LEVEL:
Doctoral

TYPE:
Change Existing Program

DELIVERY METHOD: (USF Policy)
On Campus Only

TITLE OF SUBMISSION: *If submission is for a course, please include course prefix and number, along with the full title, if this is a program; please list the degree and title, e.g., BS in Elementary Education, Ph.D. in Educational Leadership, etc.*

PhD Educational Leadership

COURSES: Is this a required course in a degree program or a certificate program or will be taught or used in a program area? NOT APPLICABLE   If Yes, Is the Program Change Attached? No

- *If yes, which one?*

UNDERGRADUATE
- o *Is this course going to be submitted to fulfill the requirements for FKL (Gen Ed)?* No
- o *If yes, which one?* NOT APPLICABLE

GRADUATE
- *Is this course to be considered as part of the College approved core?* No
- *If yes, it will be used to fulfill the:* NOT APPLICABLE

PROGRAMS: *(Graduate or Undergraduate)*
- *Is this an initial teacher certification program?* No
- *If no, is this program reviewed by CAEP?* Yes

ASSESSMENT OFFICE REVIEW *(signature obtained prior to submission to either UPC or GPC)*
- **Courses/Programs leading to teacher certification and/or programs reviewed by CAEP and/or SACS**
- **Certificates (New or Revised)**

Kristine Hogarty   9/25/17
Kristine Hogarty   DATE

STUDENT ADVISING SERVICES OFFICE (SAS) REVIEW *(signature obtained prior to submission to UPC or GPC)*
- *Courses/Programs leading to initial teacher certification and/or Reviewed by CAEP (including Exercise Science)*

_____   _____
Jeany McCarthy   DATE

PROGRAM COORDINATOR REVIEW/APPROVAL
IF this submission is a required course in a program, or to be taught or used in a program area and/or a Program Revision, the Program Coordinator's Signature is required or is a revision to an existing program.

William R. Black   9-25-17
Program Coordinator's Signature   DATE

SIGNATURE APPROVALS *(Choose appropriate persons from the drop down menus)*

Dr. Judith Ponticell- LCACHE
Department Chair
*(Signs **prior** to submission)*
CHAIR'S SIGNATURE /certifies that any known issues between programs have been resolved at the department level.   10/25/2017 DATE

Dr. Michael Sherry - GPC Chair
College Curriculum Committee Chair
*(Signs **after** approval)*
CURRICULUM COMMITTEE SIGNATURE   01/24/18 DATE

Dr. Ilene Berson - FPC Chair
Faculty Council Chair
*(Signs **after** approval)*
SIGNATURE   1/26/18 DATE

Dr. Ann Cranston-Gingras- Graduate
Dean's Designee/Associate Dean
*(Signs **after** approval)*
SIGNATURE   1/26/18 DATE

Initiating Faculty Member Certification

I confirm that **this course or the changes to or termination of this course/program does not impact other Departments/programs, so no concurrence is needed.**

I confirm that **I have researched potential areas of concurrence across the USF system and have notified those Institutions/Departments of this proposed course/program action – these areas are listed below and signed memo(s) and/or email(s) is/are attached to this page.***

William R. Black	*William R. Black*	9-25-17
Printed Name of Initiating Faculty Member	SIGNATURE	DATE

CONSULTING DEPARTMENTS/UNITS/CONCURRENCES

(*MUST attach a signed memo and/or emails providing supporting remarks or rationale for disapproval):

NAME OF UNIT/DEPARTMENT: Educational Research + Measurement

CHECK ALL THAT APPLY: ☑APPROVED*   ☐DISAPPROVED*   ☑MEMO ATTACHED*

DR. ROBERT DEDRICK
Name/Title _____ Signature _____ Date

NAME OF UNIT/DEPARTMENT: Teaching + Learning

CHECK ALL THAT APPLY: ☑APPROVED*   ☐DISAPPROVED*   ☑MEMO ATTACHED*

DR. HOWARD JOHNSTON
Name/Title _____ Signature _____ Date

NAME OF UNIT/DEPARTMENT: _____

CHECK ALL THAT APPLY: ☐APPROVED*   ☐DISAPPROVED*   ☐MEMO ATTACHED*

Name/Title _____ Signature _____ Date

Subject: Re: Consulting Department Concurrence

Date: Tuesday, September 26, 2017 2:16:52 PM ET

From: Dedrick, Robert

To: Black, William

CC: Shircliffe, Barbara

Hi Bill,

I support the changes to the POS for the research methods section. I think it is good to have flexibility in students' choices for research methods.

