

# A comparative analysis of educational administration doctoral programs in the international context: Examples from Türkiye and Canada\*

Journal of Innovative Research in Teacher Education, 5(1), 49-74,  
ISSN: 2757-6116  
<http://www.jirte.org>  
DOI: 10.29329/jirte.2024.650.4  
Received: 30/11/2023  
Revised: 09/02/2024  
Accepted: 01/03/2024

This is an open-access article under the  
CC BY-NC-ND license  
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Can Sakar <sup>1</sup>

## Abstract

This study aims to compare the structural features and program contents of educational administration doctoral programs in Türkiye and Canada, both of which are ranked among the top 1000 universities in the 2023 Academic Ranking of World Universities (ARWU) list. This study is an example of comparative educational research as it aims to identify, compare, and analyze similar and different characteristics of the selected doctoral programs in Canada and Türkiye. The study sample consists of six universities, three from Türkiye (n=3) and three from Canada (n=3), selected by the stratified purposeful sampling method and positioned at different points in the ARWU ranking system. Therefore, the University of Toronto, the University of Alberta, and the University of Saskatchewan from Canada; and Hacettepe University, Ankara University, and Ege University from Türkiye, formed the study sample. The data was collected through the document analysis method and analyzed using the descriptive analysis method. Firstly, online information and documents were obtained from the official websites and graduate admission units of the doctoral programs at the selected universities. Secondly, the selected doctoral programs in Türkiye and Canada were analyzed by comparing their admission requirements, degree requirements, and offered academic courses. The results revealed similarities and important differences between the selected doctoral programs in the two countries. Considering educational administration doctoral programs at the top-ranked Canadian universities, this study suggests potential innovations that could be implemented to establish successful and outstanding educational administration doctoral programs in Turkish universities.

**Keywords:** Comparative Education, Doctoral Programs, Türkiye, Canada.

**Cite:** Sakar, C. (2024). A comparative analysis of educational administration doctoral programs in the international context: Examples from Türkiye and Canada. *Journal of Innovative Research in Teacher Education*, 5(1), 49-74. <https://doi.org/10.29329/jirte.2024.650.4>

\* Ethics committee approval is not required as this paper is a theoretical study.

<sup>1</sup>Gendarmerie and Coast Guard Academy, Faculty of Security Sciences, Department of Social Sciences, Türkiye, can.sakar@jsga.edu.tr.

## INTRODUCTION

Graduate level educational programs play an important role in acquiring qualified human resources and preparing individuals with critical thinking and research capabilities for social life. When considering the structural dynamics of graduate education, it becomes apparent that graduate-level education varies in terms of programs, contents, expectations, and its impact on students' academic capabilities (Pollard & Kumar, 2021). In general, master's education, as one of the phases of graduate education, aims to provide students with the basics of scientific knowledge on a particular subject. Additionally, the doctorate education has a fundamental purpose of training students to contribute to the cumulative development of societies and countries by fostering their ability to create and conduct significant scientific research across different disciplines as researchers (Balaban, 2020; Bogle, Dron, Eggermont & Henten, 2011; Campbell, Fuller & Patrick, 2005; Du Preez & Simmonds, 2018). From this perspective, graduate education is considered one of the vital factors that has the power to shape the nations' scientific missions and politics as well as training scientists (Karaman & Bakırcı, 2010). Therefore, graduate education has a critical role as a comprehensive and dynamic power that supports the current social structure in the scope of social, economic, and technological developments.

Educational administration has an essential role in obtaining and implementing knowledge on how to manage and navigate educational activities in school environments by focusing on innovative and diverse approaches through educational administrators (Starratt, 2003). Literature shows that there is no common terminology regarding the field of educational administration. According to Morphet, Johns & Reller (1967), "Both education (including teaching and learning) and educational administration are much more complex and have many more facets than were formerly recognized by most people" (p. 15). With a similar description, Bolam (1999) argues that the concept of educational administration is not only a singular structure that improves itself in light of the social sciences, but it is a more complex field that was structured on different disciplines. With a similar perspective, Papa (2005) points out the significance of education administration, highlighting its mission of cultivating and empowering leaders for educational settings. In summary, educational administration involves a planned and comprehensive process of organizing and managing systems and their different components such as personnel, facility, and equipment for achieving the desired outcomes in the framework of an effective program.

The effectiveness of an educational administration process is contingent upon the seamless collaboration of all stakeholders and the development of a comprehensive plan that anticipates and addresses potential challenges within the system. Educational administration encompasses the processes of planning, organizing, managing, coordinating, controlling, and evaluating, and the ultimate goal of these processes is to achieve the desired outcomes of the educational organization (Ali & Abdalla, 2017). All these concepts reflect the management of the educational administration process through the arrangement of the individuals within the organization. The presence of these processes aims to determine whether organizational expectations are met or not.

Several attempts have been made to identify and solve different problems in general education to enhance the quality. Although most of the studies focused on the comparative analysis of different undergraduate-level degree programs among world universities in terms of their curricula, program structures and admission requirements (Baki & Bektaş-Baki, 2016), academic course diversity (Kılıçer & Şamlı, 2021), curricula and academic courses (Açıkdilli, 2019; Ottoni, Oliveira, Bandoni & Graça, 2021; Yao, Yan & Hu, 2022), program objectives, teaching and learning objectives/philosophies, academic courses, and admission requirements (Küçüköğlü & Kızıltaş, 2012; Lambert, Lambert & Petrini, 2004), program structures, academic courses and degree completion requirements (Ergun & Ersoy, 2016), program structure, curricula, credits, and academic courses (Harmandar, 2008; Huang, Ball & Wang, 2021), and number of academic courses and credits (Sunay, 2018), there is limited number of studies that aimed to compare and examine doctoral-level educational programs in various world universities. For instance, Yılmaz and Tepe (2019) compared the current situation in educational administration

doctoral programs between the United States and Türkiye. Their study showed that the compared programs were similar regarding having a strict program structure and prerequisites in selecting prospective students, whereas these programs differed in terms of names. In another study, Gümüş and Bellibaş (2013) compared how PhD and EdD in educational administration programs differed from each other in terms of their program characteristics. The comparison of EdD and PhD programs demonstrated that EdD programs offer much more professional knowledge acquisition aiming the development of educational leaders rather than PhD type programs (Gümüş & Bellibaş, 2013). Dikmen and Ulupınar (2022) have compared nursing doctoral programs in different countries with similar programs in Türkiye. Their study highlighted the importance of different points, such as establishing high-level collaboration between organizations, providing standardization and accreditation processes in these programs, and having worked with academic personnel with nursing-related degree backgrounds. In another example, Barnett, Harris & Mulvany (2017) compared doctoral degree programs between North America and European countries. Their study revealed that doctoral programs between different North American and European countries had some similarities in terms of their structural cores and aimed outcomes. Barnett et al. (2017) also found that doctoral programs in different countries differed significantly, including dissertation-related processes, mentoring, and curricular content. Yağan and Çubukçu (2019) compared the doctoral programs located in England and Türkiye and determined that there are specific differences between these countries in terms of admission system, curricula, etc. In a similar study, Güçlü and Yılmaz (2019) paid attention to the differences in the doctoral programs between Türkiye and some selected European countries and they stated that doctoral education has been completed by people at later ages of their life in Western European countries, as well as there is no need for any standardized test scores to apply for these programs, unlike Türkiye. By examining the universities located in seven different countries (Japan, Australia, Thailand, Korea, UK, South Africa, and the USA) in terms of the Nursing PhD program, Kim et al. (2015) revealed that this program is seen as high quality by both professors and students. Sabic (2014) shed light on both similar and different implementations and policies of European countries regarding doctorate education. In this context, she has determined that while the selection of the eligible students to the doctoral programs seems very similar, among European countries, some processes such as the time limit to complete the doctoral degree, grading system, and comprehensive – dissertation defense procedures have essential differences (Sabic, 2014). In the UNESCO European Centre for Higher Education study titled “Doctoral studies and qualifications in Europe and the United States: status and prospects”, the approaches and policies that were applied for doctoral education in the United States and European countries were analysed (Sadlak, 2004). In another study, Kehm (2006) tried to delineate different problems and existing discussions in the light of doctorate education in Europe and North American countries in terms of admission-acceptance requirements, financial aid, core requirements to obtain a doctoral degree, etc. All of these studies reflect that different types of research aim to reveal undiscovered sides of the Ph.D. programs’ internal structures.

Unlike the studies in the existing literature, this study sheds light on the structural dynamics of educational administration doctoral programs in Canadian and Turkish higher education institutions from a comparative perspective. The core contribution of this research to academic literature is the development of innovative educational policy recommendations and reform initiatives. These are aimed at enhancing the academic quality and reputation of educational administration doctoral programs, with a specific focus on Türkiye, through insights gained from the Canadian experience. This, in turn, could indirectly benefit Turkish higher education institutions. Canadian universities are stable higher education institutions that have consistently succeeded in being at the top of the Academic Ranking of World Universities (ARWU) index among their stakeholders (Shanghai Ranking, n.d.-b). In addition, educational administration doctoral programs in Canadian universities differ significantly from their counterparts in Turkish universities due to showing intense interest in research methodology courses and providing course diversity to their doctoral students. These are clear indicators of why the case of Canadian higher education institutions is worth to be examined in academic research. Therefore, understanding the different characteristics of educational administration doctoral programs in Canadian higher education

institutions may be a significant way to redesign existing educational administration doctoral programs in Türkiye.

