

Department of Educational Administration

Educational Administration PhD Program

I- Introduction

King Saud University, being the most prestigious and well-established university in the Kingdom and due to its potentialities, records and achievements in developing the various institutions of the Saudi community, is keen on being the pioneer in maintaining a distinguished degree of academic research. The university has therefore developed postgraduate studies to include PhD programs in some colleges.

The Department of Educational Administration at the College of Education has taken the initiative to set up a PhD program in educational administration. A committee has been formed to set the program's guidelines, admission requirements and degree prerequisites. The committee managed to outline the general, the supporting, and the specialized courses, design their objectives, contents, and descriptions, and divide the program according into levels.

Following a two-year intensive effort by the department staff members, the PhD program in Educational Administration has come into existence.

II- Objectives of the Program

- 1- Establishing and developing educational thinking in the light of Islamic values and the community development requirements.
- 2- Preparing qualified national cadres in the different specializations of educational administration with a strong background in the field concerned.
- 3- Preparing teaching staff required for education and teachers' colleges in the field of educational administration.
- 4- Providing educational research centers with cadres capable of leading research work in educational fields.
- 5- Providing educational institutions with national cadres capable of leading educational work within the framework of education policy in the Kingdom and promoting the educational process to meet future needs.

6- Providing students with the required research knowledge, trends and skills to meet the needs of the different fields of educational research.

III- Admission Requirements

Taking into account the statutes governing graduate studies, following are the admission requirements for the PhD program in Educational Administration:

- The student should Get TOEFL score of 450 minimum
- The student should pass an interview set by the department
- Priority shall be given to those who have experience in teaching, educational administration, or academic research.

Special Requirements of the Educational Administration

Department

Following are the special requirements of the Educational Administration Department for the PhD program in both the general and higher education courses:

1. The student should have a master of education in educational administration granted by King Saud University or any accredited college or university. Other cases relevant to the field can be duly examined and given a conditional acceptance decided accordingly.
2. The student should have obtained a minimum general grade of " very good" for his masters degree. If the degree has no grade, as it is the case in some universities, the candidate's accumulative rate should be " very good".
3. The student should pass the examinations set by the Department.
4. The student should provide three recommendation letters by teaching

staff who taught or supervised him in his masters program to verify his research potentialities in the PhD program in educational administration.

5. With the exception of demonstrators and lectures, priority is given to students who have passed a minimum of two years in teaching or educational administration.
6. The applicant should be a regular full-time student all through the course of the program.
7. With the exception of demonstrators and lectures, the period lapsing since the student obtained his master's degree should not exceed seven years.

IV- Time for Obtaining the PhD degree in Educational

Administration

According to the statutes governing graduate studies, the time for obtaining the PhD degree should not be less than six semesters and not more than ten semesters. Summer semesters are not included in this period.

V. Distribution of classes among the levels:

A) Distribution of classes for the General Education Administration track

First Level

SUBJ	Course Title	CRED
EDA 601	Educational System Analysis	2
EDA603	Design and Development of Educational Research	2
PSY 602	Developed Psychological Statistics (2) and Applications	2
PSY 655	Psychological Study of Employment, Performance, and Staff Training	2
Total		8

Second Level

SUBJ	Course Title	CRED
EDA 611	Strategic Planning	2
EDA 612	Educational Financing	2
EDA 613	Time and Quality Management in Educational Institutions	2
614 EDA	Educational Administration in Islam	2
Total		8

Third Level

SUBJ	Course Title	CRED
EDA 621	Modern Trends in Educational Supervision	2
EDA 622	General Educational Administration	2
EDA 623	Decision-making	2
EDA 624	Design and Administration of Training Programs	2
Total		8

Fourth Level

SUBJ	Course Title	CRED
PSY 611	Assessing Educational Outcome and Education and Psychology Programs	2
EDA 612	Administration of Educational Regions	2
EDA 613	Educational Qualifications of an Educational Leader	2
Total		6

B) Distribution of classes for the Higher Education Administration track**First Level**

SUBJ	Course Title	CRED
EDA 601	Educational System Analysis	2
EDA 603	Design and Development of Educational Research	2
PSY 602	Developed Psychological Statistics (2) and its applications	2
PSY 655	Psychological Study of Employment, Performance, and Staff Training	2
Total		8

Second Level

SUBJ	Course Title	CRED
EDA 611	Strategic Planning	2
EDA 612	Educational Financing	2
EDA 613	Time and Quality Management in Educational Institutions	2
EDA 614	Educational Administration in Islam	2
Total		8

