

Doctoral studies in educational administration reflect considerable variation across the nation. Whether this is healthy or counterproductive is the subject of some debate.

# Doctoral Studies of Students in Educational Administration Programs in Non-Member UCEA Institutions

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In 1987, a national study of doctoral programs of UCEA-member institutions in Educational Administration was completed by the UCEA Program Center for Preparation Programs. The outcomes of this 1987 research generated interest in a similar study of non-member UCEA institutions. Thus, such a study was initiated in 1989 that included 42 institutions located in 27 different states and two Canadian provinces. Universities represented in the study were:

Boston College  
Bowling Green University  
Brigham Young University  
East Tennessee State University  
Florida Atlantic University  
Iowa State University  
Kent State University  
Marquette University  
Marshall University  
Memphis State University  
Miami University  
Michigan State University  
Mississippi State University  
North Carolina State University  
Portland State University  
Purdue University  
Southern Illinois University—Carbondale  
Tennessee State University  
Texas Tech University  
University of Alabama  
University of Arizona

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University of Calgary  
University of California—Berkeley  
University of Georgia  
University of Hawaii—Manoa  
University of Idaho  
University of Illinois—Urbana—Champaign  
University of Maine  
University of Missouri—Kansas City  
University of North Dakota  
University of North Texas  
University of Pennsylvania  
University of San Diego  
University of Saskatchewan  
University of South Carolina  
University of South Florida  
University of Vermont  
University of Wyoming  
Virginia Tech  
Western Michigan University  
West Virginia University

As was the case in the previous 1987 study, the student's official program of study was selected as the primary data document since it seemed to provide the most reliable indication of the actual courses, practical and research activities of students in preparation programs in educational administration. Since the students' program of study for the doctorate in most all instances reflects course work completed for the Master's Degree and administrative certification, the Ed.D. and Ph. D. degree programs were selected for study. The use of these two degree programs was necessary since some institutions offer only the Ed.D. or Ph. D. degree. In addition, the study of both doctoral degrees provided some opportunity to compare degree differences.

Each participating institution was asked to select randomly two programs of study that had been approved within the last three years for each doctoral degree offered. A total of 110 programs of study was utilized; 62 Ed.D. programs of study and 48 Ph. D. programs of study. Courses were categorized into the following major areas: (1) courses completed in Educational Administration, (2) courses completed in Research and Statistics, (3) Foundations (Psychology, Philosophy, Guidance, Human Resources Development, Curriculum, Special Education, History of Education and other courses in the area of general education), (4) Cognate courses completed (courses in Liberal Arts, Fine Arts, Business Administration, Religion and Computer Applications), (5) Seminars/Workshops/Independent Study courses, (6) Field Experiences, and (7) Dissertation credits.

As was the case in the 1987 study, a concern was the limitation of not knowing the actual content of specific courses as well as the nature of the program practical in all cases. However, the problems relative to the analysis of course content were determined as not absolutely essential to the study's purpose. The value of knowing the extent of exposure of students to various major area of study (i.e., Theory, Policy, Research, etc.) was judged as highly beneficial even though the specific course content might vary among institutions.

## The Study Results

Each of the 100 programs of study was analyzed and each course or experience recorded under one of the seven categories previously presented.

### *Courses in Educational Administration*

All offerings in the area of Educational Administration were recorded under one of 18 separate course categories. The course area, Organization & Administration, included spe-

cific course offerings concerning how schools and school systems are organized and how they are administered. However, the administration of the Elementary School, Secondary School Administration, and Introduction to Educational Administration were other categories utilized for recording fun-

damental courses in the principles of school administration. Courses such as Organizational Theory, Theory, Theory and Application, and the Theory of Educational Administration were recorded under the course area of Theory.

**Table 1**  
**Courses in Educational Administration**

<b>Courses</b>	<b>No. in Ph.D.</b>	<b>% of Ed. Adm. Coursework (nearest whole %)</b>	<b>No. in Ed.D.</b>	<b>% of Ed. Adm. Coursework (nearest whole %)</b>
Organization & Administration	26	6	42	7
Elementary Administration	10	2	13	2
Secondary Administration	12	3	13	2
Higher Education Administration	21	5	38	6
Introduction to Administration	28	6	26	4
Personnel Administration	34	8	59	10
School Law	46	10	52	9
Education Finance	41	9	46	8
Human/Community Relations & Societal Factors	26	6	38	6
Management	25	6	32	5
Theory	32	7	40	7
School Principalship	13	3	18	3
Educational Policy	43	10	39	6
Supervision	24	5	39	6
Facility Planning	16	4	29	5
Politics of Education	19	4	24	4
Educational Leadership	21	5	45	7
School Superintendency	13	3	11	2

Table 1 reveals the 18 course areas for Educational Administration for the Ph. D. and Ed.D. degree programs. Data do not include Educational Administration Seminars/Workshops/Independent Study, Field Experiences, Research courses in Educational Administration or credits for the Dissertation.

