DOCTOR OF EDUCATION IN THE FIELD OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

The doctoral program in educational leadership and administration offers students the opportunity to develop, shape, and grow their leadership and policy work in PreK-12 school administration and leadership. The program emphasizes four critical goals: Leadership for Equity and Social Justice; Leadership for School Improvement; Leadership for Change; and Research-based Practice and Practice-informed Research. The EdD in Educational Leadership and Administration includes intentionally sequenced, cohort-based content and research methods coursework designed to engage students in critical problem-solving of pressing needs and challenges facing PreK-12 school leaders. The degree culminates in a practice-informed dissertation research study.

Visit the program website (https://gsehd.gwu.edu/programs/doctorate-educational-leadership-and-administration/) for additional information.

ADMISSIONS

Admission deadlines:
- Fall – Rolling admissions
- Spring – Rolling admissions

Standardized tests:
- Submission of GRE general test (institutional code 5246) or the Miller Analogies Test (institutional code 1047) is optional.

Recommendations:
Two (2) recommendations from an academic instructor/advisor or someone who can speak of your academic abilities.

Prior academic records:
Transcripts are required from all colleges and universities attended, whether or not credit was earned, the program was completed, or the credit appears as transfer credit on another transcript. Unofficial transcripts from all colleges and universities attended should be uploaded to your online application. Official transcripts are required only of applicants who are offered admission.

Transcripts from institutions outside the United States must be accompanied by an official transcript evaluation from an accredited independent evaluating agency. Please be sure you request a detailed evaluation that includes all course titles, credit hours, grade-point average (GPA), United States degree equivalency, and date of degree conferral. For a list of acceptable foreign credential evaluation services.

Statement of purpose: In an essay of 750 to 1,200 words, state your purpose in undertaking graduate study at George Washington University, describing your academic objectives, research interests, and career plans. Discuss your related qualifications, including collegiate, professional, and community activities and any other substantial accomplishments not already mentioned in the application. You should also clearly indicate your primary and supporting fields of study and describe your research areas.

Additional requirements:
- A resumé and an interview with a program advisor are required.
- A piece of scholarly writing is required, which must include (a) references and citations to peer-reviewed work or legal documents; (b) analysis of a problem related to educational leadership, administration, law, or policy; and (c) academic formatting and style, which includes but is not limited to APA.

International applicants:
Please follow this link - https://graduate.admissions.gwu.edu/international-student-application-requirements - to review the International Applicant Information carefully for details on required documents, earlier deadlines for applicants requiring an I-20 or DS-2019 from GW.

Supporting documents not submitted online should be mailed to:
Office of Graduate Admissions
Graduate School of Education and Human Development
The George Washington University
2136 G Street, NW
Washington, DC 20052

Contact for questions:
gsehdadm@gwu.edu ~ 202-994-9283 (phone) ~ 202.994.7207 (fax)
9:30 am – 6:00 pm, Monday through Friday

REQUIREMENTS

The following requirements must be fulfilled:


A minimum of 48 credits, successful completion of a comprehensive examination, and an approved dissertation proposal.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDUC 8120</td>
<td>Group Comparison Designs and Analyses</td>
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<tr>
<td>EDUC 8122</td>
<td>Qualitative Research Methods</td>
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EDUC 8240  Leading Organizations Through Change: Systems Thinking and Theory
EDUC 8268  Leading Ethically: Transformative, Adaptive, and Culturally Responsive Leadership
EDUC 8270  Fundamentals of Educational Planning
EDUC 8271  Policy Formation, Implementation, and Change for Educational Leaders
EDUC 8276  Seminar: Administration and Supervision
EDUC 8277  Equity-Centered Advanced Instructional Leadership for School Improvement
EDUC 8280  Critical Review of Educational Leadership Literature

**Advanced Research**

3 credits in Level B Research Methods coursework selected in consultation with the advisor.

**Elective**

One 3-credit elective course selected from the following:

- EDUC 6116  Introduction to Educational Statistics
- EDUC 8998  Pre-Dissertation Seminar (taken in addition to the 3 credits required under Dissertation, below)

3 credits in Level B Research Methods coursework selected in consultation with advisor (taken in addition to the 3 credits required under Advanced Research, above)

One 8000-level course selected in consultation with advisor.

**Dissertation**

EDUC 8998  Pre-Dissertation Seminar *
EDUC 8999  Dissertation Research (taken for a minimum of 12 credits)

An approved dissertation proposal is required.

**Comprehensive Examination**

Successful completion of a comprehensive examination is required.

*An additional 3 credits in EDUC 8998 can be taken as an elective.

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**DOCTORAL PROGRAM LEVEL B COURSES**

**Doctoral Program Level B Courses**

GSEHD’s Level B research methods courses are advanced courses in a specific research methodology. All GSEHD doctoral students are required to take at least one Level B course in the methodology of their dissertation. The courses listed below are approved to meet this requirement. EDUC 8120 Group Comparison Designs and Analyses, and EDUC 8122 Qualitative Research Methods, must be completed before enrolling in a Level B course.

Some programs require more than one Level B course. Some Level B courses are taken in a predetermined sequence; for this reason, students should check each course description for prerequisites, as courses in the sequence build on others. More information regarding the Level B course sequence is available in the GSEHD Doctoral Student Handbook; students also may consult their faculty advisor or research methods faculty for additional guidance.

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<tr>
<td>EDUC 8100</td>
<td>Experimental Courses (Mixed Methods Research)</td>
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<td>EDUC 8130</td>
<td>Survey Research Methods</td>
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<td>EDUC 8131</td>
<td>Case Study Research Methods</td>
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<td>EDUC 8140</td>
<td>Ethnographic Research Methods</td>
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<td>EDUC 8142</td>
<td>Phenomenological Research Methods</td>
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<td>EDUC 8144</td>
<td>Discourse Analysis</td>
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<td>EDUC 8147</td>
<td>Critical Methodologies in Educational Research</td>
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<td>EDUC 8148</td>
<td>Qualitative Data Collection</td>
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<tr>
<td>EDUC 8149</td>
<td>Qualitative Data Analysis</td>
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<td>EDUC 8170</td>
<td>Educational Measurement</td>
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<tr>
<td>EDUC 8171</td>
<td>Predictive Designs and Analyses</td>
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<tr>
<td>EDUC 8172</td>
<td>Multivariate Analysis</td>
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<td>EDUC 8173</td>
<td>Structural Equation Modeling</td>
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<td>EDUC 8174</td>
<td>Hierarchical Linear Modeling</td>
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<td>EDUC 8175</td>
<td>Item Response Theory</td>
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<tr>
<td>EDUC 8177</td>
<td>Assessment Engineering</td>
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