Today, different higher education ranking systems (e.g., QS, Shanghai Ranking, Times Higher Education) not only offer opportunities to academia to assess the achievement of world universities among their stakeholders but also enable higher education institutions to design and implement formative policy actions (Delgado-Márquez, Hurtado-Torres & Bondar, 2011; Johnes, 2018). The Academic Ranking of World Universities (ARWU), prepared and published by Shanghai Ranking Consultancy is one of the outstanding ranking systems, and it analyses and ranks world universities based on various criteria (Shanghai Ranking, n.d-a). Since these ranking systems and their outcomes significantly influence the recognition and reputation of higher education institutions in a global context, this study aims to examine and compare the structural features and program contents of selected educational administration doctoral programs in Canada and Türkiye among the top 1000 universities listed in the Academic Ranking of World Universities (ARWU) 2023. For this purpose, this study seeks answers to the following research questions:

- a) What kind of differences and similarities in selected educational administration doctoral programs between Turkish and Canadian universities on the ARWU 2023 list have in terms of their admission requirements, degree completion requirements, and offered graduate-level academic courses?
- b) Based on the similar and different points in selected educational administration doctoral programs between Turkish and Canadian universities, what innovations might be implemented to create successful and outstanding educational administration doctoral programs in Turkish universities?

## METHOD

### Research Design

This study aims to identify, compare, and analyse similar and different characteristics of the selected doctoral programs in different universities in Türkiye and Canada having different educational systems. Therefore, it employs qualitative comparative research methodology, aiming to understand, reveal, and delineate the dynamics of educational policy, plan, and reform initiatives within selected contexts that could positively affect the current view of education from a comprehensive perspective (Bingham, Dean & Castillo, 2019). Due to its structural and contextual characteristics, this study is an example of comparative education research. The nature of comparative education allows us to understand and explore the role of factors that might create different effects, potentially changing the view or structure of educational systems (Kandel, 1936). Comparative education research can shape the educational future based on past and present educational implementations in a historical context (Noah, 1984). Furthermore, comparative education research not only facilitates the comparison of different characteristics of educational systems on a large scale but also aims to introduce new dimensions to improve the existing quality of any system (Erdoğan, 2003). For these reasons, this study is framed within comparative educational research. As an example of comparative education research, this study provides a new perspective on designing an ideal graduate (Ph.D.) program. Moreover, it contributes to higher education systems in practice by focusing on similar and different points of educational administration doctoral programs selected from different countries.

### Study Group

The study group in this study was selected using a purposeful sampling methodology. Purposeful sampling was chosen for selection of the study group because it allows researchers to acquire various cases that offer excellent opportunities to examine similar or different situations in detail (Patton, 2002, p. 46). The main reason for choosing purposeful sampling was that it allows to reach the most reflective samples to examine the cases or situations, which might increase the effective investigation of the study. A sub-dimension of the purposeful sampling method is stratified purposeful sampling. The stratified

purposeful sampling aims to select the most reflective examples in different levels or points that might be used in investigation of data (Palinkas et al., 2015). For this purpose, the sample consisted of six universities from Türkiye and Canada, located at different points in the top 1000 universities of 2023 Academic Ranking of World Universities (Shanghai Ranking, n.d.-b). The University of Toronto (ranked 24), the University of Alberta (ranked 91), and the University of Saskatchewan (ranked between 301-400) were selected as examples from Canada. Hacettepe University (ranked between 701-800), Ankara University (ranked between 801-900), and Ege University (ranked between 901-1000) were selected from Türkiye as examples.

### **Data Collection Tools**

Data for this study was collected using the document analysis method. This involved gathering information from the official departmental websites and published documents of each selected higher education institutions. Specifically, the study focused on educational administration/educational policy studies/educational leadership and policy doctoral programs. The information on admission requirements, degree requirements, and graduate-level academic courses offered by each selected university were collected by analysing the official websites of their graduate admission offices, Bologna systems, and other relevant websites. The primary sources included: the official websites and the official curriculum documents of the University of Toronto (University of Toronto School of Graduate Studies, n.d.-a; University of Toronto School of Graduate Studies, n.d.-b; University of Toronto School of Graduate Studies, n.d.-c; University of Toronto Ontario Institute for Studies in Education, n.d.-a; University of Toronto Ontario Institute for Studies in Education, n.d.-b), the official websites of the University of Alberta, which gives both general and specific information about its Educational Policy Studies PhD program (University of Alberta, n.d.-a; University of Alberta, n.d.-b; University of Alberta, n.d.-c; University of Alberta, n.d.-d; University of Alberta, n.d.-e; University of Alberta University Calendar, n.d.-a; University of Alberta University Calendar, n.d.-b), the official websites of the University of Saskatchewan, which reflects information about Educational Administration PhD program (University of Saskatchewan, n.d.-a; University of Saskatchewan, n.d.-b; University of Saskatchewan, n.d.-c; University of Saskatchewan, n.d.-d; University of Saskatchewan, n.d.-e), the official websites and official documents of Hacettepe University, which shows general characteristics of its Educational Administration PhD program from different points (Hacettepe University Course Catalog / ECTS Information Package, n.d.-a; Hacettepe University Course Catalog / ECTS Information Package, n.d.-b; Hacettepe University Graduate School of Educational Sciences, n.d.-a; Hacettepe University Graduate School of Educational Sciences, n.d.-b), the official websites of Ankara University, which offers deep information related to its Educational Administration PhD program (Ankara University, n.d.; Ankara University Bologna Information System, n.d.-a; Ankara University Bologna Information System, n.d.-b; Ankara University Bologna Information System, n.d.-c; Ankara University Bologna Information System, n.d.-d; Ankara University Graduate School of Educational Sciences, n.d.; Ankara University Students Affairs Office, n.d.-a; Ankara University Students Affairs Office, n.d.-b), and the official websites of Ege University, which gives information about its Educational Administration, Supervision, Planning, and Economy PhD program (Ege University Information Package/Course Catalog, n.d.; Ege University Graduate School of Educational Sciences, n.d.-a; Ege University Graduate School of Educational Sciences, n.d.-b).

### **Data Analysis**

In this study, the data was analysed through the descriptive analysis method. The descriptive analysis method involves an in-depth explanation and interpretation of the data by the researcher, based on a specific framework (Özdemir, 2010). For this purpose, firstly, online information and documents have been obtained from the official websites and the official booklets of the educational administration doctoral programs in Türkiye and Canada, including the University of Toronto, the University of Alberta, the University of Saskatchewan, Hacettepe University, Ankara University, and Ege University. Secondly, selected doctoral programs of these top universities in the ranking system have been analysed by

comparing, describing, and explaining their admission requirements, degree completion requirements, and offered academic courses.

To ensure the validity of this study, peer debriefing strategy was employed. This approach involves an external person being asked to examine the content and phases of the research (Creswell, 2014, p. 202). Through this strategy, the data collected and analyzed within the scope of the research questions were checked by an external person. Thus, this process directly increased the validity of the research by eliminating errors in the data collection and evaluation phases.

### Ethical Considerations

Since this is a theoretical study and does not involve human participants or animals, no ethical approval is required.

## FINDINGS

### Findings for Canadian and Turkish Universities

#### Admission Systems in Canadian Universities

Table 1 demonstrates the admission requirements of the selected doctoral programs in Canadian universities which were ranked in the ARWU 2023:

**Table 1.** Admission Requirements of the Selected Doctoral Programs\*

Requirements***	University of Toronto	University of Alberta	University of Saskatchewan
<b>Degree</b>	An appropriate Master's degree in a relevant discipline or professional program	Bachelor's and Master's degree	A Master's degree
<b>Letter(s) of Recommendation</b>	✓	✓	✓
<b>CV/Resume</b>	✓	✓	✓
<b>Statement of Purpose/Interest</b>	✓ (see department request section below)	✓	✓
<b>Research Statement</b>	✓ (see department request section below)	×	✓
<b>Writing Sample(s)</b>	✓	×	✓
<b>Standardized Test Score(s)</b>	×	×	×
<b>Transcripts</b>	✓	✓	✓
<b>Grade Point Average</b>	Minimum standing equivalent to a University of Toronto A-	A minimum GPA of 3.5 on a 4-point grading scale	A cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
<b>Entrance Exam</b>	×	×	×
<b>Department/ Graduate Office Requests</b>	✓ -Applicants are asked to explain why they want to be a student in this program by expressing their past experiences including research interests) and - Applicants are expected to determine their	✓ Program Timeline; Completion of the Distinguished Life Achievement Statement (only if applicants' GPA is below the minimum required by the program);	×

<p><b>Proof of English Proficiency**</b></p>	<p>potential supervisors by explaining the reasons</p> <p>TOEFL IBT: 93 (Writing: 22, Speaking: 22); TOEFL PBT or TWE: 580; TWE: 5 IELTS Academic: 7.0 (each section must be at least 6.5); Academic English Level 60 (final grade level B); CAEL Online: 70 (each section must be 60 or above); COPE: 76 (sections except writing must be 22 or above and 32 or above in writing); CAE: 185 (each section must be 176 or above)</p>	<p>Confirmation of Potential Research Supervisor and Having at least 2 years teaching experiences or equivalent</p> <p>TOEFL IBT: 93 (speaking and writing sections must be 24 or above, or equivalent and listening and reading must be at least 21); IELTS Academic: 7.0 (each section must be 7.0 or above); Duolingo: 115; CAEL: 70; PTE Academic: 63 (each section must be 63 or above)</p>	<p>IELTS Academic: 6.5 (each section must be 6.0 or above); TOEFL IBT: 86 (each section must be 19 or above); Cambridge C1 Advanced: 176; Duolingo: 115 (each section must be 95 or above); PTE Academic: 63 (each section must be 59 or above); CAEL: Min score of 70%, with min individual scores of 60; University of Saskatchewan Language Centre Level 4: Successful Completion; University of Regina Intensive ESL Advanced Level (ESL 50) Plus completion of Academic Writing Elective A: Successful Completion</p>
--	--	--	--

**Note.** \*Adapted from "Educational leadership and policy" by University of Toronto School of Graduate Studies, n.d.-a; "General regulations" by University of Toronto School of Graduate Studies, n.d.-b; "English-language proficiency testing" by University of Toronto School of Graduate Studies, n.d.-c; "Doctor of philosophy in educational leadership & policy" by University of Toronto Ontario Institute for Studies in Education, n.d.-a; "Specialization in studies in educational leadership (SEL)" by University of Alberta, n.d.-a; *Document checklist and steps for PhD admission applications to studies in educational leadership (SEL)* by University of Alberta, n.d.-b; *Document checklist for admission applications* by University of Alberta, n.d.-c; "Entrance requirements" by University of Alberta, n.d.-d; "Admission requirements" by University of Saskatchewan, n.d.-a; "Educational administration" by University of Saskatchewan, n.d.-b.