Third Level

SUBJ	Course Title	CRED
EDA 631	The Higher Education System in the Kingdom	2
EDA 632	Basics of Higher Education Administration	2
EDA 633	Administration of Student Affairs	2
EDA 635	Teaching in the Higher Education	2
Total		8

Fourth Level

SUBJ	Course Title	CRED
EDA 634	Administration of Community Colleges	2
EDA 635	Performance Assessment of Higher Education	2
EDA 636	Applied Administration of Higher Education	2
Total		6

Description of courses in the Doctor of Philosophy in the Educational Administration Program

601 EDA Educational System Analysis

Students will deal with the elements of the Educational system by utilizing System analysis in identifying system input, operations, outputs, and feedback processes which offer clear criteria for development and improvement. Students will be required to choose one of the educational systems in the Arab countries or the developed countries and analyze it scientifically following the system analysis procedures.

603 EDA Design and Development of Educational Research

The course will introduce students to types of educational research and methods for its design and development. Students will also be trained to perform various types of quantitative and qualitative research. The course will focus on understanding the relationship between the design of the educational research and its applications, and the educational innovations.

611 EDA Strategic Planning

The course content includes:

- A. Providing the administrative leaders in education with the most important concepts, information, and skills related to strategic planning enabling them to work in the context of a changing environment.
- B. Identifying the objectives of an educational organization in the light of the internal and environmental conditions of an organization.
- C. Examining a set of measurements and procedures to achieve the long-term goals of an organization.
- D. Transforming strategic planning to a procedural planning paying particular attention to the techniques and merging the elements of planning and budgeting to achieve the administrative efficiency.
- E. Stimulating members of the educational organization, faculty and staff, to be engaged in the stages of strategic planning.

612 EDA Educational Financing

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The students will be introduced to ways of:

- A. Developing financial resources for education in the past and present.
- B. Developing strategies that will maximize the benefit from the financial resources available for education and that will better invest these resources.
- C. Improving the financial policy in allocating educational budgets according to priorities.
- D. Coordinating between the administrators of the educational planning and the educational budgets to make available the financial resources needed for educational improvement.
- E. Analyzing budgets allocated for education and their fundamentals.
- F. Analyzing models of budgets in developed countries and others in developing countries paying particular attention to identifying the future of educational financing in the Kingdom

613 EDA Time and Quality Management in Educational Institutions

The course will provide students with the important knowledge and skills related to models of time and quality control management as models of modern management and their potential application in the educational field with its various institutions (schools, institutes, universities, the educational management, the central supervising bodies of education). The course will deal with the following topics:

- A. The concept of time, importance, measurement, regulation, and identification of the actual invested time in the educational process.
- B. The most important problems that may encounter the investment of the official time of education and its effects on the efficiency of education.
- C. The concept of quality control and its inputs and the management of total quality and its elements.
- D. Application of the concept of quality control on administrative aspects in the private and public sectors.
- E. The analysis of the obstacles on the way of applying this model in the educational field.

614 EDA: Education Management in Islam:

This course aims at initiating students into the foundations / underlying principles of the system of educational administration in Islam and how this system has been implemented over Islamic history. Besides, students are taught how administrative management is addressed in the Holy Koran and the Prophet's Sunna. Both the administrative management and financing of Islamic educational institutions (e.g. Koranic schools, mosques, and schools) are studied and their implications for the management of modern educational institutions investigated.

621 EDA: Modern Trends in Educational Supervision / Management / Administration:

This course introduces the major advances in the field of educational management focusing on their theoretical underpinnings, key concepts, objectives, and methods. It also addresses the role these advances have in upgrading the teaching and learning processes, how they take into account individual differences between teachers and how they build teachers' self-confidence through involving them in the evaluation process and through providing an accurate and objective feedback that would enhance their scientific and professional levels. The emphasis is laid on some modern management models such as direct management, indirect management, co-management and

622 EDA: General Education Management

This course initiates students to both the basics and methods of the management of the three levels of general education: primary, intermediate and secondary. For each of these educational levels, the course addresses the following points:

- The level's general characteristics and organization.
- The responsibilities attributed to the administrative staff and the employees.
- The characteristics of the learners and how they should be approached.
- Organization of school activities.
- Ways of strengthening home-school connections.

