>E. Curriculum and Faculty Development</u>		
ABSED 5613 -- Instructional Systems Design		

TABLE V (cont.)

<u>Areas of Emphasis (cont.)</u>	<u>Required No. of Hrs.</u>	
	<u>Ed.D.</u>	<u>Ph.D.</u>
ABSED 6373 -- Program Evaluation		
CIED 5053 -- Fundamentals of Curriculum Development		
CIED 5122 -- Curriculum in the Secondary School		
CIED 5173 -- Kindergarten-Primary Curriculum (K-2)		
CIED 6033 -- Analysis of Teaching		
CIED 6113 -- Curriculum of the Elementary School		
EAHED 6823 -- Educational Leadership		
**EAHED 6843 -- The Academic Department		
**EAHED 6870 -- Faculty Development		
EAHED 6730 -- Planning & Educational Change		
EAHED 6263 -- Supervision		
Minor	---	15
Selected Electives:	9-12	---
Courses from such fields as economics, management, marketing, political science, psychology, and sociology are typically considered.		
Research Tools:	9	15
EAHED 5853 -- Educational Systems, Design, and Analysis		
ABSED 5015 -- Foundations of Educational Research		
STAT 4013/4023 -- Statistical Methods I/II (or other specialty research seminars offered by ABSED, history, psychology, sociology, and/or statistics)		
Internship:	0-3	0-3
EAHED 6880 -- Internship in Education		
EAHED 6000 -- Doctoral Dissertation	10	15-20

TABLE V (cont.)

TOTAL HOURS	61-79	78-95
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NOTE: A minimum of 90 semester hours beyond the bachelor's degree, including dissertation, are required for completion of either the Ed.D. or the Ph.D.

- * required in first semester
 ** required of students specializing in area of emphasis

TABLE VI

EXAMPLES OF PLANS OF STUDY FOR THE ED.D.
 AND PH.D. IN PUBLIC SCHOOL ADMINISTRATION

<u>Core Areas</u>	<u>Required No. of Hrs.</u>	
	<u>Ed.D.</u>	<u>Ph.D.</u>
General:	12	12-15
*BAHED 6003 -- Educational Ideas		
ABSED 5103 -- Human Development in Psychology		
ABSED 5213 -- Advanced Educational Psychology		
ABSED 5443 -- Theories and Problems in Educational Psychology		
ABSED 5463 -- Psychology of Learning		
ANTH 3353 -- Cultural Anthropology		
CIED 5023 -- Comparative Education		
CIED 5883 -- Educational Sociology		
ECON 3023 -- Managerial Economics		
ECON 3423 -- Public Finance		
ECON 4413 -- State & Local Government Finance		
ECON 4513 -- Labor and Public Policy		
ECON 4823 -- Comparative Economic Systems		
ECON 5020 -- General Studies in Economics		
ECON 5413 -- Economics of the Public Sector I		
ECON 5813 -- History of Economic Thought		
PHILO 5513 -- History of Educational Philosophy		
PHILO 5610 -- Philosophical Issues in Education		

TABLE VI (cont.)

			<u>Required No. of Hrs.</u>	
			<u>Ed.D.</u>	<u>Ph.D.</u>
PHILO	5713	-- Contemporary Philosophies of Education		
POLSC	3613	-- State and Local Government		
POLSC	4053	-- World Politics		
POLSC	4513	-- American Politics		
POLSC	4653	-- Contemporary Political Thought		
SOC	3323	-- Collective Behavior and Social Movements		
SOC	4383	-- Social Stratification		
SOC	4623	-- Sociology of Industry and Work		
SOC	5253	-- Sociology of Small Groups		
SOC	5323	-- Social and Cultural Change		
SOC	5353	-- Social Systems Analysis		
SOC	5883	-- Sociology of Education		
SOC	6550	-- Seminar in Social Organization		
Curriculum and Instruction:			Minimum of 12	Minimum of 12
CIED	5053	-- Fundamentals of Curriculum Development		
CIED	5123	-- Curriculum in the Secondary School		
CIED	6113	-- Curriculum in the Elementary School		
Administration:			Minimum of 12	Minimum of 12
**EAHED	5813	-- Public School Administration		
**EAHED	6243	-- Organization and Administration in Education		
**EAHED	6263	-- Supervision		
**EAHED	6603	-- Organizational Theory in Education		
ACCTG	4303	-- Non-Business, Fiduciary and Institutional Accounting		
ECON	3023	-- Managerial Economics		
ECON	3513	-- Labor Economics and Labor Problems		

TABLE VI (cont.)