\*\*The abbreviations were used to reflect the name of the different types of foreign language tests (TOEFL: Test of English as a Foreign Language; IELTS: International English Language Testing System; Canadian Academic English Language; COPE: The Certificate of Proficiency in English; CAE: Cambridge Assessment English; CAEL: The Canadian Academic English Language Test; PTE: Pearson Test of English).

\*\*\*The mandatory application fees taken from domestic and international applicants were not added.

Based on the admission requirements, Canadian universities inform their prospective students that they should have at least a baccalaureate degree (or advanced) to be able to apply for the doctoral degree. Additionally, all Canadian universities expect to the transcripts of all previously attended colleges and universities. Moreover, these universities highlight the importance of recommendation letters in the admission process. However, interestingly, none of the Canadian universities ask for any standardized test scores from their doctoral applicants. Regarding the GPA scores of applicants, each university sets specific criteria. For example, the University of Toronto requires a minimum standing equivalent to a University of Toronto A-, which is equal to 3.7 over 4.0, from their Ph.D. applicants to be considered in the evaluation process. While The University of Alberta wants a minimum GPA of 3.5 on a 4-point grading scale from their doctoral degree applicants, the University of Saskatchewan sets a more flexible criterion for GPA requirements in the admission process for their Ph.D. degrees. At this point, as the GPA requirement for admission, the University of Saskatchewan informs all Ph.D. applicants that they must

have a cumulative weighted average of at least 70% in the last two years of study. In contrast to other universities, the University of Alberta puts forward an alternative solution for their doctoral degree applicants whose GPAs are below the minimum point required by the program and cannot be considered as an ideal student to be admitted to the Ph.D. degree due to this reason. At this point, the University of Alberta indicates that applicants whose lower GPAs than the minimum GPA set by the university can write a completion of the distinguished life achievement statement, which shows their past success and potential for the program upon admission, to the department. Another common feature in the admission process was that all universities expect statements of purpose or interest from their applicants. Finally, none of the Canadian universities requires additional documents or conducts different processes before sending their admission decisions to their doctoral degree applicants.

There were some specific requirements for the international applicants. For example, international applicants, particularly those who have earned a degree from a non-Canadian institution or whose native language is not English, are required to submit a valid English language test score from one of the internationally recognized tests specified by the universities they are applying to. These recognized tests involve IELTS, TOEFL, PTE Academic, Duolingo, CAEL, COPE, and CAE. The minimum scores for the English language test vary from university to university. As an alternative to these international English language test scores, the University of Saskatchewan offers English courses to their PhD applicants who do not have any valid English test scores. The University of Saskatchewan indicates that people who complete these courses successfully will meet the English language requirement for admission.

### Admission Systems in Turkish Universities

Table 2 shows the admission requirements of the selected educational administration doctoral programs in Turkish universities which were ranked in the ARWU 2023:

**Table 2.** Admission Requirements of the Selected Doctoral Programs\*

Requirements	Ankara University	Hacettepe University	Ege University
<b>Degree</b>	An Earned Master's Degree in a relevant field	An Earned Master's Degree in any program (Candidates who are graduates of any program outside the field and are accepted to the program must take the scientific preparation program)	An Earned Master's Degree in Educational Administration, Inspection, Planning and Economics or A Master's degree from one of the sub-disciplines of Public Administration and being a teacher or having a training Graduation from Educational Sciences or one of the sub-disciplines of Educational Sciences with a Master's degree
<b>Letter of Recommendation CV/Resume</b>	×	×	×
<b>Statement of Purpose/Interest</b>	×	×	✓
<b>Research Statement</b>	×	×	×
<b>Writing Sample(s)</b>	×	×	×
<b>Standardized Test Score(s)</b>	ALES or its equivalent: Equal Weight Point must be minimum 60 / 100 (Foreign candidates are exempt)	ALES or its equivalent: Equal Weight Point must be minimum 60 / 100 (for all applicants)	ALES or its equivalent: Quantitative Point must be minimum 60 / 100
<b>Previous Degree Certificates</b>	✓	✓	✓



<b>Transcripts</b>	✓	✓	✓
<b>Grade Point Average</b>	Min 2.75 / 4.00 or its equal over 100	Min 2.50 / 4.00 65/100	Min 70/100
<b>Entrance Exam</b>	✓	✓	✓
<b>Department/Graduate Office Requests</b>	×	×	×
<b>Proof of English Proficiency***</b>	YDS/YOKDIL or its equivalent: 55 / 100	YDS/YOKDIL or its equivalent: 60 / 100	YDS/YOKDIL or its equivalent: 55 / 100
<b>Other Documents</b>	National identification card / a valid passport. C1 Level Turkish Certificate for International Candidates	National identification card / valid passport C1 Level Turkish Certificate for International Candidates	C Level Turkish Certificate for International Candidates or a document that proves they received at least 70 points from Ege University Institute of Turkish World Studies Turkish Proficiency Exam or A document that shows they completed their Bachelor's or Master's degree in Turkish

Note. \*Adapted from "About program" by Ankara University Bologna Information System, n.d.-a; "Graduate school of educational sciences" by Ankara University, n.d.; *Presentation of educational administration graduate programs* by Ankara University Graduate School of Educational Sciences, n.d.; *Ankara university 2023-2024 academic year fall semester graduate programs – ALES/Foreign language scores*] by Ankara University Students Affairs Office, n.d.-b; *Required documents* by Hacettepe University Graduate School of Educational Sciences, n.d.-a; *Application requirements* by Hacettepe University Graduate School of Educational Sciences, n.d.-b; "Third cycle programmes (Doctorate degree)" by Ege University Information Package/Course Catalog, n.d.; *Qualifications and documents required for TR and KKTC national candidates to apply* by Ege University Graduate School of Educational Sciences, n.d.-a; *Qualifications and documents required for foreign national candidates to apply* by Ege University Graduate School of Educational Sciences, n.d.-b.

\*\*These admission requirements only reflect doctoral program applications based on a master's degree.

\*\*\*Proof of English proficiency and the other document requirements are generally requested from applicants who are citizens of non-English speaking countries or whose native language is other than English.

ALES: Academic Graduate Education Test; YDS: Foreign Language Test; YOKDIL: Higher Education Institutions Foreign Language Test.

Table 2 highlights the stringent criteria set by all listed Turkish universities, with a fundamental requirement for Ph.D. program applicants being the possession of an earned master's degree for direct admission. The major difference in admission requirements between Canadian and Turkish universities, is that all Canadian universities require CVs/Resumes and a statement of purpose from their applicants. Additionally, in contrast to the Turkish universities, the University of Toronto and the University of Alberta require letters of recommendation in the admission processes. However, Table 2 shows that none of the Turkish universities require letters of recommendation, statements of purpose, and writing sample(s) in their admission process. Unlike Hacettepe and Ankara Universities, Ege University requires applicants' current CVs/Resumes as an admission requirement.

The admission requirements of the Turkish universities draw concrete borders in the scope of the standardized test scores rule. Accordingly, all Turkish universities on the list require candidates applying for a Ph.D. degree to submit at least one standardized exam score from ALES or equivalent within the minimum score limits. This minimum score limit in ALES is usually set around 60 points over 100 in an equal weight point and quantitative point (quantitative point is only valid for Ege University).

An interesting finding is that none of the Turkish universities put departmental or graduate office requests or conducted different processes before sending the positive or negative decision to their doctoral program applicants (Table 2). Additionally, it is worth mentioning that all Turkish universities must verify their prospective students' subject knowledge through an official entrance exam. However, verification of subject knowledge is not required by the Canadian universities.

For Turkish Universities, international doctoral applicants need to verify their Turkish proficiency level, which must be at least C or C1 levels, through an official Turkish language certificate. Moreover, both national and international prospective doctoral students must verify their English proficiency levels through an officially accepted English test. For example, the applicants who want to be admitted to doctoral programs at Ankara University and Ege University must provide at least 55 points of YDS or YÖKDİL (Foreign Language Test/ Higher Education Institutions Foreign Language Test) or its foreign equivalents over 100 points. As different from Ankara and Ege universities, Hacettepe university requires their applicants to score minimum 60 either at YDS or YÖKDİL language exams or their foreign equivalents.

### Degree/Program Requirements in Canadian Universities

The degree/program requirements of selected educational administration Ph.D. programs in the Canadian universities, which have succeeded in being ranked in the ARWU 2023 list are shown below in Table 3:

**Table 3.** Degree/Program Requirements of the Selected Doctoral Programs\*

University of Toronto	University of Alberta	University of Saskatchewan
Completion of a minimum of 3.0 full-course equivalents: a. "LHA3040H People and Power in Organizations" (0.5 FCE); b. Research method courses (1.0 FCE); c. At least 0.5 FCE at the 3000 level or the 6000 Special Topics level from the ELP program d. Elective courses (1.0 FCE)	36 Credits (from at least 24 in graduate courses and a dissertation)	a. Continuous registration in the 996 course b. "GPS 960.0 Introduction to Ethics and Integrity"; "GPS 961.0 Ethics and Integrity in Human Research", (if research involves human subjects); "GPS 962.0 Ethics and Integrity in Animal Research", (if research involves animal subjects) c. A minimum of 18 credit units, including: "EADM 881.3 Organizational Paradigms and Analysis"; "EADM 884.3 Policy Making in Education A Critical Perspective"; "EADM 885.3 Research Methods"; "EADM 990.0 Seminar"; "EADM 996.0 Research – Dissertation"
Comprehensive Examination (generally at the end of the 3rd year)	Doctoral Candidacy Examination (within the first three years after students start the program) and Academic Integrity and Ethics Training (Ethics and Academic Citizenship)	Qualifying Examination (within the first year of the program in general)
-	Professional Development (Completion of an Individual Development Plan and at least 8 hours of professional development activities)	-
Thesis Proposal	-	Comprehensive Examination (after required coursework completed and before conducting research for dissertation)
Thesis	Dissertation	Dissertation

Note. \*Adapted from "Doctor of philosophy in educational leadership & policy" by University of Toronto Ontario Institute for Studies in Education, n.d.-a; "Specialization in studies in educational leadership (SEL)" by University of Alberta, n.d.-a; "Doctoral program information" by

University of Alberta, n.d.-e; "Doctoral candidacy examination" by University of Alberta University Calendar, n.d.-a; "Degree requirements" by University of Saskatchewan, n.d.-c; "Doctor of philosophy degree requirements" by University of Saskatchewan, n.d.-d.