Of the 450 courses in Educational Administration taken by Ph. D. students, School Law, Educational Policy, Educational Finance, Personnel Administration, and Theory were most common. The five most common courses on programs of Ed.D. students were Personnel Administration, School Law, Educational Finance, Educational Leadership and Organization & Administration. In analyzing the data, it must be kept in mind that the course work in educational administration represented 35% of the coursework for the Ph. D. degree.

As indicated by the data in Table 1, School Law and Educational Policy constituted 20% of the course work for Ph. D. degree students in Educational Administration. School Law, Educational Policy, Educational Finance, Personnel Administration and Theory represented approximately one-third of the course work in Educational Administration for Ph.D. students. Another one-third of the Ph.D. student's program of studies in educational Administration consisted of courses in Introduction to Educational Administration, Human/Community Relations and Societal Factors, Organization & Administration, Management, and Supervision.

Courses less common to Ph. D. programs were Educational Leadership, Higher Education Administration, Politics of Education, Facility Planning, the School Superintendency and the School Principalship. Work in the School Principalship ap-

pears to be unduly low. It should be noted that Elementary Administration and Secondary Administration were also utilized as categories in the study. If indeed these two categories focused primarily on the work of the school principal, courses in the "Principalship" would have increased by 5%.

Those Educational Administration course areas receiving the least amount of attention in Ph. D. programs included the School Superintendency, Facility Planning, Politics of Education, Higher Education Administration, and Educational Leadership. Elementary and Secondary Administration also were uncommon courses when considered separate from the School Principalship.

Students pursuing the Ed.D. degree program were taking over 40% of their Educational Administration course work in School Personnel Administration, School Law, Educational Finance, Educational Leadership and Organization & Administration. For example, of the 640 courses in Educational Administration on Ed.D. programs, School Personnel Administration was the most common with 59 entries. However, it is significant to note that 16 of the Ed.D. degree programs examined did not include a course in School Personnel. Similarly, while School Law was entered 52 times on 48 programs of study, 14 of the Ed.D. students' programs had no such course.

Courses in Theory, Supervision, Educational Policy, Human and Community Relations and Societal Factors, and Higher Educational Administration constituted approximately one-third of the Ed.D. students' programs in Educational Administration. Less common to Ed.D. programs were courses in Management, Facility Planning, Politics of Education, Secondary School Administration, Elementary School Admin-

istration, and the School Superintendency. As previously mentioned, Elementary and Secondary School Administration were considered separately from the School Principalship. However, even if these two categories would have been included within the Principalship category, these three course areas would have constituted only 7% of the total entries on Ed.D. programs.

#### Research and Statistics

The area of Research and Statistics included courses in Tests and Measurements, Elementary Statistics, Intermediate Statistics, Advanced Statistics, Introduction to Research, Quantitative Research, Advanced Research Methods, Qualitative Research and Use of Computers in Research. Courses in Research Methods and Statistics represented 17.6% and 16.3% of the total course work for the Ph. D. and Ed.D. programs of study respectively. The various courses in Research and Statistics were recorded within nine areas as shown in Table 2.

**Table 2 Research and Statistics Courses**

Courses	Number of Courses Ph.D.	Number of Courses Ed.D.
	N=48 Programs of Study	N=62 Programs of Study
<b>Statistics</b>		
Tests and Measurement	26	30
Elementary Statistics	31	36
Intermediate Statistics	19	17
Advanced Statistics	9	11
Total	85	94
<b>Research Methods</b>		
Introduction to Research	39	45
Quantitative Research Methods	15	27
Advanced Research Methods	20	29
Qualitative Research Methods	8	12
Computers in Research	9	8
Total	91	121

Courses in Tests and Measurements, Elementary Statistics, and Introduction to Research were most prominent for Ph.D. students as was the case for Ed.D. students. Advanced Research Methods was the fourth most common course for both Ph. D. and Ed.D. students while Intermediate Statistics ranked fifth for Ph.D. students and Qualitative Research Methods ranked fifth in Ed.D. programs.