		<u>Required No. of Hrs.</u>	
		<u>Ed.D.</u>	<u>Ph.D.</u>
ECON	4413	--	State and Local Government Finance
ECON	4513	--	Labor and Public Policy
INDEN	5433	--	Professional Activity Analysis & Incentive Determination
INDEN	5413	--	Theory of Systems Organization I
MGMT	4313	--	Organization Theory and Development
MGMT	5113	--	Management and Organization Theory
MGMT	5123	--	Organizational Design and Research
MGMT	4413	--	Management Systems Applications
POLSC	4413	--	Government Budgeting
POLSC	4453	--	Public Personnel Administration
POLSC	4473	--	Comparative Public Administration
POLSC	4403	--	Urban Politics
PSYCH	3223	--	The Psychology of Work and Industrial Behavior
PSYCH	3333	--	Industrial and Organizational Psychology
SOC	5753	--	Complex Organizations

Areas of Emphasis:

Minimum	Minimum
of 9	of 12

A. Elementary/Secondary School Leadership

EAHED	5813	--	Public School Administration
EAHED	5833	--	Public School Finance
EAHED	6453	--	Legal Aspects of Education
EAHED	6393	--	School Personnel Administration
EAHED	6880	--	Internship in Education
EAHED	6473	--	Practicum in Instructional Supervision

B. School District Leadership

EAHED	5833	--	Public School Finance
EAHED	6453	--	Legal Aspects of Education
EAHED	6393	--	School Personnel Administration
EAHED	6420	--	The Politics of Education
EAHED	6333	--	Public School Business Management
EAHED	6572	--	School Housing

TABLE VI (cont.)

		<u>Required No. of Hrs.</u>	
		<u>Ed.D.</u>	<u>Ph.D.</u>
C. <u>Instructional Supervision</u>			
EAHED	6473	--	Practicum in Instructional Supervision
EAHED	6393	--	School Personnel Administration
EAHED	6880	--	Internship in Education
D. <u>Community Education</u>			
EAHED	4223	--	Community Education: A Synopsis
EAHED	5633	--	Community Education
EAHED	6613	--	Organizing, Developing and Administering Community Education
EAHED	6622	--	The School Community Survey
E. <u>School Business Administration</u>			
ACCTG	4303	--	Non-Business, Fiduciary and Institutional Accounting
EAHED	5833	--	Public School Finance
EAHED	6333	--	Public School Business Management
EAHED	6363	--	Educational Finance: A National Perspective
EAHED	6453	--	Legal Aspects of Education
ECON	4413	--	State and Local Government
POLSC	4413	--	Government Budgeting
F. <u>Institutional Research</u>			
EAHED	5853	--	Educational Systems, Design and Analysis
HIST	5023	--	Historical Methods
SOC	5263	--	Methods of Social Research II
G. <u>Service Organization Administration</u>			
POLSC	2033	--	Introduction to Public Administration
POLSC	4453	--	Public Personnel Administration
POLSC	4473	--	Comparative Public Administration
POLSC	5020	--	Research in Public Administration, Public Policy & Politics
H. <u>Professorship in Educational Administration</u>			
HIST	5023	--	Historical Methods

TABLE VI (cont.)

<u>Areas of Emphasis (cont.)</u>	<u>Required No. of Hrs.</u>	
	<u>Ed.D.</u>	<u>Ph.D.</u>
PHILO 4713 -- Philosophy of Science		
SOC 5753 -- Complex Organizations		
Minor	---	15
Research Tools	9	15
ABSED 5015 -- Foundations of Educational Research		
ABSED 5983 -- Intermediate Research Techniques in Education		
ABSED 6013 -- Advanced Research Techniques in Education		
COMSC 2113 -- Computer Programming		
EAHED 5853 -- Educational Systems, Design and Analysis		
HIST 5023 -- Historical Methods		
HIST 6023 -- Historiography		
PSYCH 6283 -- Factor Analysis		
SOC 5263 -- Methods of Social Research II		
STAT 4013 -- Statistical Methods I		
STAT 4023 -- Statistical Methods II		
STAT 5043 -- Sample Survey Designs		
STAT 5063 -- Multivariate Methods		
EDUC 6020 -- Seminars in Education		
EDUC 6023 -- Doctoral Seminar		
EAHED 6000 -- Doctoral Dissertation	10	15-20
TOTAL HOURS	64	93-101