As you move forward I'd be interested in the types of dissertations students are completing and the positions they are taking after graduation to get a sense of how coursework can be best aligned with students' needs and goals.

I'm happy to meet or discuss further.

Best,
Robert D.

Robert F. Dedrick
dedrick@usf.edu
Department of Educational and Psychological Studies, EDU 105
http://www.coedu.usf.edu/main/departments/me/me.html
University of South Florida
Tampa, FL 33620
(813) 974-5722
(813) 974-4495 (fax)

From: Black, William
Sent: Saturday, September 23, 2017 10:12:51 AM
To: Dedrick, Robert
Cc: Shircliffe, Barbara
Subject: Consulting Department Concurrence

Good Morning Robert,

I am reaching out to you in your role as program coordinator for Research and Measurement.

Attached you will find 2 programs of study-one that is currently in place and a new one that is being proposed. In the new proposal, we are providing more flexibility in choosing methods classes. Could you please review for concurrence. We have discussed this at various points in the past and would want to move forward with the submission to GPC. Please let me know if you have questions.

If you are ok with the changes, I believe you can sign the concurrence form or respond to this e-mail, which I can then attach to the Cover/Signature Page.

Thank you in advance,

Bill
William R. Black, Ph.D.
Associate Professor
Educational Leadership and Policy Studies Program Coordinator

University of South Florida
Co-Editor, *Journal of Cases in Educational Leadership*
http://jel.sagepub.com/
Co-Editor, *Research and Theory in Educational Administration*
http://www.infoagepub.com/series/Research-and-Theory-in-Educational-Administration

Contact information:
4202 East Fowler Avenue, EDU 105
Tampa, Florida 33620
Email: wrblack@usf.edu
Skype: bilblack
Phone: 813-974-6097

Subject: RE: Consulting Department Concurrance

Date: Friday, September 29, 2017 11:49:30 AM ET

From: Johnston, Howard

To: Black, William, Shaunessy-Dedrick, Elizabeth

CC: Thompson, Denisse

This sounds good to me.
Howard

J. Howard Johnston, Ph.D.
Professor Emeritus
Department of Teaching and Learning and
Program Advisor, Ed. D. in Educational Innovation
College of Education
University of South Florida
Tampa, FL 33620-5650
Phone 813-240-2620
Program Website: http://www.usf.edu/ei/

From: Black, William
Sent: Saturday, September 23, 2017 10:40 AM
To: Shaunessy-Dedrick, Elizabeth <Shaunessy@usf.edu>; Johnston, Howard <johnston@usf.edu>
Cc: Thompson, Denisse <denisse@usf.edu>
Subject: Consulting Department Concurrance

Good Morning Howard and Elizabeth,

I am reaching out to you in your role as program coordinators for the Ed.D. In Program Innovation, as we are proposing changes in the Ph.D. Program.

Attached you will find 2 programs of study-one that is currently in place and a new one that is being proposed. In the new proposal, we are providing more flexibility in area knowledge classes and highlighting our Ph.D. Program streams-Policy Leadership, Curriculum Leadership, and Organizational Leadership.

Could you please review for concurrence. As you may know, for many years we have taught EDG 7667 and EDG 7692. We would like to add EDG 7207 as an option for students. I believe this course was developed for the Ed.D. And it fits very nicely in our proposal. Should the need arise, we also have Curriculum specialists in ELPS (Drs. Agosto and Grosland who have the experience and training to deliver the course, should you want that. However, our plan is to have students enrolled in sections offered by T& L by T & L faculty when and if it is offered-we have listed it as one option. If this is problematic in any way or if you have any questions, please let me know.If you are not the appropriate folks to consult, please let me know as well.

If you are ok with the changes, I believe you can sign the concurrence form I have provided or respond to this e-mail, which I can then attach to the Cover/Signature Page.

Thank you in advance for considering concurrence.

Rationale Memo
Changes to Educational Leadership Ph.D. Program

William R. Black
Program Coordinator
Educational Leadership and Policy Studies

The Educational Leadership and Policy Studies Program is seeking changes to the Ph.D. in Educational Leadership with respect to admissions deadlines, minimum program hours, program description, admissions and application requirements, core courses, knowledge requirement courses, and we are seeking greater flexibility in methods and cognate electives. All courses utilized in the proposal are existing courses with one additional course, Leadership in Education: Theory and Inquiry, which is concurrently being submitted through the new course proposal process. We are also removing two courses that are currently on the POS: EDA 7197: Critical Readings and Discourses in Educational Leadership and EDA 7247 Advanced School Finance. Changes include:

