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DEPARTMENT OF EDUCATIONAL ADMINISTRATION
College of Education

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A DOCTOR OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION

The case for the Doctor of Education degree in educational administration can be supported on two broad fronts. The first and most convincing is the need for better leadership in educational institutions. An over-riding challenge to this department and a major reason for its existence is the implementation of plans to ensure an adequate supply of able and talented leaders for Minnesota public schools. As more and more personnel are required to manage increasingly large organizations, the competition for executive talent becomes correspondingly intense. We have not developed programs adequate to meet the competition.

As pointed out in a recent UCEA position paper, The Selective Recruitment of Educational Leaders, the real recruitment challenge is not so much one of numbers as it is one of quality. There are many more persons possessing administrator certificates than can fill such positions. Many of these certificates have been earned by classroom teachers who have satisfied local salary schedule requirements while securing at the same time the necessary credentials for an administrative post. As long as the M.A. degree in educational administration satisfies both conditions, such developments are predictable.

We are upon the threshold of a new era in administrator preparation. The standards of the past are insufficient. The UCEA (Ibid, p. 8) has stated that leaders of the future will need: (1) a higher degree of intelligence than in the past because education will be more complex; (2) a better education because our citizenry will be better educated; (3) more vision because educational problems and their solutions will be

more far-reaching; (4) more courage because the need for change and improvement in education will be greater; and (5) more ability because more will be expected. Meeting these standards will demand many of society's outstanding individuals to fill leadership positions in educational institutions.

Clearly, the most accessible talent pool from which to recruit school administrators is found within the educational establishment. Most educational leaders have historically come from the teaching ranks and there is good reason to believe that this practice will continue. Eli Ginsberg explains this phenomenon in terms of the "irreversibility of career choices". (Occupational Choice: an Approach to a General Theory.) Ginsberg explains that when individuals elect a career field, they must invest a great deal of time initially in preparation. Persons who have entered career fields other than education can prepare for leadership positions in education only at the expense of time and previous preparation. The most able and successful are unlikely to switch careers at such expense.

The connecting link between the talent pool for administrators and positions of leadership is the training program. The training program must be challenging to the most able and sufficiently relevant to the work of the practitioner to stimulate continued interest. Any program which includes meaningless hurdles is not functional and will not maintain the support or respect of educational leaders. Most Minnesota school administrators who are interested in advanced graduate study have serious reservations about our Ph. D. program. Their criticisms fall into the following categories:

1. The foreign language requirement is absurd and irrelevant to the work of a school administrator.

2. The emphasis on statistics is excessive. School executives never utilize advanced statistical procedures or concepts.
3. The dissertation requirement is too rigid. A curriculum based study would be most useful to administrators and the institutions they will serve.
4. There is very little emphasis on the courses which help administrators deal with value-type decisions concerning the purposes and scope of education.

Such is the image of the Ph.D. program in educational administration at the University of Minnesota. Of the hundreds of persons receiving the M.A. degree in this department (and thus initial certification) in recent years only a few persist to receive the highest and most valued degree which this institution offers. Indeed, only two superintendents in Minnesota hold doctorates from this institution (Williams at Roseville and Lund at Staples). Further, very few superintendents and principals (maybe two or three) in the other 49 states have Ph.D. degrees from Minnesota. The situation regarding the training for other leadership (principalships, central office personnel, etc.) is equally poor. This record indicates that we do not train educational leadership at the doctoral level with our current program.

Our record in producing professors of educational administration is a far better one. Virtually all of our graduates enter college teaching positions. We now have recent graduates in five of the Big Ten schools and many more have accepted posts in major schools around the nation. Clearly, our Ph.D. degree is most attractive to persons seeking careers in institutions of higher education.

A second argument for the installation of the Ed.D. degree is purely a pragmatic one. It can be stated very bluntly. Unless we are capable of responding to the demand for advanced training of a caliber which will provide leadership for elementary and secondary

educational institutions, we can expect to see our opportunity to train leadership talent decline as these groups turn to the state colleges and universities outside the state for their training. Indeed the hour is very late. The search for administrators with doctorate level training is intense in Minnesota at this time and it is increasing. Of the last three major superintendent positions filled in the Twin Cities area (Robbinsdale, Edina, and St. Paul) all of the successful candidates hold Doctor of Education degrees from institutions outside Minnesota. (Other Minnesota superintendents with Ed.D. degrees from schools outside Minnesota include Moon at Rochester; Iverson, Mound; Snyder, Wayzata; and Rasmussen at Duluth.) Hopkins and Minneapolis are now searching for superintendents with doctorate degrees and we have no qualified candidates to recommend.

The need for a major shift in our program is apparent. A Doctor of Education degree developed according to the following plan would be a step in the direction of fulfilling our fundamental responsibility, as the State University, for training leaders to serve the public education function.

TENTATIVE PROPOSAL FOR AN ED. D. PROGRAM IN
EDUCATIONAL ADMINISTRATION

A. Admission:

Admission standards and procedures would be identical to those applicable to the Ph.D. program with the Graduate School exercising leadership and control.

B. Degree award:

It is proposed that the Ed.D. degree be awarded by the Graduate School.

C. Ed.D. program:

Major - "Education"

Minimum of 60 quarter hours in educational administration, curriculum and supervision with not less than 30 quarter hours in educational administration.

Supporting Program - "Supporting Program in Education"

Minimum of 30 quarter hours with at least 15 quarter hours in educational psychology and 15 quarter hours in history and philosophy of education.

Collateral Field - "Related Fields to Education"

Minimum of 30 quarter hours outside the College of Education in fields such as sociology, economics, political science, etc. This work may represent a concentration in a single department or a combination of courses in two or more departments selected to support the major area of study and consistent with the needs and career aspirations of the student.

Total Program - Minimum requirement 120 quarter hours.

D. Limitations on course work:

No less than 50% of the 120 quarter hour minimum will be completed at Minnesota. The final 60 credits including 30 in the major will be earned at Minnesota.

E. Examination Procedures:

Preliminary examination - Procedures would be identical to present procedures in the Ph.D. program.

Filing of program - The Ed.D. program would be filed first with the Department of Educational Administration and upon approval be forwarded to the Graduate School. Graduate School approval of program and assignment of preliminary examining committee would be consistent with present procedure.

F. Language requirement:

None.

G. Thesis or field study requirement:

Procedures for filing the thesis or field study proposal for approval by the Graduate School would be consistent with present procedures in the Ph.D. program. The Graduate School would assign the final oral examination committee.

Nature of the thesis or field study - A thesis or field study providing evidence of the student's scholarly attainments will be required of all candidates for the Doctor of Education degree. This thesis may be:

1. A critical analysis of educational problems, issues or developments.
2. An analytical study of demonstrated effective practice.

The thesis or field study will require a candidate to assume major responsibility for defining, planning, and carrying out a significant educational task usually conducted in a school system. A thesis will culminate in a final report which will include:

1. A statement justifying the goals of the thesis, its importance to education, and procedures followed.
2. A critical analysis of related research, including the review of x dissertations.
3. An analysis of the special goals of the thesis (in theses concerning demonstrated effective practice).
4. Conclusions and recommendations for further research and investigation.

H. Time limit and residence requirement:

Consistent with current limits applicable to the Ph.D. program.