NOTE: A minimum of 90 semester hours beyond the bachelor's degree, including dissertation, is required for completion of either the Ed.D. or the Ph.D.

* required in first semester

** required course

(C) Admission requirements. Currently, recommendation for admission to the Ed.D. programs is made to the Graduate Dean by a

departmental committee composed of a minimum of three members of the graduate faculty with representation from the areas the student intends to study. In making admissions decisions, we consider students' transcripts, their recommendations from their instructors and employers, examples of their written work, and their graduate grade point average. A GPA of 3.60 at the graduate level is required for admission into EAHE doctoral programs. Rare exceptions are made for candidates who show exceptional strength on other criteria (e.g., very high test scores).

(D) Entrance examinations. Doctoral applicants are expected to take either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Minimum acceptable scores on these examinations are 47 for the MAT and 1000 for the GRE (verbal and quantitative combined). Again, exceptions are sometimes made for candidates with scores below the acceptable level if they demonstrate exceptional strength in other areas. In some cases, students are required to demonstrate competence in selected courses or areas before they are admitted.

Our current Ed.D. admissions criteria provide for careful review of applicants, and we expect to use comparable standards in selecting students for the Ph.D. option, paying special attention to those factors that reveal the candidate's research potential. Candidates will be expected to score above the 50th percentile on the MAT or the GRE, in addition to demonstrating strength in areas such as mathematics, statistics, or other research-related fields.

(E) Program costs. Additional program costs as a result of the Ph.D. option are expected to be negligible. The proposed Ph.D. option differs from the Ed.D. primarily in its greater research orientation. Since it requires additional research and dissertation hours, there will be a slight increase in student credit hour production per FTE faculty within the Department. However, faculty teaching loads are expected to remain the same. EAHEd students will take more research courses than they do now in other departments, primarily Applied Behavioral Studies in the College of Education and Statistics and Sociology in the College of Arts and Sciences. With the many research courses that are already available in other OSU departments, it is not necessary for EAHEd to offer such courses. Therefore, if and when we begin to offer the Ph.D., we do not expect to offer any new courses, and we will not need any additional faculty members.

Resources Available for the Ph.D. Option

(A) Faculty. EAHEd's most important program resource is its faculty. There are nine full-time faculty teaching in it and five faculty whose major appointments are elsewhere in the University but who have joint appointments in EAHEd.

(1) Full-time faculty. Of our nine full-time faculty, all hold earned doctoral degrees. Five have the Ph.D., and four have the Ed.D; six are members of the Graduate Faculty in Group V, Teacher Education. Table VII shows the full-time faculty teaching in EAHEd, their degrees, the institutions from which they received them, their professorial rank, their status

on the Graduate Faculty, and the number of OSU doctoral dissertations they have supervised. In addition, current vitae for all full-time faculty members are included in the Appendix.

TABLE VII

FULL-TIME FACULTY IN THE DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND HIGHER EDUCATION

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Rank</u>	<u>Graduate Faculty Status</u>	<u>Completed Student Doctoral Dissertations Supervised</u>
Thomas Karman, Head	Ph.D.	University of Toledo	Professor	Member	43
Lynn Arney	Ed.D.	Oklahoma State University	Associate Professor	Member	2
Gerald Bass	Ed.D.	University of North Dakota	Associate Professor	Member	5
John Gardiner	Ph.D.	University of Florida	Professor	Member	25
Adrienne Hyle	Ph.D.	Kansas State University	Assistant Professor	Associate	0
Wilbur Johnson	Ed.D.	Western Mich. University	Associate Professor	Member	11
Kenneth St. Clair	Ed.D.	University of Texas	Professor	Member	81
David Webster	Ph.D.	UCLA	Assistant Professor	Associate	0
Elizabeth Whitt	Ph.D.	Indiana University	Assistant Professor	Associate	0