1. Adding Fall admission and eliminating Summer admission. Deadlines have been moved from February 15 for a once a year summer admission to April 1 for a Fall admission.
2. Changing the total minimum hours in the program from 63 hours to 57 hours as a result of requiring one less major knowledge requirement class (from 18 hours to 15 hours) and one less minor knowledge requirement class (from 12 hours to 9 hours). The shift in minimum required hours from 63 to 57 is based on feedback from current students, sensitivity to market pressures around expense to complete the program, and awareness of time toward degree metrics, particularly as the majority of our Ph.D. students are part-time students without GA, TA, or scholarship funding.
3. Updating the program information description in order to clarify program purpose.
4. Clarifying language around program application and admission requirements.
5. Updating the language of Program Requirement category names to more accurately reflect purpose of the categories: Core Knowledge Requirements, Major Knowledge Requirements, Minor Language Requirements, and Research Methods requirements.
6. Slightly shifting courses in the Core Knowledge Requirements section by removing EDA 7197 Critical Readings and Discourses in Education (which will be used now in the Ed.S. program) and adding a newly developed course- Leadership in Education: Theory and Inquiry (new course proposal is being submitted along with this proposal). This shift is designed to provide foundational theory courses across policy leadership, curriculum leadership, and educational leadership (the strands of the program) in addition to Philosophies of Inquiry. The Leadership in Education class was offered in the fall of 2016 as a special topics seminar. Educational Leadership Theory will provide students with the opportunity to be grounded in theories seminal to

Educational Leadership and would provide a clear compliment to other Core Knowledge Requirement courses : EDA 7287: Politics and Policy: Theory and Issues and EDA 7280: Curriculum Theory. The course is also likely to attract more students from other program areas. A new course proposal has been submitted.

7. Adding more choice to the Major Knowledge Requirements. We seek to provide students with more choices so that they can concentrate their studies in a particular program strand if they wish: Policy Leadership, Curriculum Leadership, or Organizational Leadership. Also in the Major Knowledge section we seek to add the following existing courses as possible alternatives for students to choose from: EDA 6195 Policy Development, EDA 7215 Educational Politics and the Engagement of Communities, EDG 7207 Transforming the Curriculum, EDA 7206 Appreciative Inquiry and Organizing in Public Education; EDG 7936 Graduate Seminar: Leader-Scholar Community, as well an occasional offering of special topics seminars on Policy, Curriculum, and Leadership on topics such as school choice policy, critical curriculum theory, turnaround school leadership, etc.. The addition of the Leader-Scholar Community course is also designed to create greater supports for proposal preparation and writing projects, which will lead to more timely completion with higher quality student products. The special topic seminars will be developed to address timely and emerging issues, student interests, and faculty expertise. Per university guidelines, special topics seminars offered more than twice will be submitted as new course proposals. The changes also better align with faculty expertise and the inclusion of special topics seminar will both allow students to be exposed to specific areas of expertise, as well as support faculty in further developing their expertise through engagement with students, possibly leading to publication opportunities for faculty and students as a result of participation in those seminars, which helps to expand the national profile of the program.

8. We are also seeking to remove EDA 7247 Advanced Educational Finance, as we have little demand and no faculty member with expertise in this area.

9. The Major Knowledge Requirements shifted from 18 hours to 15 hours. With the newly revised Core requirements and Major Knowledge requirements, students are required to take a total of 27 credit hours- 3 hours less than the previous POS, which required a total of 30 hours.

10. Dropping what was previously termed Specialization Requirements (Now called Minor Knowledge Requirements) from 12 hours to 9 hours and adding language that provides students with greater flexibility for cognate classes. Previously we required students to take 6 hours out of program within the college of education and 6 hours outside of the college. While students certainly can be encouraged to take classes both inside and outside of the college, we found the requirement to be unwieldy and overly restrictive. We have added language that indicates that students must consult their advisor in order to insure guidance and structure. In particular we state:

> In consultation with program coordinator or major professor, minimum of three (3) 7000-level or 6000-level

courses must be taken outside of the Educational Leadership program area. Students are expected support the development of their research interest through Minor Requirement Classes.

11. Providing students greater flexibility in methods electives. We currently require students to take Statistical Analysis in Education 1 and 2 (or equivalent) as well as Qualitative Research in Education 1 and 2 (or equivalent. After the 4 courses, we require a methods elective. We propose to have students take 2 courses: EDF 6407 Statistical Analysis in Education I and EDF 7477 Qualitative Research in Education I (or equivalents) and then the program coordinator or advisor will guide the students toward an additional 3 classes. With this proposed revision, our intent is to have students exposed to the basics of quantitative and qualitative research methods and then to further develop their skills in a particular set of methods that align best with their research interests and potential area of dissertation inquiry.