623 EDA: Making Educational Decisions

This course deals with the importance of decision-making in education as a basis for administrative processes. It focuses on the various ways and stages in making decisions and the factors that intervene in this process. More specifically, the course investigates the various types of decisions, their requirements and impediments, how administrative networks are used in making decisions, and how participation in this process is achieved. Relevant research in these areas is introduced and case studies analyzed in order to provide students with a practical experience of the decision-making process.

624 EDA Designing and Managing Training Programs

This course emphasizes the importance of designing and managing training programs as part of the educational manager's duties. It deals also with why training is needed and how training needs are analyzed as a prerequisite for designing training programs that address the trainees' administrative responsibilities. The course focuses on the manager's role in planning, executing, monitoring, supervising, and evaluating a training program, and analyzes reasons behind the success or failure of training programs in both developed and developing countries.

625 EDA Managing Educational Districts:

This course focuses on the importance of educational districts as governmental bodies running local educational administrations in their areas. In this respect, the size of the district and the services it provides to the community are investigated. Equally, the course addresses the role of the educational administration in upgrading administrative and technical aspects of education. It analyzes the way administrations are organized and introduces the duties and prerogatives of district directors.

626 EDA Basic Competencies of the Educational Leader:

The course studies the origins and the evolution of the movement of basic competencies in education and the rationale behind it. It focuses on the theoretical and psychological underpinnings of the theory of competencies in education and learning and analyzes its concepts both in terms of types of competencies and their importance to the assessment and upgrading of the people involved in education. The course identifies the skills and qualities that an educational leader must have and introduces the students to the main competencies needed by the teacher, the technical and administrative manager, and the school director. In this course, the students are trained to provide a self-assessment of their own competencies and to think about ways to improve them in order to meet the goals of education.

631 EDA The Higher Education System in the Kingdom of Saudi Arabia

The course is concerned with both the evolution of higher education in the Kingdom and its institutions. It investigates the various policies implemented in these institutions and focuses on the goals of higher education, its curricula and funding. The course also addresses the contribution of higher education institutions to the economic and social development of the community.

632 EDA Principles for the Management of Higher Education Institutions

The course provides students with the rationale for the management of higher institutions, faculties, and universities and introduces their administrative organization and how they are managed. Particular emphasis is laid on modern administrative principles for running academic departments, academic programs departments, information departments, staff departments, emergency departments, and security departments. Obstacles to academic and administrative work in these departments are identified and possible solutions discussed.

633 EDA Students Affairs Department

The course introduces the following themes:

- principles for planning, running, funding, and assessing students' social programs.
- individual and collective needs of students.
- student orientation and the social, financial and healthcare services offered by the university.
- students' responsibility in caring for and benefiting from these services.
- skills needed to develop students psychologically, socially, intellectually, and physically.
- a historical perspective on the evolution of students affairs and how this department is run both outside and inside the Kingdom.
- The influence of the environment for students' activities on the individual and collective behavior of students towards their institutions and academic performance.

634 EDA Management of Community Colleges

This course introduces students to the principles underlying the management of community and technological colleges, their curricula, teaching methods, funding, enrollment procedures, services to the faculty and students, and the human resources needed.

635 EDA Assessing Performance in Higher Education Institutions

This course deals with the appropriate methods and models for assessing performance in higher education institutions. Assessment is a prerequisite for making decisions aiming at upgrading the various academic and administrative programs. The focus in this course is on how to assess academic curricula and faculty's performance.

636 EDA Applied Management in Higher Education

This course provides students with the required skills in their fields of study through a hands-on professional experience in the various departments of higher education institutions such as enrollment, students' affairs, and academic departments.

EDAD 634: Administration of Community Colleges:

This course aims at providing students with the philosophy underlying the administration and responsibilities of community colleges and technical colleges. It includes the types of programs to be offered, admission procedures, teaching methods, finance sources, the services offered to the faculty staff and students, and the type of personnel required.

EDAD 635: Performance Evaluation in Higher Education Organizations:

This course aims at providing students with the appropriate methods and models for performance evaluation in higher education organizations, since evaluation is the basis for taking more credible and objective decisions for enhancing different academic and administrative programs offered by the higher education institutions in general. The course focuses on ways of evaluating educational programs and the faculty staff performance at the higher education level.

EDAD 636: Applied Administration in Higher Education:

This course aims at providing students with the necessary skills in the field of specialization through practical application and fieldwork in different departments and administrations in higher education organizations, such as admission and registration departments, students' affairs departments, and academic departments.