For Ed.D. degree programs, work in Statistics constituted 7.1% of the total course work while it represented 8.5% of the total course work for Ph. D. students. However, Research Methods for Ph. D. and Ed.D. students were nearly equal with 9.1% of the Ph. D. Students' course work and 9.2% of the Ed.D. students' course work in Research Methods. Over all, approximately 17.6% of the course work of Ph. D. students was in the area of Research and Statistics while Research and Statistics constituted 16.3% of the total course work in the Ed.D. program.

#### Foundations

The area of Foundations encompassed a wide variety of course work in the areas of Educational History, Philosophy, Psychology, Sociology, Guidance and Counseling, Human Development, Special Education and Curriculum Development. Basically, such course work was considered as constituting the general education work of doctoral programs although course work in the cognate areas served as a foundation support area as well.

Course work in the Foundations area constituted approximately 22.2% and 18.2% of the total work for Ph.D. and Ed.D. students respectively. These percentages were second only to the course work taken in Educational Administration. It must be noted once again, however, that the Foundations areas encompassed nearly all course work taken by students outside Educational Administration except Cognate course work and course work in Research and Statistics. In total, 222 of the 998 Ph.D. courses and 241 of the 1,322 Ed.D. courses were recorded as Foundation course work. While courses in the category of Foundations were relatively evenly balanced among eight course areas, course work in Curriculum Development was dominant for both degree programs. Course work in the course areas of Psychology, Special Education, Sociology, Educational History, Guidance and Counseling and Human Development also was somewhat prominent in the Ph. D. degree program while Educational History, Psychology and Sociology led the Foundations work for Ed.D. students.

The absence of course work in the Foundations areas was notable. For example, of the eight course areas in Foundations 50 of the 62 Ed.D. programs of study revealed no course work in Guidance and Counseling. Similarly, 48 of 62 Ed.D. programs of study contained no course work in Human Development, 56 to 62 programs of study had no course work in Special Education, 34 of 62 had no work in Educational History, 43 of 62 had no work in Philosophy, and 26 of 62 programs of study showed no course work in Curriculum Development. Programs for the Ph. D. degree revealed similar results for Foundations. For example, 39 of the 48 Ph. D. programs of study had no course work in Philosophy of Education and 16 of the 48 programs revealed no work in Curriculum Development.

#### Cognate Course Work

Cognate work included courses in Liberal Arts, Fine Arts, Business Administration, Religion and Computer Applications. Cognate work comprised 7.5% of the Ph. D. and 8.0% of the Ed.D. course work for Educational Administration students. Courses in the above mentioned course areas varied widely and no common patterns of specific course work were identified. For the Ed.D. degree, course work in Business Administration, Computer Applications and Liberal Arts was most common while Ph.D. students took most course work in Liberal Arts, Business Administration and Computer Applications respectively. Course credits in the areas of Fine Arts and Religion were virtually non-existent.

#### Seminars, Workshops and Independent Study

Seminars, Workshops and Independent Study included courses both inside and outside departments of educational administration. However, records examined did not always make clear the specific nature of the Seminar, Workshop or Independent Study experience or if the work was indeed related specifically to Educational Administration.

For the Ed.D. degree program, professional seminars were somewhat popular. The 62 programs of study for the Ed.D. revealed 108 Seminar course entries. Ph.D. degree programs listed only 43 such entries. While Workshops were relatively uncommon to both degree programs, Independent Study courses were recorded 37 times on Ed.D. programs and 25 times on Ph. D. programs in Educational Administration.

Overall, Seminars, Workshops and Independent Study constituted only 7.5% and 1.2% of the Ph.D. and Ed.D. degree programs respectively.

#### Field Experiences

Field Experiences included Internships, Field Work and other Practica. Of the 51 entries for Field Experiences for Ph. D. programs, 20 were recorded as Practica, 17 as Internship, and 14 as Field Work. Of the 62 entries for the Ed.D. degree, 23 were Field Work, 19 Internship, and 20 Practica. The lack of entries in the area of Internship posed several questions. Only 16 of 62 Ed.D. programs of study had the Internship as a course entry. Similarly, 50 of the 62 programs had no Field Work entries and 48 of 62 listed no Practica. Recordings for the Ph. D. degree programs revealed limited Field Experience in Educational Administration as well. For example, of the 48 Ph.D. programs of study utilized in the research study, 33 listed no Internships, 38 listed no Field Work and 34 of the 48 programs listed no Practica. An increase of Practica in preparation programs in non-member UCEA institutions, as discussed widely in Educational Administration circles, has not evidenced itself in preparation programs to date.

**Table 3**  
**Field Experiences in Educational Administration**

Courses	Number of Courses Ph.D.	Number of Courses Ed.D.
Internship	17	19
Field Work	14	23
Practica	20	20

Overall, Field Experience work constituted 5.1% and 4.6% of the total course work of Ph. D. and Ed.D. students respectively. Ironically, Field Experience for Ed.D. degree students represented a lower percent of the total program of study courses than that for students in the Ph. D. program.