12. Current and Proposed Program of Study templates are included in order to illustrate the changes.

USF
UNIVERSITY OF SOUTH FLORIDA

Graduate Curriculum Approval Form
Changes to Graduate Majors

Degree Program CIP Code   13.0401
Degree (*i.e. M.A., Ph.D., etc.*):   Ph.D.
Name of Major (*e.g. Biology*)   Educational Leadership
Name of affected Concentration(s) (*e.g. Botany*)   Educational Leadership
Proposed Effective Term (*e.g Fall 2017*)   Fall, 2018
Faculty Contact   William R. Black
Email   wrblack@usf.edu

APPROVALS	Name	Signature	Action	Date
Dept. Chair	Judith Ponticell	*(signature)*	☑ Approve ☐ Not approved ☐ Comments attached	10/25/2017
School Committee Chair (if applicable)	Michael Sherry	*(signature)*	☑ Approve ☐ Not approved ☐ Comments attached	01/24/18
College Committee Chair	Ilene Berson	*(signature)*	☐ Approve ☐ Not approved ☐ Comments attached	1/26/18
College Dean/ Associate Dean	Ann Cranston-Gingras	*(signature)*	☑ Approve ☐ Not approved ☐ Comments attached	1/26/18
Concurrence*	Dept: EPS Chair:Barbara Shircliffe		☐ Not Applicable ☐ Concurs ☐ Doesn't concur ☐ Comments attached	
Grad Council	☐ Approve ☐ Not approved ☐ Tabled ☐ Comments	Graduate Studies	☐ Approve ☐ Disapprove	

Summary of Changes – Select all that apply:

Admissions Section:

☐ Admission Deadlines

☒ To "fall admissions only"

☐ From Regular to Direct Receipt Admissions

☐ From Direct Receipt to Regular Admission

☐ Admission Requirements

Curriculum Requirements

☒ Current Curriculum Requirements

    ☒ Core

    ☒ Add New Concentration, Specialization, or Track

    ☐ Delete Concentration, Specialization, or Track

    ☐ Thesis/Dissertation

    ☐ Comprehensive/Qualifying Exam

☒ Other: ___Flexibility in Research Methods

UPDATE CATALOG COPY
Attach the current Catalog Copy, with the requested revisions shown using Track Changes.
If the only change is to the Admission Deadline revised Catalog Copy is not required– just specify the change below (e.g. current deadline/new deadline). All other changes require Catalog Copy. To obtain the most current catalog, email cdh@usf.edu.

Submission for approval: When submitting the request for approval, send a scan of the signature form, including the brief response section (page 2), and the updated Catalog Copy in Word (not in PDF).

Degree: Ph.D.__ Major: Educational Leadership

Concentration (if applicable): _____

BRIEF RESPONSES TO THE FOLLOWING:

1. Why are these changes necessary?

We are proposing to reduce total number of minimum program hours from 63 to 57 and to change admission in the catalog from Summer to Fall semester. We seek to more clearly delineate Core Knowledge and Major Knowledge requirements in order to provide students with more choice throughout the program. We propose a shift in research method requirements to allow for more flexibility for students to further develop particular expertise in an area of research methods-students will still be required to take EDF 6407 Statistical Analysis in Education I (or equivalent) and EDF 7477 Qualitative Research in Education I (or equivalent) but now will have three elective courses to choose from instead of one course.

The fall admissions aligns with current practices of many programs and guarantees that more faculty will be available to teach in the first semester (as they are on 9 month contract). The shift in minimum required hours from 63 to 57 is based on feedback from current students, sensitivity to market pressures around expense to complete the program, and awareness of time toward degree metrics, particularly as the majority of our Ph.D. students are part-time students without GA, TA, or scholarship funding. The proposed changes more clearly articulate the strands of the program and allow for greater flexibility and choice for students which will allow for students to develop greater expertise in an area that will better position them after graduation and prepare them for a high quality dissertation. The changes also create more opportunities for scheduling classes on a rotating rather than annual schedule, which will be more sensitive to any enrollment fluctuations from year to year. By creating greater flexibility in minor and method electives is designed to lead to students choose courses that more closely align with research interests and developing areas of methodological expertise. The addition of the Leader-Scholar Community course is also designed to create greater supports for proposal preparation and writing projects, which will lead to more timely completion with higher quality student products. The changes also better align with faculty expertise and the inclusion of special topics seminar will both allow students to be exposed to specific areas of expertise, as well as support faculty in further developing their expertise through engagement with students, possibly leading to publication opportunities for faculty and students as

a result of participation in those seminars, which helps to expand the national profile of the program.

