

EDUCATION, PHD

Banner Code: E1-PHD-EDUC

Academic Advising

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This program is designed to advance professional study to develop research-informed expertise in a selected field of professional education. As a program of doctoral study, it emphasizes theory and research as much as it does practice, breadth of study as much as depth, and process as well as knowledge. It seeks to develop both knowledge and the skills useful in educational roles as well as the abilities to analyze and respond to problems in their relationships to various educational concerns.

Admissions & Policies

Admissions

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study. See Graduate Admissions Policies (<https://catalog.gmu.edu/admissions/graduate-policies/>).

Eligibility and Application Requirements

Admission is highly selective and applicants must fulfill all admission requirements: a minimum of three years of successful experience as a practitioner in an educational setting, baccalaureate and master's (or equivalent) degrees from accredited institutions, demonstrated high intellectual capability and leadership potential, three letters of recommendation, writing assessment, and GRE general test scores (GRE general tests scores are optional for Concentrations in Education Leadership and Higher Education).

For more information, call the PhD Office at 703-993-2011. For deadlines, see the PhD in Education website (<https://education.gmu.edu/phd-in-education/#admissions>). To apply, see Graduate Admissions (<https://www2.gmu.edu/admissions-aid/how-apply/graduate/>).

Policies

For policies governing all doctoral degrees, see AP.6.10 Requirements for Doctoral Degrees (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-10>).

Program of Study

A written program of study which lists all courses required to complete the program is used to guide student progress and to verify that they have met all requirements. The student's final Program of Study is submitted to the Office of the University Registrar with the Advancement to Candidacy paperwork and in the graduation semester for a final audit.

Transfer of Prior Earned Credits

Students are permitted to transfer credits from a master's degree into a doctoral program per the stipulations outlined under policy AP.6.5

Credit by Exam or Transfer (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-5>).

Requirements

Degree Requirements

Total credits: 75

Core Requirements

General Culture

Code	Title	Credits
EDUC 800	Ways of Knowing ¹	3
or EFHP 860	Critical Perspectives in Exercise, Fitness, and Health Promotion	
Total Credits		3

¹ EFHP 860 is for Kinesiology concentration students only. Other students should select EDUC 800.

Research Methods

Code	Title	Credits
EDRS 810	Problems and Methods in Education Research	3
EDRS 811	Quantitative Methods in Educational Research	3
EDRS 812	Qualitative Methods in Educational Research	3
Select two from the following:		6
EDRS 814	Anti-Colonial Methodologies	
EDRS 818	Critical Discourse Analysis in Education Research	
EDRS 820	Evaluation Methods for Educational Programs and Curricula	
EDRS 821	Advanced Applications of Quantitative Methods	
EDRS 822	Advanced Applications of Qualitative Methods	
EDRS 823	Advanced Research Methods in Single Subject/Case Design	
EDRS 824	Mixed Methods Research: Integrating Qualitative and Quantitative Approaches	
EDRS 825	Advanced Research Methods in Self-Study of Professional Practice	
EDRS 826	Qualitative Case Study Methods	
EDRS 827	Introduction to Measurement and Survey Development	
EDRS 828	Item Response Theory	
EDRS 829	Bayesian Methods	
EDRS 830	Hierarchical Linear Modeling	
EDRS 831	Structural Equation Modeling	
EDRS 832	Document Analysis and Archival Research	

EDRS 833	Participatory Action Research
EDRS 836	Narrative Inquiry
EDRS 850	Grounded Theory
EDRS 897	Special Topics in Research Methods
WMST 890	Advanced Topics in Feminist Research and Scholarship ¹

Total Credits 15

¹ WMST 890 is pre-approved for HE Concentration students; all other students need permission from their Program Advisory Committee and the Director of the PhD in Education Program.

Transfer of Prior Earned Credits

Code	Title	Credits
Students can transfer eligible credits from an earned Master's degree: PhD without concentration (9-18 credits), Kinesiology concentration (9-18 credits), Education Leadership concentration (15 credits), Higher Education concentration (9-18 credits). Approval from student's Program Advisory Committee required.		9-24

Total Credits 9-24

Dissertation Proposal and Research

Advancement to Candidacy

Upon successful completion of all coursework and the comprehensive portfolio assessment, students are advanced to candidacy and enroll in EDUC 998 Doctoral Dissertation Proposal.

Dissertation

Students must follow the university continuous registration policy as specified in AP6.10.6 Dissertation Registration (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-10-6>).