Table 3 indicates that degree/program requirements among selected educational administration doctoral programs in Canada represent similarities and differences. An intriguing observation is that, among the universities examined, only the University of Toronto and the University of Saskatchewan establish more specific course criteria that each doctoral student must complete to progress in their degree process. However, the University of Alberta offers a more independent course completion process for PhD degree students. The University of Toronto expects that students in the doctoral program must take and complete a minimum of 3.0 FCE in "People and Power in Organizations" and courses in research methods. Additionally, students must take and complete 0.5 FCE (at least) at either 3000 level or 6000 levels (special topics) in the program as indicated above. Similarly, doctoral students at the University of Saskatchewan must take and successfully pass some of the courses before moving forward to the next step in their graduate careers. Two main coursework requirements have to be completed by doctoral students at the University of Saskatchewan. As one of the main program requirements, Table 3 highlights that students in the Educational Administration Ph.D. program must complete a main integrity-related course titled "Introduction to Ethics and Integrity". The University of Saskatchewan points out that students have to take other integrity-related courses (i.e., "Ethics and Integrity in Human Research", and/or "Ethics and Integrity in Animal Research") in case their research activities involve human or animal subjects. Secondly, the University of Saskatchewan indicates that doctoral students have to take and complete at least 18 credit hours that include: "Organizational Paradigms and Analysis", "Policy Making in Education A Critical Perspective", "Research Methods", "Seminar, Research – Dissertation" graduate-level courses as well as the comprehensive examination process. As another critical point in the scope of the program requirements, doctoral students at the University of Saskatchewan must be qualified by passing written and/or oral examinations that are generally conducted by their academic units within the first year of their program.

A common phase of the Ph.D. program/degree requirements at Canadian Universities is that doctoral students must pass the proficiency examination after all mandatory and elective courses are completed. Finally, doctoral candidates must successfully defend their dissertations and demonstrate their contribution to the academic field in front of dissertation committees.

### **Degree/Program Requirements in Turkish Universities**

The degree/program requirements of selected educational administration doctoral programs in Turkish universities, which have succeeded in being ranked in the ARWU 2023 list are shown below in Table 4:

**Table 4.** Degree/Program Requirements of the Selected Doctoral Programs\*

<b>Ankara University</b>	<b>Hacettepe University</b>	<b>Ege University</b>
At least seven (7) courses	Eight (8) compulsory and Three (3) elective courses	At least seven (7) courses
One (1) seminar	One (1) seminar	One (1) seminar
Preliminary examination	Preliminary examination	Preliminary examination
Dissertation proposal	Dissertation proposal	Dissertation proposal
Dissertation Research	Dissertation Research	Dissertation Research
Min 3.0 GPA / 4.00	Min 3.0 GPA / 4.00	Min 75 GPA / 100
A published article in an international or a national peer-reviewed journals on the relevant field	-	-
or an article published electronically and the DOI number taken	-	-
or Book or book chapter	-	-

Other educational activities	-	-
Minimum Total Hours: 21 Credits / 240 ECTS (120/240 ECTS must be taken from courses, the seminar, field specialization course, and preparation work to proficiency and 120/240 ECTS consists of field specialization course and the dissertation research)	Minimum Total Hours: 31 Credits / 240 ECTS (120/240 ECTS must be taken from courses and 120/240 ECTS consists of the dissertation research)	Minimum Total Hours: 24 Credits / 240 ECTS (60/240 ECTS must be taken from courses)

Note. \*Adapted from "Graduation requirements" by Ankara University Bologna Information System, n.d.-b; "Qualification requirements and rules" by Ankara University Bologna Information System, n.d.-d; *Ankara university graduate education and training regulation* by Ankara University Students Affairs Office, n.d.-a; "Hacettepe university graduate education-training and examination regulation" by The Official Gazette of the Republic of Türkiye, 2016a; "Educational administration" by Hacettepe University Course Catalog / ECTS Information Package, n.d.-a; "Third cycle programmes (Doctorate degree)" by Ege University Information Package/Course Catalog, n.d.; "Ege university graduate education-training regulation" by The Official Gazette of the Republic of Türkiye, 2017;

\*\*In Turkish universities, these conditions are only valid for doctoral degree requirements based on master's degrees.

Table 4 shows that there is a standardized course process in terms of quantitatively that doctoral students at Turkish universities must complete to graduate from the departments under study. Even though the graduate regulations of the examined Turkish universities indicate that doctoral students in any program who are admitted with a master's degree must complete at least 21 credits in their doctoral program as a standard requirement for graduation (Ankara University Students Affairs Office, n.d.-a; The Official Gazette of the Republic of Türkiye, 2016a; The Official Gazette of the Republic of Türkiye, 2017), the educational administration doctoral programs set different criteria regarding the minimum credit numbers completed by their students. Doctoral students at Ankara and Ege Universities are required to take and successfully pass a minimum of seven courses and a seminar, amounting to at least 21 credits for Ankara University and 24 credits for Ege University. As to the Hacettepe University Educational Administration program, Table 4 indicates that the total hours that students must complete is 31 by taking eight compulsory and three elective courses. In all Turkish universities examined in Table 4, doctoral students must have at least a 3.00 GPA over 4.0 or 75 GPA over 100 when they complete all mandatory/elective courses and the seminar. Upon satisfactory completion of the coursework, doctoral students must present their dissertation proposals and take the preliminary examination. In case of being successful in these examination periods and being accepted dissertation proposals, as the last step before getting a doctoral degree, doctoral candidates must prepare a doctoral dissertation, which consists of an original and unpublished written academic work, and defense against their dissertation committees.

Table 4 also indicates that unlike other Turkish universities, Ankara University, set publication criteria for their doctoral candidates by stating that every student in the program must prepare and publish at least one article in an international or a national peer-reviewed journal on the relevant field. As an alternative to the journals, the university also offers different publication formats for their students such as publishing their articles electronically with a DOI number or as a book or book chapter. Before completing one of these publication requirements, students in doctoral programs cannot be considered for awarding a Ph.D. degree.

### **Graduate-Level Academic Courses in Canadian Universities**

The educational administration doctoral programs of the selected top universities in Canada offer various types of graduate-level academic courses in their curricula, providing students with opportunities for specialization. The details of the offered graduate-level academic courses in the curricula of these programs are outlined in Table 5:

**Table 5.** Graduate-Level Courses\*

<b>Courses**</b>	
<b>University of Toronto</b>	Designing Master's Research Proposals; Research Literacy in Educational Leadership and Policy; Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity; Designing Research Proposals in Educational Leadership and Policy; Research Literacy for the EdD Program; Literature Reviews for the EdD Program; Professional Seminar and Dissertation Workshop in International Educational Leadership and Policy; People and Power in Organizations; Educational Policy and Program Evaluation; Organizational Culture and Decision-Making; Developing and Organizing People in Education; School Program Development and Implementation; Political Skill in the Education Arena; Diversity and the Ethics of Educational Administration; Teachers and Educational Change; The Legal Context of Education; Sociology of Education; Educational Administration II: Social and Policy Contexts of Schooling; Educational Leadership and Diversity; Decolonizing and Antiracist Approaches to Educational Leadership; Managing Changes in Classroom Practice; Educational Leadership and School Improvement; Themes and Issues in Policy, Leadership, Change, and Social Diversity; Global Educational Equity and Quantitative Policy Research; Comparative and International Perspectives on Gender and Education Policy and Practice; Advanced Legal Issues in Education; Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education; Global Governance and Educational Change: the Politics of International Cooperation in Education; School Leadership & Diverse Contexts; Comparative and International Education: Issues for Teachers; Comparative Politics of Education Policy; Leading for School and Community Collaboration; Critical Race Theory in Education; Enacting Policy in Schools; Critical Approaches to Online Learning; Economics of Education; Doctoral Special Topics Course in Leadership; Organizational Studies in Education; School Leadership in Post Colonial Contexts; Methodological Approaches for Researching Education Policy; Development and Use of Surveys in Education Research; Intermediate Statistics in Educational Research: Multiple Regression Analysis; Multilevel and Longitudinal Modelling in Educational Research; Quantitative Research Practicum; Introduction to Research Methods for the EdD; Data Analysis for the Education Doctorate; Field Research in Educational Leadership and Policy; Introduction to Statistics for Educational Research; Qualitative Research Methods for Liberation.
<b>University of Alberta</b>	Conference Course on Selected Topics; Individual Directed Study (EDPS 506); Individual Directed Study (EDPS 507); Research Data Collection and Analysis; Leadership Theories and their Application to Educational Organizations; Organizational Theory and Education; Educational Policy and Reform; Sexual and Gender Minorities in Education and Culture; Adult Education, Popular Movements and NGOs in the Global South; Adult Learning and Development; Citizenship Education: Global Contexts; Education and Development Theory; Feminist Theories and Epistemologies; Globalization, Global Education and Change; Race, Racialization and Education; Global Transformations, Indigenous Knowledge and the Crisis of Sustainability; History of Education; Supporting Educator Professional Growth; Indigenous Research Methodologies; Issues in Indigenous Education; From Oral Language to Written Text; Revitalizing Indigenous Language; Change and Innovation in Education; Meaning and Structure in the Cree Language; Critical and Feminist Pedagogical Research; Learning and the Workplace; Leadership and Social Justice; Global Governance and Issues in Educational Administration and Leadership; Governance and Administration of Education in Canada; Legal Aspects of Educational Administration; Teaching Seminar I; Teaching Seminar II; Philosophies, Theories and Methods of Teaching and Learning in Adult and Higher Education; Design and Development of Learning, Teaching and Assessment in Adult and Higher Education; Social Theory and Education; Social Justice Education from a Sociological Perspective; Education and Social Change; Education and Community; Administration of Postsecondary Institutions; Indigenous Knowledge and Anti-Racist Education; Foundations of Adult and Higher Education; Learning through Struggle: Social Movements, Resistance, and Popular Education; Contemporary Issues in Education: Perspectives on Policy and Practice; Introduction to Evaluating Educational Research; Foundations of Education: Perspectives on Canadian Issues; Foundations of Education: Perspectives on International Issues; Group Processes in Educational Leadership; The School Principalship: Seminars and Simulations; Supervised Individual Study I; Organization Theory I; Issues in Postsecondary Education; Policy Research and Education; Research Frameworks and Qualitative Methodologies; Directed Research Project.