FOR ANY NEW CURRICULUM (New Concentration, Track, Specialization, Grad Certificate, etc.), answer the following:

2. How does this align with USF System and State University System strategic goals (with particular focus on BOG's "areas of strategic emphasis")?

As such, it seeks to address the USF System strategic goals of BOG areas of strategic emphasis, critical workforce in education. Students and faculty in the Ph.D. program produce research, present in national conferences, and provide national service, and seek external funding in ways that support USF's as an Emerging Preeminent State University. The changes are designed to support high-impact research and innovation and change lives for the better, as the proposed shifts toward student choice are designed to support more depth of knowledge in content areas and research methodologies. Additionally, the move from 63 hours to 57 hours is directly related to student success in terms of timely graduation and recruitment of new students.

3. What is the demonstrated need and demand? (in the context of statewide and regional enrollment/degree productivity, including USF institutions, SUS, and FSC), making compelling reasons for "necessary duplication," if appropriate.

The Ph.D. in Educational Leadership currently has 51 Ph.D. students and admits students every year. The proposed changes would reduce duplication by lowering the minimum degree hours requirements from 63 to 57. As many of the students are part time students, the lower minimum hour hours assists in students graduating in a timely fashion, as well as in recruiting students to the program. The plan allows choice so that students may enroll in 7000 level courses that are offered to Ed.S. students, thus making course delivery more efficient and courses would be more likely to meet minimum enrollments. As a Ph.D. program, USF is distinguished from other Florida Schools like UCF and Florida State in preparing students for a wide range of academic careers as well as school district leadership positions, policy analysis positions, and consulting positions.

4. *What is the potential impact of new degree programs and new program majors on existing programs in the USF System? (Including new concentrations, tracks, specializations, etc.- if there are any existing offers, please address impact)*

There are no known potential impacts to existing programs, as this proposal represents a modification to an existing Ph.D. in Educational Leadership.

5. Are there adequacy of resources (faculty, space, equipment, graduate assistants, staff, library etc. – the leveraging of shared resources across and between institutions will be important). Programs will not be considered contingent upon legislative budget requests

This proposal represents a modification to an existing Ph.D. in Educational Leadership and there are adequate resources.

6. Quality assurance and commitment to any requisite accreditation.

The proposed changes are compatible with program review and other quality assurance protocols, as well as applicable requisite accreditations.

EDUCATIONAL LEADERSHIP

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
~~Summer~~**Fall:**   ~~February 15~~April 1

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours	~~63~~57 post-masters
Level:	Doctoral
CIP Code:	13.0401
Dept. Code:	LEA
Major/College Codes:	EAS PhD
Approved	1981

CONTACT INFORMATION

College:	Education
Department:	Educational and Psychological Studies
Contact Information:	www.grad.usf.edu

MAJOR INFORMATION

The Ph.D. in Educational Leadership degree is designed for those individuals who intend to build an academic career focused on conducting research and analysis in the multidisciplinary field of education al leadership and policy studies;, or, who wish to build an administrative career focused on innovative and inquiry-based leadership. Accordingly, this program will prepare individuals for careers in K-12 education systems, research universities and teaching colleges;, as well as private, non-profit, state, federal, or international educational agencies; or analyzing K-12 education systems.

Individual students will work alongside a collection of highly-regarded educational leadership distinguished faculty with expertise in multiple arenas fields including: ethical leadership, curriculum and pedagogy, politics of education, education law, organizational theory, equitable education reform, school accountability and choice policies, and anti-oppressive education. curriculum and pedagogy, education law, educational leadership, organization theory, politics of education, economics of education, and education reform. The program is designed to provide students exposure to research and academic discourses in organizational leadership, curriculum leadership, and policy leadership in education. In addition, students will gain knowledge around research methodologies and a specialized cognate area of study.

Students in this program will design an individualized program of study that reflects their specific research interests. This will prepare students to conduct and apply high quality research to practice, write and present scholarly papers at professional conferences, and submit research articles for publication in education journals.

Initial advising, from inquiry about the program through the first year of coursework, is provided by the Doctoral Program Coordinator, Dr. Zorka Karanxha (karanxha@usf.edu). By the completion of the second year of study, students will select a major professor who will assist them with planning their remaing course of study. By the end of the third year, students will assemble an advisory committee consisting of the major professor and at least three other members. This committee guides the student through the dissertation process, including the qualifying examination, dissertation proposal, and dissertation defense.