Code	Title	Credits
Minimum 12 credits of		12
EDUC 998	Doctoral Dissertation Proposal ¹	
EDUC 999	Doctoral Dissertation Research ^{2,3}	
or HE 999	Doctoral Dissertation	
Total Credits		12

¹ Students must register for a minimum of 3 credits the first semester enrolled in EDUC 998. Students preparing their proposal must register for a minimum of 1 credit each semester thereafter until the proposal has been successfully defended. Concentration in Education Leadership requires an additional 3 credits of EDUC 998.

² Students must register for minimum of 3 credits the first semester enrolled in EDUC 999. They must register for at least 1 credit thereafter until all work has been completed including the semester in which the degree is conferred.

³ HE 999 is an option only for HE Concentration students. Other students should select EDUC 999.

PhD without Concentration

All students are required to create digital portfolios to define their academic and professional goals; formulate specific plans to achieve those goals through coursework, research experiences, and experiential learning; demonstrate growth in understanding their chosen field and how knowledge is advanced through inquiry; synthesize and reflect upon the process and results of research; modify goals and plans as needed

based on academic and reflective self-evaluation as well as feedback from the student's Program Advisory Committee, and demonstrate readiness to proceed to the dissertation phase of the program.

The first portfolio review must be completed no later than the end of the third semester. The second portfolio review must be scheduled at the completion of 36 credit hours. When students complete the coursework phase of the program, a final meeting is held with the Program Advisory Committee. This meeting is the context for conducting the comprehensive portfolio assessment, a formal evaluation of a student's readiness to proceed to the dissertation phase of the program which is analogous to the traditional doctoral comprehensive exam.

Program Advisory Committee

Students choose a program advisory committee of three current George Mason University faculty members who are affiliated with the PhD in Education Program prior to the end of their second semester. This committee is chaired by a graduate faculty member with the PhD in Education Program who is affiliated with the student's primary specialization. One member must represent the student's secondary specialization. The major functions of this committee include assessing the student's goals, interests and academic needs, approving the program of study, monitoring the student's progress through the program and evaluating the student's three portfolio reviews.

Primary Specialization

Professional specializations include: early childhood education/early childhood special education, education policy, educational psychology, higher education, interdisciplinary, international education, learning technologies design research, literacy(ies) culture and reading, mathematics education leadership, multilingual/multicultural education, research methodology, science education research, special education, and teaching and teacher education.

Code	Title	Credits
Students select course work based on their area of specialization. They may choose EDUC 994 and EDUC 890 to broaden their professional expertise. These internships must be taken in a setting that differs from the student's work setting, and includes 100 clock hours of work.		18-24
Total Credits		18-24

Secondary Specialization

Code	Title	Credits
Students may develop a secondary specialization from coursework offered within CEHD or coursework offered within other Mason units, in consultation with their advisor		12-18
Total Credits		12-18

Concentration in Higher Education

All students are required to create digital portfolios to define their academic and professional goals; formulate specific plans to achieve those goals through coursework, research experiences, and experiential learning; demonstrate growth in understanding their chosen field and how knowledge is advanced through inquiry; synthesize and reflect upon the process and results of research; modify goals and plans as needed based on academic and reflective self-evaluation as well as feedback from the student's Program Advisory Committee, and demonstrate readiness to proceed to the dissertation phase of the program.

The first portfolio review must be completed no later than the end of the third semester. The second portfolio review must be scheduled

at the completion of 36 credit hours. When students complete the coursework phase of the program, a final meeting is held with the Program Advisory Committee. This meeting is the context for conducting the comprehensive portfolio assessment, a formal evaluation of a student's readiness to proceed to the dissertation phase of the program which is analogous to the traditional doctoral comprehensive exam.

Program Advisory Committee

Students choose a program advisory committee of three current George Mason University faculty members who are affiliated with the PhD in Education Program prior to the end of their second semester. This committee is chaired by a graduate faculty member with the PhD in Education Program who is core faculty in the Higher Education Concentration. The major functions of this committee include assessing the student's goals, interests, and academic needs, approving the program of study, monitoring the student's progress through the program and evaluating the student's three portfolio reviews.

Higher Education Core

Code	Title	Credits
EDEP 823	Research Project: Designing your Study	3
or HE 886	Doctoral Internship in College Teaching and Administration	
or HE 897	Directed Reading in Higher Education	
EDUC 813	Systematic Reviews of Research	3
or HE 886	Doctoral Internship in College Teaching and Administration	
or HE 897	Directed Reading in Higher Education	
Select 30 Credits from the following:		30
HE 701	Higher Education Law	
HE 702	Contemporary Issues and Fundamental Theories in Higher Education	
HE 703	Higher Education in the Digital Age	
HE 704	Scholarship of Teaching and Learning	
HE 705	Social Justice and Higher Education	
HE 706	College Access and Student Success	
HE 707	Scholarly Digital Storytelling	
HE 710	Leadership in Higher Education	
HE 711	Policy Studies in Higher Education	
HE 712	Learning Assessment and Program Evaluation in Higher Education	
HE 713	Internationalization of Higher Education	
HE 721	History of Higher Education	
HE 722	Organization and Administration in Higher Education	
HE 792	Special Topics in Higher Education	
HE 886	Doctoral Internship in College Teaching and Administration	
HE 897	Directed Reading in Higher Education	
Total Credits		36