<b>University of Saskatchewan</b>	Comparative and International Perspectives in Education; History and Development of Organizational Theory; Educational Finance; Leading for Evidence Informed Decision Making; Leadership for the Enhancement of Teaching and Learning; Leadership and Governance in First Nation Education; Administrative Roles in School Systems; Organizational Behaviour in Education; Structure and Organization of Education in Canada; Educational and Administrative Law; Human Resources Leadership in Education; Organizational Renewal in Educational Systems and Settings; Rural Education Schools Communities and Policy Contexts; Advances in Leadership and Followership Theories and Promising Practices; Case Studies in Educational Leadership; Governance and Policy Making in Education; Leading Community Development; Role of Student and Student Services in Post-secondary Education; Administration and Governance in Post-Secondary Education; Teaching and Learning in Post-Secondary Education; Research in Health Professions Education; Advances in Educational Leadership Systems; Educational Leadership and Governance; Educational Leadership for Transformation; Framing Educational Problems of Practice; Practice based Research; Educational Improvement; Educational Leadership Problems of Practice I; Educational Leadership Problems of Practice II; Quantitative Research Methods for Educational Leaders; Organizational Paradigms and Analysis; Policy Making in Education A Critical Perspective; Research Methods; Trends and Issues in Educational Administration; Laboratory in Educational Administration; Parents and Education Theory Policy and Practice; Individual Reading Course; N/A: Special Topics; Seminar; Educational Leadership Capstone Research Project; Research – Thesis; Research – Dissertation; Problems of Practice Professional Research.
-----------------------------------	--

Note: \*Adapted from "Courses & thematic areas" by the University of Toronto Ontario Institute for Studies in Education, n.d.-b; 'Specialization in studies in educational leadership (SEL)' by the University of Alberta, n.d.-a; "Course listings" by University of Alberta University Calendar, n.d.-b; "Course descriptions" by the University of Saskatchewan, n.d.-e.

\*\*The courses on the table only reflect the cumulation of the currently offered educational administration/educational leadership/educational leadership and policy studies departments and the courses that students enrolled these doctoral programs can take with and/or without permission. The status of courses (mandatory/elective) was not considered.

Table 5 shows that all the examined doctoral programs in Canadian universities have a very large diversity that includes different types of graduate-level courses to be offered for their doctoral students. The Department of Leadership, Higher & Adult Education at the University of Toronto, which includes the Educational Leadership and Policy doctoral program, has a total of 49 graduate-level courses (including research proposals, seminars, workshops, etc.) offered to students. These graduate-level courses have a large diversity in terms of their contexts, contents, skills, and abilities aimed to be gained by their students. The most current body of knowledge about educational leadership area, the introduction of leadership term and its contextually deep investigation, comprehensive knowledge about how to manage and constantly shape characteristics of people in the scope of the educational leadership and policy, classroom-related implementations and evaluative movements of curriculum, sociology or economics of education, academic knowledge regarding different types of field-related theories, comparative issues about the development of education as well as more specific topics such as gender and educational policy, governance, politics, and online learning and critical issues are the general themes offered through these courses. Besides, a total of 10 different research methodology courses are included in the offered course list. In this context, students in this doctoral program want to be equipped with a deep and comprehensive statistical and methodological body of academic knowledge regarding both subject-related (e.g., methodological approaches in educational policy, research in the educational leadership field) and general (e.g., the use of surveys, introductory and intermediate-level statistics, multilevel and longitudinal modelling, quantitative and qualitative research, etc.) that might be used in their future career.

At the University of Alberta, 54 graduate-level courses (including conference courses, individual topics, seminars, etc.) are offered by the Department of Educational Policy Studies to their current doctoral students of Specialization of Studies in Educational Leadership. In the course list, it is worth mentioning that there is an inclusive course catalog that contains different types of courses aiming to offer subject-related academic knowledge in philosophical dimension to their students similar to the other Canadian universities in Table 5. The variety in the scope of the offered graduate-level courses means that the department offers comprehensive knowledge through both past and current situations in local and

global contexts. The theoretical background of organizations, organizational issues in the global context and their reflections on education, educational administration and leadership-related topics, and structural characteristics of post-secondary institutions, focusing on some unique communities such as indigenous people and examining their roles in the educational arena from different perspectives, critical theories and their reflections on the field of educational policy are some of the special topics offered to the graduate students. In addition to these courses, the University of Alberta offers conference-type courses, which aim to shed light on broad academic knowledge that might be necessary for their doctoral students' academic growth in Studies in the Educational Leadership field. The course list reflects that the University of Alberta has fewer methodology courses, which directly emphasize and show the general theoretical and practical principles and implementations of research activities to graduate students, than the other Canadian universities. Regarding this issue, the current course list shows that "Research Data Collection & Analysis", and "Research Frameworks and Qualitative Methodologies" are some of the graduate-level research methodology courses offered to doctoral degree students in this program. The graduate course list of the Department of Educational Policy Studies also includes some different methodology courses aimed to focus on research methodologies-related implementations through some communities (e.g., indigenous people) or critical concepts (e.g., feminism approach) in the field of education.

As another Canadian university, the University of Saskatchewan offers a total of 43 graduate-level courses (including individual topics, research projects, individual reading courses, dissertation, etc.) to the students of the Department of Educational Administration. Regarding the existent course framework, the university focuses on different types of both general and field-related academic topics. For instance, like the University of Toronto, the University of Saskatchewan tends to transfer theoretical and practical academic knowledge in terms of global and local educational structures and issues (e.g., Structure and Organization of Education in Canada), administration and leadership-related special topics, governance, educational systems, theoretical milestones of organizations, the existence and effects of different factors in education (e.g., school communities, parents), human resource leadership, post-secondary-related issues and their possible effects and reflections on educational leadership and administration. Besides, there is a fact that the program at the university does not contain a significant volume of advanced-level research and methodology courses. At this point, only a couple of methodological courses (e.g., Quantitative Research Methods for Educational Leaders, Research Methods, Practice-Based Research) are in the course catalogue.

### **Graduate-Level Academic Courses in Turkish Universities**

Based on the information that was provided from the doctoral programs of the selected Turkish universities, it is seen the existence of different types of graduate-level academic courses in their curricula that offer students the opportunity to specialize in different fields. The description of offered graduate-level academic courses of the selected educational administration doctoral programs are shown below in Table 6:

**Table 6.** Graduate-Level Courses of the Selected Doctoral Programs\*

<b>Course List**</b>	
<b>Ankara University</b>	Advanced Research Methods in Education; Study of Thesis; Preparation Work to Proficiency; Seminar; Graduate Specialization Course; Educational Organization and Technology; Contemporary Supervision Approaches; Ethics in Administration; Planning of Graduate Education; Disciplinary Law; Children's Right in International Law; Contemporary Educational Administration; School Management and Leadership; Contemporary Educational Supervision; Sustainable Development and Educational Administration; Higher Education Planning; Policy Analysis in Education; Local Level Educational Planning; Contemporary School Management; Cross-Cultural Leadership; Analysis of Educational Legislation; Education Economy Studies; Advance Statistics in Behavioral Sciences; Comparative Educational Administration.
<b>Hacettepe University</b>	Evolution of Scientific Thought; Education and Development; Problems of Contemporary Turkish Education System; Educational Administration and Supervision Studies; Comparative Educational Administration; Research Methods II; Research Seminar; Preparation to Doctoral Proficiency; Special Subject (Thesis); Financing and Administration of Higher Education; Human Resources Development; Educational Policies and Practices; Contemporary Developments in Educational Administration; Contemporary Developments in Educational Supervision.
<b>Ege University</b>	Theory Building; Research and Data Mining; Eğitim Yönetimi Teftişi Planlaması ve Ekonomisi Yüksek Lisans Derecesi ile Doktora [Ph.D. with Master's Degree in Educational Administration, Supervision, Planning, and Economy]; Analysis of Turkish Educational System; Educational Policies and Analysis; Seminar; Specialization Field; Proficiency in PhD; Planning and Assessment in Education; Thesis Proposal; Thesis Study; Administration and Supervision of Higher Education; Comparative Education Management; Administration of Adult Education; Informatics Systems in Education; Philosophy of Science.

Note: \*Adapted from "Course list and crediting" by Ankara University Bologna Information System, n.d.-c; "Course structure diagram with credits" by Hacettepe University Course Catalog / ECTS Information Package, n.d.-b; "Third cycle programmes (Doctorate degree)" by Ege University Information Package/Course Catalog, n.d.

\*\*The courses on the table only reflect the cumulation of the currently offered educational administration-related courses. The status of courses (mandatory/elective) was not considered.

According to Table 6, a total of 24 graduate-level academic courses (including a seminar, study of thesis, and preparation work to proficiency) are offered by Ankara University's Educational Administration PhD program to their students. Except for seminars, thesis study, and the preparation work to proficiency, most courses are about supervision, administration, planning, and leadership issues in the education framework. Besides, through other topics, such as education economy studies, disciplinary law, and children's rights in international law, it is aimed to focus on deep philosophical knowledge and investigation regarding different dimensions of education. In contrast to the diverse range of topics covered in the courses, Ankara University offers only a limited number of research methodology/statistics courses to students in the educational administration doctoral program.