Once admitted into the program, students will be engaged in coursework organized around curriculum, leadership, and policy studies; and, will be matched with a faculty advisor whose research interests are congruent with the student's. Ultimately, each student will design a unique, policy-based study that reflects specific research interests and prepares them to conduct, evaluate, and utilize high-quality research; write and present scholarly papers at professional conferences; and submit research articles for publication in education journals.

NOTE: The Ph.D. program is not an initial certification or licensure program. Students seeking Florida Level 1 Educational Leadership Certification need to refer to the M.Ed. program or consult with the Ph.D. Program Coordinator to complete a modified

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program with additional coursework from the Education Leadership Praxis and Field Experiences Requirements (15 credits) in the M.Ed. Program in Educational Leadership, in addition to the Ph.D. requirements.

For further information, please see http://www.usf.edu/education/areas-of-study/educational-leadership-policy/http://www.usf.edu/education/academics/departments.aspx

Accreditation:
Accredited by the National Council for the Accreditation of Teacher Education (NCATE).

ADMISSION INFORMATION

Admission to the Doctor of Philosophy (Ph.D.) program in Educational Leadership occurs each springone time each year in the fall semester. Admission and is based on a holistic comprehensive evaluation of each applicants' applicant's demonstrated academic potential to successfully complete all of the degree requirements successfully. Success in the Ph.D. degree program requires students to deeply engage in an area of inquiry, apply excellence in research methods, and develop exceptional writing skillsa commitment to utilizing rigorous inquiry, applying excellence in research methods, and developing exceptional policy writing skills. The graduate program faculty will consider each applicant entirely within the context defined by her or his personal and professional qualifications. Applicants meeting the set of initial criteria will be asked to participate in an interview conducted by faculty and complete a timed writing sample that will be scheduled to occur before or after the interview.

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

Admission to the Ph.D. degree program is based on a holistic evaluation of each applicant's demonstrated academic potential to complete all of the degree requirements successfully. Applicants meeting a set of initial criteria will be asked to submit a writing sample and may be asked to complete an oral interview. Preferred applicants Applicants should have:

- Have aAn earned master's or educational specialist's degree, or equivalent, from an regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution of higher education
- Have An earned grade point average of 3.5 in the master's degree and an earned undergraduate grade point average of 3.00 (B) in the last half of the baccalaureate or abachelor's degree grade point average of 3.50 in the master's degree;
- Have aAn official Graduate Record Exam (GRE) received within the last five years. A combined score with a preferred score greater than 300 (new scoring) taken within the last five years with no Quantitative or Verbal sub-test score below 150 is preferred;.

Applicants should submit:

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- Submit aA letter of intent (statement outlining experiences and goals (-3 page maximum);
- Submit aA current resume;
- Submit tThree letters of professional reference, each enclosed in a sealed envelope and signed across the flap by the recommender or emailed by recommender to Lisa Adkins (lisaadkins@usf.edu). Please ask references to include your name and "letter of reference" in subject line when emailing the letter.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g., TOEFL iBT, IELTS or PTE-A minimum score; a score of 153 (or equivalent) on the GRE Verbal exam; or a baccalaureate or higher degree at a regionally accredited institution in the U.S., etc.TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g., Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum Hours: 63   57
hours

Educational Leadership Core Knowledge Requirements		12 hours
EDA 7197	Critical Readings and Discourses in Educational Leadership	3
EDG 7067	Philosophies of Inquiry	3
EDA 7191	Leadership in Education: Theory & Inquiry	3
EDA 7280	Curriculum Theory	3
EDA 7069	Ethics in Educational Leadership	3
EDA 72057287	Educational Politics and Policy: Theory & Issues	3

Educational Leadership Major Knowledge Requirements		18 15
		hours
EDA 6195	Policy Development	3
EDA 7215	Educational Politics & Engagement of Communities	3
EDA 7281	Policy Analysis and Implementation Strategies for Education Leaders	3
EDG 7931	Special Topics in Policy Leadership	3
EDG 7207	Transforming the Curriculum	3
EDG 7667	Analysis of Curriculum and Instruction	3
EDA 7692	Issues in Curriculum and Instruction	3

EDG 7931	Special Topics Seminar in Curriculum Leadership	3
EDA 7069	Ethics and Educational Leadership	3
EDA 7193	Organizational Leadership & Systems Theory	3
EDA 7206	Appreciative Inquiry and Organizing in Public Education	3
EDA 7233	Legal Dimensions of School Administration	3
EDG 7931	Special Topics Seminar in Educational Leadership	3
EDG 7936	Graduate Seminar: Leader-Scholar Community	3

Note: Students cannot use more than 2 Special Topics Seminars to fulfill Major Knowledge Requirements.