#### Total Program Summary

Table 4 indicates the total percent data for each of the major areas of study for students in the Ph.D. and Ed.D. degree programs. Note that Field Experience and Dissertation entries are included.

**Table 4 Total Percent Data for Areas of Doctoral Study**

	Ph.D. No. of Courses	% of Total Work	Ed.D. No. of Courses	% of Total Work
Educational Administration Course Work	450	35	604	37
Research and Statistics	176	14	215	13
Cognate Course Work	75	6	106	7
Foundations	222	18	241	15
Seminars, Workshops, Independent Study	75	6	156	10
Field Experiences	51	4	62	4
Dissertation	212*	17	230	14
Total	1261		1614	

\* Figure represents number of 3 s.h. of credit.

As indicated by the data in Table 4, only the area of Seminars, Workshops and Independent Study differs more than 3% between the Ph.D. and Ed.D. degree programs. In general, Ph.D. degree programs of study contained slightly higher percentages of work in Research and Statistics (14% vs. 13%), Foundations (18% vs. 15%), and Dissertation Credits (17% vs. 14%). Ed.D. degree programs had slightly higher percentages of course work in Educational Administration (37% vs. 35%), and Seminars/Workshops/Independent Study (10% vs. 6%). Percentages of overall course work in Field Experiences were equal at 4%.

Some caution is necessary in interpreting the work in the area of Dissertation. Such credit is recorded on programs of study in a variety of ways which are not always fully clear. On 15 of the 62 Ed.D. degree programs of study and 8 of the Ph.D. degree programs of study, no credit hours for Dissertation were recorded in any form. This discrepancy was not pursued further in the study, but it is common knowledge in the field that some institutions do not require the Dissertation as a degree requirement. Further, some institutions require the Dissertation but provide no specific credit hours for this research activity. In any case, as previously noted, the Dissertation entries for both degrees represent the number of 3 s.h. credits recorded on the respective programs of study.

As the data in Table 4 reveal, 37% of course work in the

Ed.D. degree program focused on specific work in Educational Administration. With the exception of work in Field Experiences and Cognate course work, course area are nearly balanced among the categories of Research and Statistics, Foundations, the Dissertation, and Seminars/Workshops/Independent Study. Field Experiences and Cognate course work received somewhat less emphasis than Foundations, Dissertation, Seminars/Workshop/Independent Study, and Research and Statistics.

#### Summary

The data gathered from student programs of study in non-member UCEA institutions supported the following conclusions:

1. As was found in the earlier 1987 study of UCEA member institutions, Ph.D. and Ed.D. degree programs in Educational Administration differed only slightly in the types of courses and percentages of offerings in various areas of course offerings. Only one course area differed more than 3% in total offerings between the two degrees.
2. Students pursuing either the Ph.D. or Ed.D. degree program in non-member UCEA programs commonly were expected to complete approximately 36% of their total work in the area of Educational Administration.

However, additional work in Educational Administration per sé is completed by students through work in Seminars/Workshops/Independent Study and Field Experiences.

3. Over 41% of the specific course work in Educational Administration most commonly included courses in Personnel Administration, School Law, Educational Finance, Educational Leadership and Organization & Administration for Ed.D. students. Similarly, course work in School Law, Educational Policy, Educational Finance, Personnel Administration and Theory typically constituted 44% of the specific course work for Ph.D. degree students.
4. Research and Statistics requirements for Ph.D. and Ed.D. degree students differed only slightly. Ph.D. degree students proportionately had slightly more work in the area of Statistics. However, course work in Research Methods was identical for both degree programs.
5. Foundations course work for both Ph.D. and Ed.D. degree programs represented the second high-

est area of course work for students. Overall, 18% and 15% of the total students' programs for the Ph. D. and Ed.D. degrees respectively were in the area of Foundations.

6. Field Experiences for doctoral students constituted a relatively small percent of students' programs. A doctoral student in non-member UCEA institutions could be expected to complete no more than 4% of the total work in this area of study.
7. Cognate course work in fields outside education represented a relatively small percentage of degree work for doctoral students. Cognate course work for Ph. D. students represented only 6% of the total program of studies while it constituted 7% for Ed.D. students.
8. Course work in the areas of Educational Policy, Politics of Education, School Principalship (including Elementary and Secondary Administration), the School Superintendency, Educational Leadership, Supervision and Theory typically constituted only 15% of the students' doctoral program in Educational Administration.