Table 6 shows that 14 academic courses (including the research seminar and thesis) on different subjects are offered in the Hacettepe University Educational Administration Ph.D. program. With this total number of academic courses, Hacettepe University has the lowest number of courses among the doctoral programs of other Turkish universities. In addition to the field-based doctoral-level courses that focus on theoretical, practical, and comparative points of educational administration, the doctoral program also offers different general courses to enhance existing field courses. For example, the university's doctoral program not only provides comprehensive knowledge with field-based courses but also provides students having a multi-dimensional and critical approach to education by feeding them philosophically through courses such as "Evolution of Scientific Thought", "Education and Development", and "Human Resources Development". Similar to other Turkish universities, Hacettepe University has only one research methodology course in its course list offered to doctoral students.

Regarding the current course list of the Educational Administration, Supervision, Planning, and Economy PhD program at Ege University, Table 6 indicates that there is a total of 16 (including a seminar, thesis proposal, and thesis study) courses. In the scope of these courses, most course contents are about the educational management specialization field, whereas only a few courses aim to create new perspectives



in educational administration by increasing the awareness levels of doctoral students. In addition to these courses, students of the doctoral program at Ege University have also an opportunity to understand different types of backbone theories that constitute the educational administration field as well as gain an ability to set, offer, and test those in the scope of the field. Lastly, Table 6 stands out the fact that there is a limited course existence to be offered to the students in the Educational Administration Ph.D. program in terms of research methodology. "Research and Data Mining" course, which delivers/teaches the theoretical and practical basis of research methodologies, is currently being offered to the students.

## **DISCUSSION AND CONCLUSION**

Higher education policies, reform initiatives, and educational philosophies adopted and implemented by countries may differ theoretically and practically, subject to change depending on various factors, such as evolving national expectations or reactions against international issues (Krücken, 2014; Teichler, 1999). On the one hand; the existing educational systems in Canada do not show a central unity, as every province and territory has the right to shape educational practices according to its history and expectations (The Canadian Information Centre for International Credentials, n.d.). For graduate-level education, Canadian higher education institutions are highly independent in determining, establishing, and implementing regulations and rules that might directly influence curricula and program structures in their programs (The Canadian Information Centre for International Credentials, n.d.). As a direct consequence, it is possible to state that Canadian higher education institutions might have a rich diversity in the scope of the graduate-level requirements and regulations (admission, degree completion, etc.) in their graduate programs without having strict integrity among themselves. On the other hand, in Türkiye, there is a regulation called Graduate Education and Teaching Regulation (The Official Gazette of the Republic of Türkiye, 2016b), prepared as a part of the Higher Education Law (The Official Gazette of the Republic of Türkiye, 1981). In the scope of the Graduate Education and Teaching Regulation that shapes the general overview of graduate-level education in Türkiye, the Higher Education Council has authority on the general management and control of graduate education and on designing plans for the development of higher education institutions (The Official Gazette of the Republic of Türkiye, 1981). Unlike in Canada, there is a strong unity among higher education institutions in Türkiye in general education and graduate-level education implementations since there is a tight bureaucratic educational system that embraces the country under the same educational orders. These approaches are crucial since they draw differences between the educational philosophy and implementations of the two countries, and they could be beneficial in interpreting and discussing the study outcomes.

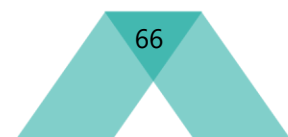
The research results highlight significant differences in the implementation of doctoral programs in educational administration between the top universities of the two countries. In all Canadian universities, both doctoral degree (PhD) selection processes and degree completion conditions in the investigated doctoral programs are more selective and contain more comprehensive requirements that need to be completed by applicants. At this point, the fact that having a concrete and comprehensive selection process for the doctoral programs might be evaluated as a positive point in determining the best prospective students who might be able to be successful throughout the doctoral education. Besides, determining the most suitable doctoral students considering their previous academic career based on their letters of recommendation and statement of purposes/interests could be a good indicator of how those students did academically in the past and what they promised for their future academic work in educational administration doctoral programs. Identifying a starting point based on this criterion could offer both faculty and universities promising academic growth and a reputation among their stakeholders since those qualified students might be a part of rigorous future research initiatives in their academic fields. The results also indicate that while statements of purpose are required during the admission process to doctoral programs at Canadian universities, the same situation is not valid for

Turkish universities. This finding is aligned with the study by Yılmaz and Tepe's (2019) which emphasizes the importance of how useful purpose statements can be in identifying and selecting the best candidates who have the ability to conduct academic research during their doctoral education.

The results also highlighted a critical factor within admission requirements of the selected universities which may impact both students' academic development and the academic growth of universities. From a comparative perspective on educational administration doctoral programs, the results showed that Turkish universities set a critical requirement that every prospective doctoral student must submit at least one official foreign language score in a pre-determined point gap, regardless of whether they are domestic or international. In addition to language score, the results indicated that students who want to participate in educational administration doctoral programs have to present a valid Turkish language test score, generally in advanced levels such as C or C1, to be able to get accepted into these programs. Unlike the language requirement in Turkish universities, the results demonstrated that Canadian universities do not create an obligation for all prospective educational administration doctoral students to submit a valid foreign language test score obtained from one of the recognized international language tests. However, Canadian universities only require an official English language test score from international doctoral applicants whose native languages are not English. Given that the importance of English language proficiency of students for doctoral level programs, it might be beneficial to set higher English language requirements for conducting rigorous and comprehensive research activities in Turkish higher education institutions.

Another significant difference between Canada and Türkiye is that doctoral students at Canadian universities can create their curriculum. The results show that Canadian universities have a rich postgraduate course pool. Ph.D. students in Canadian universities have a chance to shape their own academic development by determining what type of courses they could select during their pathways in the program. In addition to the required coursework, Canadian universities offer their Ph.D. students a chance to find and be a part of various courses in different specializations from their course pools. The advantageous aspect for Ph.D. students in Canadian universities lies in the extensive range of courses available. This broad spectrum can significantly contribute to students' academic growth within their respective fields by offering profound insights into both global and local issues in educational administration.

The research findings indicated that doctoral students who are studying at Canadian universities have to complete more research courses than the ones at Turkish universities. Most research in the current literature emphasizes the critical role of research methodology knowledge and skills for postgraduate education (Coronel Llamas & Boza, 2011; Daniel, 2022; Daniel, Kumar & Omar, 2018; Hochbein & Perry, 2013). Thus, this requirement could be very useful for doctoral students at educational administration doctoral programs. In comparing graduate-level courses offered by Canadian and Turkish universities, Canadian institutions stand out for their inclusion of diverse supplementary courses. These offerings provide students with the opportunity to explore the field of educational administration comprehensively. By addressing contemporary sociological, educational, and managerial issues, Canadian universities integrate educational management in the context of these current challenges. The results also highlight that students at the educational administration doctoral programs in Canadian universities have an opportunity to take various courses that examine the field of educational administration from political and international perspectives, gender-related issues, and their interactions with educational administration in school settings. In contrast, the selected doctoral programs in Turkish universities have a few courses on those topics. This could be a good point in favour of Canadian universities as it might positively affect their doctoral students' academic development by expanding their insights about how educational administration might be actively implemented considering these significant issues in global societies. Different from the doctoral students at Turkish universities, students in Canadian universities can also participate in various conference sessions about specific topics that can be related to effective development and implementation of educational administration, such as rural



education school communities, parents or caregivers' active participation and their roles in school settings, and current situations of diverse learners in schools.

Before offering recommendations, it is possible to point out that this research has some limitations. One main limitation is that it describes and examines only the selected top universities in Türkiye and Canada on the 2023 ARWU ranking index. Therefore, the scope of this study does not include the other countries which have succeeded to be listing their universities in the selected ranking index. The second significant limitation is that this study examined only educational administration doctoral programs. In the scope of these two limitations in this study, future research can expand the observed higher education institutions and various doctoral programs considering their fields by providing country diversity.

This research offers several recommendations based on the key findings to answer the question of how high-quality educational administration doctoral programs in Turkish universities in terms of admission requirements, degree requirements, and course selection pools should be designed:

1. Educational administration doctoral programs at Turkish universities may consider requesting at least three letters of recommendation from each applicant, from past advisors, or from others who can provide information about the candidates. This may allow Turkish universities to select applicants who have comprehensive academic knowledge, intellectuality, and a broad vision for doctoral programs. Through this discerning admission approach, universities can attract and admit highly qualified students who are likely to engage in diverse and innovative research activities throughout their doctoral education.

2. The statements of purpose serve as a crucial tool for the programs to discern the suitability of applicants based on their interests, expectations, and career goals. By evaluating these statements, the educational administration doctoral programs can effectively identify candidates whose aspirations align most closely with the program's objectives, ensuring a better match between the students' profiles and the program's offerings.

3. The educational administration doctoral programs in Turkish universities should expand their existing graduate-level academic courses pool, which may focus on not only the field of educational administration but also other up-to-date socio-economic, local, and global issues. Enriching the existing catalog in this manner has the potential to elevate the awareness levels of doctoral students. By incorporating diverse elements, it provides students with the capacity to enhance their intellectual depth. This approach empowers them to evaluate and scrutinize the field of educational administration from various perspectives, fostering a more comprehensive understanding of the subject matter.

4. The curricula of educational administration doctoral programs in Turkish universities should be redesigned in a way to include both basic and advanced levels of research methodology courses. Providing various research courses that present basic and complex statistical academic knowledge may be one of the vital factors that positively increase doctoral students' willingness to create, conduct, and evaluate rigorous academic research in their institutions.