Concentration in Kinesiology (KNES)

All students are required to create digital portfolios to define their academic and professional goals; formulate specific plans to achieve those goals through coursework, research experiences, and experiential learning; demonstrate growth in understanding their chosen field and how knowledge is advanced through inquiry; synthesize and reflect upon

the process and results of research; modify goals and plans as needed based on academic and reflective self-evaluation as well as feedback from the student's Program Advisory Committee, and demonstrate readiness to proceed to the dissertation phase of the program.

The first portfolio review must be completed no later than the end of the third semester. The second portfolio review must be scheduled at the completion of 36 credit hours. When students complete the coursework phase of the program, a final meeting is held with the Program Advisory Committee. This meeting is the context for conducting the comprehensive portfolio assessment, a formal evaluation of a student's readiness to proceed to the dissertation phase of the program which is analogous to the traditional doctoral comprehensive exam.

Program Advisory Committee

Students choose a program advisory committee of three current George Mason University faculty members who are affiliated with the PhD in Education Program prior to the end of their second semester. This committee is chaired by a graduate faculty member with the PhD in Education Program who is affiliated with the student's concentration. The major functions of this committee include assessing the student's goals, interests and academic needs, approving the program of study, monitoring the student's progress through the program and evaluating the student's three portfolio reviews.

Kinesiology Core

Code	Title	Credits
EFHP 810	Neuromuscular Responses to Exercise	3
EFHP 811	Motor Learning and Control	3
EFHP 813	Musculoskeletal Biomechanics in Human Movement	3
EFHP 815	Measurement Techniques and Instrumentation	3
EFHP 820	Careers in the Academy Seminar	3
EFHP 825	Data Analytics in Exercise, Fitness, and Health Promotion	3
EFHP 840	Doctoral Seminar in Exercise, Fitness, and Health Promotion	3
EFHP 880	Grant Writing	3
Total Credits		24

Experiential Learning

Code	Title	Credits
KINE 890	Research Experience I	6
KINE 891	Research Experience II	3
KINE 897	Independent Study	3
Total Credits		12

Concentration in Education Leadership (EDLE)

All students are required to create digital portfolios to define their academic and professional goals; formulate specific plans to achieve those goals through coursework, research experiences, and experiential learning; demonstrate growth in understanding their chosen field and how knowledge is advanced through inquiry; synthesize and reflect upon the process and results of research; modify goals and plans as needed based on academic and reflective self-evaluation as well as feedback from the student's Program Advisory Committee, and demonstrate readiness to proceed to the dissertation phase of the program.

The first portfolio review must be completed no later than the end of the third semester. The second portfolio review must be scheduled at the completion of 36 credit hours. When students complete the coursework phase of the program, a final meeting is held with the Program Advisory Committee. This meeting is the context for conducting the comprehensive portfolio assessment, a formal evaluation of a student's readiness to proceed to the dissertation phase of the program which is analogous to the traditional doctoral comprehensive exam.

Program Advisory Committee

Students choose a program advisory committee of three current George Mason University faculty members who are affiliated with the PhD in Education Program prior to the end of their second semester. This committee is chaired by a graduate faculty member with the PhD in Education Program who is affiliated with the student's concentration. The major functions of this committee include assessing the student's goals, interests and academic needs, approving the program of study, monitoring the student's progress through the program and evaluating the student's three portfolio reviews.

Education Leadership Core

Code	Title	Credits
EDLE 801	Contemporary Organization Theory	3
EDLE 802	Leadership and Decision Making	3
EDLE 812	Education Law	3
EDLE 813	Social and Political Forces in Education Leadership	3
EDLE 814	Education Finance and Human Resources	3
EDLE 816	Instructional Leadership-Curriculum Policy and Practice	3
EDLE 818	Instructional Leadership-Supervision Policy and Practice	3
Total Credits		21

Experiential Learning

Code	Title	Credits
EDUC 890	Doctoral Internship in Education	3
EDUC 994	Advanced Internship in Education	3
Total Credits		6

Dissertation Proposal

Code	Title	Credits
EDUC 998	Doctoral Dissertation Proposal ¹	3
Total Credits		3

¹ These credits are in addition to the required 12 dissertation credits.