EDA 7281	Policy Analysis and Implentation	3
EDA 7280	Curriculum Theory	3
EDA 7692	Issues in Curriculum	3
And either		
EDA 7667	Curriculum Analysis	3
Or		
EDA 7247	Advanced School Finance	3

~~Educational Leadership Specialization~~Minor Knowledge Requirements   12 9 hours

Elective 1		3
Elective 2		3
Elective 3		3

Note: In consultation with the program coordinator or major professor, students will select a minimum of three (3) 7000-level or 6000-level courses to be taken outside of the Educational Leadership Program area. Students are expected to support the development of their research interest through the courses taken to fulfill the Minor Knowledge Requirements.

~~Note: A minimum of four (4) courses must be taken at 7000-level, or 6000-level courses requiring advanced graduate standing from outside the Department of Educational Leadership & Policy Studies.~~

~~Educational Leadership~~Research Methods ~~Courses~~Requirements   15 hours

EDF 6407	Statistical Analysis Education I (or equivalent)	3-4
EDF 7477	Qualitative Research in Education I (or equivalent)	3-4
Elective 1		3-4
Elective 2		3-4
Elective 3		3-4

~~EDF 7410~~	~~Qualitative Case Methods (or equivalent)~~	~~4~~
~~EDF 7478~~	~~Qualitative Research in Education II (or equivalent)~~	~~4~~
~~EDF 6407~~	~~Statistical Analysis Education I (or equivalent)~~	~~4~~
~~EDF 7408~~	~~Statistical Analysis Education II (or equivalent)~~	~~4~~

~~Note: A minimum of five (5) advanced qualitative or quantitative methods graduate level courses must be taken. Two courses must be qualitatively oriented; and two courses must be quantitatively oriented. The final methods course is chosen in conjunction with individual program committees.~~

Dissertation   **6 hours**
EDG 7980 Dissertation: Doctoral

Required Examinations
A qualifying examination is required prior to admission to candidacy. Upon approval of major professor, the qualifying examination can be scheduled after a candidate has completed a minimum of 48 credit hours of all required coursework.

Residency

There is no on-campus residency requirement for the Ph.D.

COURSES
See ~~http://www.ugs.usf.edu/course-inventory/~~https://www.systemacademics.usf.edu/course-inventory/

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Name		USF ID #	
Street Address		City, State, Zip	
E-mail Address		Phone	
Major Professor		Department (abbreviate)	LCACHE
Graduate Program	Ph.D. in Educational Leadership	Semester/Year Entered Program	

Qualifying Examination Option (select one): College-wide ☐   Program Specific ☒

Total Required Hours: 63 credit minimum

Educational Leadership Core Requirements (12 credit hours)

Course #	Course Title	Hrs	Sem/Yr	Grade	University (if not USF)
EDA 7197	Critical Readings and Discourses in Ed. Lead.	3			
EDG 7067	Philosophies of Inquiry	3			
EDA 7069	Ethics and Educational Leadership	3			
EDA 7287	Educational Politics and Policy: Theory & Issues	3			

Educational Leadership Knowledge Requirements (18 credit hours)

EDA 7193	Organizational Leadership & Systems Theory	3			
EDA 7233	Legal Dimensions of School Administration	3			
EDA 7281	Policy Analysis and Implementation	3			
EDA 7280	Curriculum Theory	3			
EDG 7692	Issues in Curriculum and Instruction	3			
And either					
EDG 7667	Analysis of Curriculum and Instruction	3			
or					
EDA 7247	Advanced School Finance	3			

Specialization Requirements (12 credit hours minimum)

Elective 1		3			
Elective 2		3			
Elective 3		3			
Elective 4		3			

Note : A minimum of four (4) courses must be taken must be at 7000-level, or 6000-level courses requiring advanced graduate standing, from outside of the Educational Leadership & Policy Studies Program.

UNIVERSITY OF SOUTH FLORIDA -- COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP & POLICY STUDIES PROGRAM
PH.D. in Educational Leadership PROGRAM OF STUDY

Name		USF ID #	
Street Address		City, State, Zip	
E-mail Address		Phone	
Major Professor		Department (abbreviate)	LCACHE
Graduate Program	Ph.D. in Educational Leadership	**Semester/Year Entered Program**	

Educational Leadership Research Methods Courses (15 credit hours minimum)

Course #	Course Title	Hrs	Sem/Yr	Grade	University (if not USF)
EDF 7477	Qual. Research in Education I (or equivalent)				
EDF 7478	Qual. Research in Education II (or equivalent				
EDF 6407	Statistical Analysis Education I (or equivalent)				
EDF 7408	Statistical Analysis Education II (or equivalent)				
Elective	Course Title:				

Note : A minimum of five (5) advanced qualitative or quantitative methods courses must be taken. Two courses should be qualitatively oriented, and two courses should be quantitatively oriented. The final methods course is chosen in conjunction with individual program committees.