### **Statement of Researchers**

**Researchers' contribution rate statement:** The author's contribution rate is 100%.

**Conflict statement:** The author declares that he has no conflict of interest.

**Support and thanks:** None

## REFERENCES

- Açıkdilli, R. (2019). *Türkiye’de ve Avrupa ülkelerinde rekreasyon eğitiminin karşılaştırılması*. [A comparison of recreation education in Turkey and European countries] [Unpublished master’s thesis]. Sakarya University of Applied Sciences. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Ali, I. A., & Abdalla, M. S. (2017). Educational management, educational administration and educational leadership: Definitions and general concepts. *SAS Journal of Medicine*, 3(12), 326-329. <https://doi.org/10.21276/sasjm.2017.3.12.2>
- Ankara University. (n.d.). *Graduate school of educational sciences*. Retrieved from <http://egitim.ankara.edu.tr/en/mainpage/> Access Date: 17/11/2023
- Ankara University Bologna Information System, (n.d.-a). *About program*. Retrieved from [http://bbs.ankara.edu.tr/Amac\\_Hedef.aspx?bno=4135&bot=1744](http://bbs.ankara.edu.tr/Amac_Hedef.aspx?bno=4135&bot=1744) Access Date: 20/11/2023
- Ankara University Bologna Information System, (n.d.-b). *Graduation requirements*. Retrieved from [http://bbs.ankara.edu.tr/Mezuniyet\\_Kosullari.aspx?bno=4135&bot=1744](http://bbs.ankara.edu.tr/Mezuniyet_Kosullari.aspx?bno=4135&bot=1744) Access Date: 17/11/2023
- Ankara University Bologna Information System, (n.d.-c). *Course list and crediting*. Retrieved from [http://bbs.ankara.edu.tr/Ders\\_Plani.aspx?bno=4135&bot=1744](http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4135&bot=1744) Access Date: 20/11/2023
- Ankara University Bologna Information System, (n.d.-d). *Qualification requirements and rules*. Retrieved from <http://bbs.ankara.edu.tr/bolumbilgi.aspx?icerik=KazanilanDereceGereklilikleriveKurallar&bno=4135&bot=1744> Access Date: 20/11/2023
- Ankara University Graduate School of Educational Sciences, (n.d.). *Eğitim yönetimi lisansüstü programlarının tanıtımı* [Presentation of educational administration graduate programs]. Retrieved from <http://egitim.ankara.edu.tr/wp-content/uploads/sites/347/2019/11/8.-EY-TANITIM.pdf> Access Date: 17/11/2023
- Ankara University Students Affairs Office, (n.d.-a). *Ankara üniversitesi lisansüstü eğitim-öğretim yönetmeliği* [Ankara university graduate education and training regulation]. Retrieved from <http://oidb.ankara.edu.tr/wp-content/uploads/sites/91/2022/01/lisansustu-yonetmelik-SON-2022.pdf> Access Date: 17/11/2023
- Ankara University Students Affairs Office, (n.d.-b). *Ankara üniversitesi 2023-2024 eğitim-öğretim yılı güz yarıyılı lisansüstü programlar-ALES/Yabancı dil puanları* [Ankara university 2023-2024 academic year fall semester graduate programs – ALES/Foreign language scores]. Retrieved from <http://oidb.ankara.edu.tr/wp-content/uploads/sites/91/2023/06/2023-2024-GUZ-YARIYILI-KONTENJANLARI-VE-BASVURU-KOSULLARI.pdf> Access Date: 17/11/2023
- Baki, A., & Bektaş-Baki, B. (2016). Türkiye ve Almanya’nın ortaokul matematik öğretmeni yetiştirme programlarının karşılaştırması [Comparison of secondary school mathematics teacher training programs in Turkey and Germany]. *Türk Bilgisayar ve Matematik Eğitimi Dergisi*, 7(1), 229-258. <https://doi.org/10.16949/turcomat.30594>
- Balaban, C. (2020). Diversifying the missions and expectations of doctoral education: Are we losing the distinctive ‘added value’ of the PhD? In S. Cardoso, O. Tavares, C. Sin, & T. Carvalho (Eds.), *Structural and institutional transformations in doctoral education: Social, political and student expectations* (pp. 325-345). Springer International Publishing. [https://doi.org/10.1007/978-3-030-38046-5\\_11](https://doi.org/10.1007/978-3-030-38046-5_11)
- Barnett, J. V., Harris R. A., & Mulvany, M. J. (2017). A comparison of best practices for doctoral training in Europe and North America. *FEBS Open Bio*, 7(10), 1444-1452. <https://doi.org/10.1002/2211-5463.12305>

- Bingham, A. J., Dean, S., & Castillo, J. (2019). Qualitative comparative analysis in educational policy research: Procedures, processes, and possibilities. *Methodological Innovations*, 12(2). <https://doi.org/10.1177/2059799119840982>
- Bogle, D., Dron, M., Eggermont, J., & Henten, J. W. v. (2011). Doctoral degrees beyond 2010: Training talented researchers for society. *Procedia - Social and Behavioral Sciences*, 13, 35-49. <https://doi.org/10.1016/j.sbspro.2011.03.003>
- Bolam, R. (1999). Educational administration, leadership and management: Towards a research agenda. In T. Bush, L. Bell, R. Bolam, R. Glatter & P. Ribbins (Eds.), *Educational management: Redefining theory, policy and practice* (pp. 193-205). London: Paul Chapman Publishing. <https://doi.org/10.4135/9781446219676>
- Campbell, S. P., Fuller, A. K., & Patrick, D. A. G. (2005). Looking beyond research in doctoral education. *Frontiers in Ecology and the Environment*, 3(3), 153-160. [https://doi.org/10.1890/1540-9295\(2005\)003\[0153:LBRIDE\]2.0.CO;2](https://doi.org/10.1890/1540-9295(2005)003[0153:LBRIDE]2.0.CO;2)
- Coronel Llamas, J. M., & Boza, Á. (2011). Teaching research methods for doctoral students in education: Learning to enquire in the university. *International Journal of Social Research Methodology*, 14(1), 77-90. <https://doi.org/10.1080/13645579.2010.492136>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). California: SAGE Publications.
- Daniel, B. (2022). The role of research methodology in enhancing postgraduate students research experience. *The Electronic Journal of Business Research Methods*, 20(1), 34-48. <https://doi.org/10.34190/ejbrm.20.1.2253>
- Daniel, B., Kumar, V., & Omar, N. (2018). Postgraduate conception of research methodology: Implications for learning and teaching. *International Journal of Research & Method in Education*, 41(2), 220-236. <https://doi.org/10.1080/1743727X.2017.1283397>
- Delgado-Márquez, B. L., Hurtado-Torres, N. E., & Bondar, Y. (2011). Internationalization of higher education: Theoretical and empirical investigation of its influence on university institution rankings. *International Journal of Educational Technology in Higher Education*, 8(2), 265-284. <https://doi.org/10.7238/rusc.v8i2.1069>
- Dikmen, M., & Ulupınar, S. (2022). Farklı ülkelerdeki hemşirelikte doktora programlarının karşılaştırılması [Comparison of doctorate programs in nursing among different countries]. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 15(2), 207-218. <https://doi.org/10.46483/deuhfed.880535>
- Du Preez, P., & Simmonds, S. (2018). On becoming a doctoral researcher. In P. Du Preez & S. Simmonds (Eds.), *A scholarship of doctoral education: On becoming a researcher* (pp. 1-7). Sun Press. <https://doi.org/10.18820/9781928357933>
- Ege University Graduate School of Educational Sciences, (n.d.-a). *TC Ve KKTC uyruklu adayların başvuru yapabilmesi için gereken yeterlikler ve evraklar* [Qualifications and documents required for TR and KKTC national candidates to apply]. Retrieved from [https://egitimbilimleri.ege.edu.tr/files/egitimbilimleri/icerik/TC%20UYRUKLU%20BELGELER\(1\).docx](https://egitimbilimleri.ege.edu.tr/files/egitimbilimleri/icerik/TC%20UYRUKLU%20BELGELER(1).docx) Access Date: 17/11/2023
- Ege University Graduate School of Educational Sciences, (n.d.-b). *Yabancı uyruklu adayların başvuru yapabilmesi için gereken yeterlikler ve evraklar* [Qualifications and documents required for foreign national candidates to apply]. Retrieved from [https://egitimbilimleri.ege.edu.tr/files/egitimbilimleri/icerik/YABANCI%20UYRUKLU%20BELGELER\(1\).docx](https://egitimbilimleri.ege.edu.tr/files/egitimbilimleri/icerik/YABANCI%20UYRUKLU%20BELGELER(1).docx) Access Date: 17/11/2023

