

# Emphasis - Education Leadership (K-12)

<u>Ph.D. in Education</u>

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## Ph.D. in Education Minimum Total Credit Hours: 69 Emphasis - Education Leadership (K-12) Description

The Ph.D. in education with emphasis in educational leadership offers practicing professionals additional education for positions in the schools, school districts, and higher education as faculty.

## **Course Requirements**

The Ph.D. in education with emphasis in educational leadership requires the following courses:

#### Educational Leadership Core (24 hours):

- Edfd 609-Cultural Context in Education
- Edld 630-Organization-Environment Interaction
- Edld 694-Human Resource Development
- Edld 700-Administrative Theory
- Edld 721-Leadership and Management
- · Edld 730-Multidisciplinary Perspectives on Leadership
- Edld 750-Organizational Improvement
- Edld 756-Internship (required)

### Research Component (15 hours):

- Edrs 601-Educational Statistics I
- Edrs 701-Educational Statistics II
- Edrs 605-Educational Research I
- Edrs 705-Advanced Quantitative Research Methods OR Edrs 706 Applied Qualitative Research Methods
- Edrs 704-Qualitative Research

#### Approved Electives (15 hours):

• outside the leadership emphasis, with 9 hours outside the School of Education

### Specialty Courses (21 hours):

K-12 administration courses

# Dissertation (18 hours) Other Academic Requirements

All doctoral students must complete a minimum of 36 hours of coursework in residence at the University of Mississippi. All courses in the leadership core and Edrs 605, 701, 704, 705, and 706 must be taken in residence.

A written comprehensive examination encompassing the leadership core, research, and area of specialization is taken upon completion of coursework. After passing the comprehensive examination, students must enroll for at least 3 hours of dissertation credit in two of the three semesters each year and must earn at least 18 hours of dissertation. Students must complete a dissertation prospectus and must complete and orally defend a dissertation.