EAHED full-time faculty have been active in such national professional associations as the American Council on Education (ACE), American Educational Research Association (AERA), the Association for the Study of Higher Education (ASHE), the

American Association of School Administrators (AASA), the American Association of Colleges for Teacher Education (AACTE), the Association of School Business Officials (ASBO), the Association for Institutional Research (AIR), the National Council of Professors of Educational Administration (NCPEA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the Adult Education Association of the U.S.A. Most full-time faculty have made presentations at national meetings of professional associations in the last two years. In addition, full-time faculty have been involved in scholarly research and development activities such as a World Bank Project for training educators from Jordan and numerous consultant activities for public schools, colleges, universities, and government agencies.

(2) Faculty with Joint Appointments in EAHED. There are five faculty members whose major appointments at OSU are elsewhere in the University, but who have joint appointments in EAHED. Three hold the Ph.D.; two hold the Ed.D. Some of them teach courses for us, for example, in school law and educational finance. All of them are available to serve, from time to time, on dissertation committees, and to advise students. They provide our students with a breadth of knowledge and experience above and beyond what our full-time faculty offer them. EAHED faculty with joint appointments are shown below, in Table VIII.

TABLE VIII

FACULTY WITH JOINT APPOINTMENTS IN THE DEPARTMENT OF
EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Rank</u>	<u>Graduate Faculty Status</u>
Ronald Beer	Ph.D.	Kent State University	Professor	Associate
Jerry Farley	Ph.D.	University of Oklahoma	Professor	Associate
Thomas Keys	Ed.D.	Oklahoma State University	Assistant Professor	Associate
Kenneth McKinley	Ph.D.	University of Iowa	Professor	Member
Kenneth Stern	Ed.D.	University of Oklahoma	Associate Professor	Associate

(B) Facilities and equipment. EAHEd is located in Gundersen Hall and has access to appropriate facilities in that building, including a computer terminal, microcomputers, word processors, sophisticated statistical software, and many types of audio-visual equipment. In addition, EAHEd makes considerable use of OSU's computer center, library, and other support services.

The computer center has an IBM-360 1K and contains a number of programs for which technical support and documentation are available. The three systems most frequently used by EAHEd students are the SPSSX (Statistical Package for the Social Sciences), SAS (Statistical Analysis System), and SYSTAT. However, many additional types of programs are available through the computer center. Research use of the computer center is available through allocations to EAHEd. Non-credit short courses

are taught by members of the computer center staff, and consulting, programming, and data handling services are available to users. The services of the computer center are adequate to support EAHEd's proposed Ph.D. option.

The OSU library contains more than 1,400,000 volumes and subscribes to more than 7,000 journals. The library has adequate collections in educational administration, higher education, and related fields, and it continues to expand its holdings in these areas. In addition, the library routinely obtains materials through interlibrary loan from any cooperating library throughout the nation. Indexes for locating microfilm materials, dissertations, abstracts, and unpublished papers are also available. The microfilm facility contains reproductions of theses and dissertations from other universities. The microcard facility contains government documents and reproductions of rare books. An Iteking process along with a copy reproduction service makes it possible to have microfilm and microfiche reproduced in print form.

The library has excellent computer search capabilities through such systems as ERIC (Educational Research Information Clearinghouse) and ON-LINE, which provides summaries and abstracts of research activity on selected topics throughout the world. In addition, library staff provide high quality service in support of EAHEd research activities. In short, the library services and other research support available at the University provide the quality of support necessary for establishing a strong Ph.D. option within EAHEd.

SUMMARY

The proposal for a Ph.D. option is supported by the faculty and facilities necessary to ensure a high quality program. It is consistent with EAHED's interest in providing programs appropriate to the needs, aptitudes, and interests of its students, and it can be accomplished with very little or no additional expense. The Ph.D. option is consistent with regional and national degree-granting patterns among colleges of education, and supported by student interest, current and projected enrollments, and EAHED's increasing research strength. It will expand opportunity for Oklahoma residents while giving EAHED an important incentive for further developing its research capability.