Dissertation (6 credit hours minimum)

Course #	Course Title	Hrs	Sem/Yr	Grade	University (if not USF)
EDG 7980 Dissertation: Doctoral		6			

Total USF Semester Hours		
Total Transfer Semester Hours	(18 credit hours maximum)	
Total Program Semester Hours	(63 credit hours minimum)	

Signatures:

Student:_____   Date:_____

Program Coordinator:_____   Date

College of Education Coordinator of Graduate Studies:_____   Date

COEDU Graduate Studies Staff Only:

Original Admission date: Readmission date(s):

Qualifying Examination Date: Admission to candidacy date:

Readmission to candidacy date(s):

Name		USF ID #	
Street Address		City, State, Zip	
E-mail Address		Phone	
Major Professor		Department (abbreviate)	LCACHE
Graduate Program	Ph.D. in Educational Leadership	**Semester/Year Entered Program**	

Qualifying Examination Option (select one): College-wide ☐ Program Specific ☒

Total Required Hours: 57 credit minimum

Core Knowledge Requirements (12 credit hours)

Course #	Course Title	Hrs	Sem/Yr	Grade
EDG 7067	Philosophies of Inquiry	3		
EDA xxxx	Leadership in Education: Theory & Inquiry	3		
EDA 7280	Curriculum Theory	3		
EDA 7287	Educational Politics and Policy: Theory & Issues	3		

Major Knowledge Requirements (15 credit hours)-Choose 5 courses from the following:

Course #	Course Title	Hrs	Sem/Yr	Grade
EDA 6195	Policy Development	3		
EDA 7215	Educational Politics & Engagement of Comm.	3		
EDA 7281	Policy Analysis and Implementation Strategies	3		
EDG 7931	Special Topics Seminar in Policy Leadership	3		
EDG 7207	Transforming the Curriculum	3		
EDG 7667	Analysis of Curriculum and Instruction	3		
EDG 7692	Issues in Curriculum and Instruction	3		
EDG 7931	Special Topics Seminar in Curriculum Leadership	3		
EDA 7069	Ethics and Educational Leadership	3		
EDA 7193	Organizational Leadership & Systems Theory	3		
EDA 7206	Appreciative Inquiry and Organizing in Public Ed.	3		
EDA 7233	Legal Dimensions of School Administration	3		
EDG 7931	Special Topics Seminar in Educational Leadership	3		
EDG 7936	Graduate Seminar: Leader-Scholar Community	3		

Note: Students cannot use more that 2 Special Topics Seminars to fulfill Major Knowledge Requirements.

Minor Knowledge Requirements (9 credit hours minumum)

Course #	Course Title	Hrs	Sem/Yr	Grade
Elective 1		3		
Elective 2		3		
Elective 3		3		

Note: In consultation with program coordinator or major professor, minimum of three (3) 7000-level or 6000-level courses must be taken outside of the Educational Leadership program area. Students are expected support the development of their research interest through Minor Requirement Classes.

UNIVERSITY OF SOUTH FLORIDA -- COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP & POLICY STUDIES PROGRAM
PH.D. in Educational Leadership and Policy Studies PROGRAM OF STUDY

Name		USF ID #	
Street Address		City, State, Zip	
E-mail Address		Phone	
Major Professor		Department (abbreviate)	LCACHE
Graduate Program	Ph.D. in Educational Leadership	Semester/Year Entered Program	

Research Methods Requirements (15 credit hours minimum)

Course #	Course Title	Hrs	Sem/Yr	Grade
EDF 6407	Statistical Analysis Education I (or equivalent)	3-4		
EDF 7477	Qual. Research in Education I (or equivalent)	3-4		
Elective		3-4		
Elective		3-4		
Elective		3-4		

Dissertation (6 credit hours minimum)

Course #	Course Title	Hrs	Sem/Yr	Grade
EDG 7980	Dissertation: Doctoral	6		

Total USF Semester Hours:

Total Transfer Semester Hours:

Total Program Semester Hours: (57 credit hours minimum)

Signatures

Student: _____   Date

Program Coordinator: _____   Date

COEDU Coordinator of Graduate Studies: _____   Date

COEDU Graduate Studies Staff Only:

Original Admission date: Readmission date(s):

Qualifying Examination Date: Admission to candidacy date:

Readmission to candidacy date(s):