- Ege University Information Package/Course Catalog, (n.d.). *Third cycle programmes (Doctorate degree)*. Retrieved from <https://ebp.ege.edu.tr/DereceProgramlari/Detay/3/61141/8253/932001?lang=en-US> Access Date: 20/11/2023
- Erdoğan, İ. (2003). Karşılaştırmalı eğitim: Türk eğitim bilimleri çalışmaları içinde önemsenmesi gereken bir alan [Comparative education: The field which should be given importance in the studies of Turkish educational sciences]. *Türk Eğitim Bilimleri Dergisi*, 1(3). <https://dergipark.org.tr/tr/pub/tebd/issue/26131/275239>
- Ergun, M., & Ersoy, Ö. (2016). Hollanda, Romanya ve Türkiye'deki sınıf öğretmeni yetiştirme sistemlerinin karşılaştırılması [Comparison of primary teacher education systems in the Netherlands, Romania and Turkey]. *Kastamonu Eğitim Dergisi*, 22(2), 673-700. <https://dergipark.org.tr/tr/pub/kefdergi/issue/22602/241499>
- Güçlü, N., & Yılmaz, G. (2019). Türkiye ve bazı Avrupa ülkelerinin doktora programlarının değerlendirilmesi [Evaluation of doctoral programmes of Turkey and some European countries]. *Çağdaş Yönetim Bilimleri Dergisi*, 6(1), 71-89. <https://dergipark.org.tr/tr/pub/cybd/issue/44881/491327>
- Gümüş, S., & Bellibaş, M. Ş. (2013). Eğitim yönetimi doktora eğitiminde uygulama temelli bir yaklaşım: Eğitim doktorası (Ed.D.) [A practice-oriented approach in educational administration doctorate education: Doctor of education (Ed.D.) degree]. *Kuram ve Uygulamada Eğitim Yönetimi*, 19(1), 7-29. <https://dergipark.org.tr/tr/pub/kuvey/issue/10321/126567>
- Hacettepe University Course Catalog / ECTS Information Package. (n.d.-a). *Educational administration*. Retrieved from [https://akts.hacettepe.edu.tr/program\\_detay.php?birim\\_ref=AKDBRM\\_0000000000000000000000000661&birim\\_kod=2113&prg\\_oid=PRGRAM\\_0000000000000000000000000629&prg\\_kod=21132&programduzey=5&submenuheader=2](https://akts.hacettepe.edu.tr/program_detay.php?birim_ref=AKDBRM_0000000000000000000000000661&birim_kod=2113&prg_oid=PRGRAM_0000000000000000000000000629&prg_kod=21132&programduzey=5&submenuheader=2) Access Date: 17/11/2023
- Hacettepe University Course Catalog / ECTS Information Package. (n.d.-b). *Course structure diagram with credits*. Retrieved from [https://akts.hacettepe.edu.tr/ders\\_listesi.php?prg\\_ref=PRGRAM\\_0000000000000000000000000629&birim\\_kod=2113&submenuheader=2&prg\\_kod=21132&dil\\_kod=2](https://akts.hacettepe.edu.tr/ders_listesi.php?prg_ref=PRGRAM_0000000000000000000000000629&birim_kod=2113&submenuheader=2&prg_kod=21132&dil_kod=2) Access Date: 20/11/2023
- Hacettepe University Graduate School of Educational Sciences. (n.d.-a). *Required documents*. Retrieved from <https://fs.hacettepe.edu.tr/ebe/dosyalar/INGILIZCE/Required%20Documents.docx> Access Date: 17/11/2023
- Hacettepe University Graduate School of Educational Sciences. (n.d.-b). *Application requirements*. Retrieved from <https://fs.hacettepe.edu.tr/ebe/dosyalar/INGILIZCE/Application%20Requirements.docx> Access Date: 17/11/2023
- Harmandar, D. (2008). *Avrupa birliğine üye ülkelerden İngiltere, Yunanistan ve Bulgaristan ile Türkiye'deki beden eğitimi ve spor öğretmeni yetiştirme programlarının karşılaştırılması*. [The comparison of England, Greece and Bulgaria the member countries of European union with Turkey's P. E. and sport teacher education programmes]. [Unpublished master's thesis]. Sakarya University. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Hochbein, C., & Perry, J. A. (2013). The role of research in the professional doctorate. *Planning and Changing*, 44(3/4), 181-195. <https://www.proquest.com/docview/1515962979?accountid=14556&parentSessionId=8dpH76scpsA26GmeWOutB2MIS%2BMN8BZidVAK8pUJkZg%3D&pq-origsite=360&sourcetype=Scholarly%20Journals>

- Huang, X., Ball, R., & Wang, W. (2021). Comparative study of industrial design undergraduate education in China and USA. *International Journal of Technology and Design Education*, 31(3), 565-586. <https://doi.org/10.1007/s10798-020-09563-4>
- Johnes, J. (2018). University rankings: What do they really show? *Scientometrics*, 115(1), 585-606. <https://doi.org/10.1007/s11192-018-2666-1>
- Kandel, I. L. (1936). Comparative education. *Review of Educational Research*, 6(4), 400-416. <https://doi.org/10.2307/1167463>
- Karaman, S., & Bakırcı, F. (2010). Türkiye’de lisansüstü eğitim: Sorunlar ve çözüm önerileri [Postgraduate study in Turkey: Problems and proposed solutions]. *Sosyal Bilimler Araştırmaları Dergisi*, 5(2), 94-114. <https://dergipark.org.tr/tr/pub/gopsbad/issue/48557/616554>
- Kehm, B. M. (2006). Doctoral education in Europe and North America: A comparative analysis. In U. Teichler (Ed.), *The formative years of scholars* (pp. 67-78). Wenner-Gren International Series, 83, London: Portland Press.
- Kılıçer, S., & Şamlı, R. (2021). Veri madenciliği ile Türkiye’deki ve Avrupa birliği ülkelerindeki bilgisayar mühendisliği programlarının karşılaştırılması [A comparison of computer engineering programs in Turkey and European community countries by data mining]. *Avrupa Bilim ve Teknoloji Dergisi*, (25), 120-130. <https://doi.org/10.31590/ejosat.873157>
- Kim M. J., Park, C. G., McKenna, H., Ketefian, S., Park, S. H., Klopper, H., Lee, H., Kunaviktikul, W., Gregg, M. F., Daly, J., Coetzee, S., Juntasopeepun, P., Murashima, S., Keeney, S., & Khan, S. (2015). Quality of nursing doctoral education in seven countries: Survey of faculty and students/graduates. *Journal of Advanced Nursing*, 71(5), 1098-1109. <https://doi.org/10.1111/jan.12606>
- Krücken, G. (2014). Higher education reforms and unintended consequences: A research agenda. *Studies in Higher Education*, 39(8), 1439-1450. <https://doi.org/10.1080/03075079.2014.949539>
- Küçüköğlü, A., & Kızıldaş, E. (2012). Almanya, Fransa, İngiltere, İtalya, Rusya ve Türkiye okul öncesi öğretmen yetiştirme programlarının karşılaştırılması [A comparison of preschool teacher training programs in the UK, Germany, France, Italy, Russia and Turkey]. *İlköğretim Online*, 11(3), 660-670. <https://dergipark.org.tr/tr/pub/ilkonline/issue/8588/106718>
- Lambert V. A., Lambert C. E., & Petrini M. A. (2004). East meets west: A comparison between undergraduate nursing education in Japan and in the United States. *Journal of Nursing Education*, 43(6), 260-269. <https://doi.org/10.3928/01484834-20040601-01>
- Morphet, E. L., Johns, R. L., & Reller, T. L. (1967). *Educational organization and administration concepts, practices and issues* (2nd ed.). New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Noah, H. J. (1984). The use and abuse of comparative education. *Comparative Education Review*, 28(4), 550-562. <https://doi.org/10.1086/446467>
- Otoni I. C., Oliveira B. M. P. M. de., Bandoni D. H., & Graça A. P. S. R. (2021). Clock hours of food and nutrition education in curricula of undergraduate nutrition programs: A two-country comparison. *Rev Nutr*. 34:e200258. <https://doi.org/10.1590/1678-9865202134e200258>
- Özdemir, M. (2010). Nitel veri analizi: Sosyal bilimlerde yöntem bilim sorunsalı üzerine bir çalışma [Qualitative data analysis: A study on methodology problem in social sciences]. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 323-343. <https://dergipark.org.tr/tr/pub/ogusbd/issue/10997/131612>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. <https://doi.org/10.1007/s10488-013-0528-y>

- Papa, R. (2005). The discipline of education administration: Crediting the past. T. Creighton, S. Harris & J. C. Coleman (Eds.), In *Crediting the past, challenging the present, creating the future* (pp. 5-22). Houston, TX: National Council of Professors of Educational Administration.
- Patton, M. Q., (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Pollard, R., & Kumar, S. (2021). Mentoring graduate students online: Strategies and challenges. *The International Review of Research in Open and Distributed Learning*, 22(2), 267-284. <https://doi.org/10.19173/irrodl.v22i2.5093>
- Sabic, N. (2014). Comparative analysis of doctoral education in Europe. *Annals of the University of Bucharest / Political science series*, 16(1), 129-147. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-397492>
- Sadlak, J. (Ed.). (2004). *Doctoral studies and qualifications in Europe and the United States: Status and prospects*. UNESCO Bucharest: European Centre for Higher Education. <https://unesdoc.unesco.org/ark:/48223/pf0000136456>
- Shanghai Ranking. (n.d.-a). *ShanghaiRanking's academic ranking of world universities methodology 2023*. Retrieved from <https://www.shanghairanking.com/methodology/arwu/2023> Access Date: 06/02/2024
- Shanghai Ranking. (n.d.-b). *2023 Academic ranking of world universities*. Retrieved from <https://www.shanghairanking.com/rankings/arwu/2023> Access Date: 27/09/2023
- Starratt, R. J. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. New Jersey: Lawrence Erlbaum Associates.
- Sunay, H. (2018). Türkiye ile Amerika Birleşik Devletleri ve Kanada'daki bazı üniversitelerde uygulanan spor yöneticiliği lisans eğitim programlarının karşılaştırmalı incelenmesi [The comparative investigation study of Turkey and The United States of America and in Canada applicable in some university of sport management undergraduate programs]. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, 16(3), 166-186. [https://dergipark.org.tr/tr/pub/spormetre/issue/68402/1076282#article\\_cite](https://dergipark.org.tr/tr/pub/spormetre/issue/68402/1076282#article_cite)
- Teichler, U. (1999). Higher education policy and the world of work: Changing conditions and challenges. *Higher Education Policy*, 12(4), 285-312. [https://doi.org/10.1016/S0952-8733\(99\)00019-7](https://doi.org/10.1016/S0952-8733(99)00019-7)
- The Canadian Information Centre for International Credentials, (n.d.). *Postsecondary education systems in Canada*. Retrieved from [https://www.cicic.ca/1242/an overview.canada](https://www.cicic.ca/1242/an%20overview.canada) Access Date: 08/02/2024
- The Official Gazette of the Republic of Türkiye. (2017). *Ege üniversitesi lisansüstü eğitim-öğretim yönetmeliği* [Ege university graduate education-training regulation]. Retrieved from <https://www.resmigazete.gov.tr/eskiler/2017/12/20171215-3.htm> Access Date: 20/11/2023
- The Official Gazette of the Republic of Türkiye. (2016a). *Hacettepe üniversitesi lisansüstü eğitim-öğretim ve sınav yönetmeliği* [Hacettepe university graduate education-training and examination regulation]. Retrieved from <https://www.resmigazete.gov.tr/eskiler/2016/11/20161126-9.htm> Access Date: 20/11/2023
- The Official Gazette of the Republic of Türkiye. (2016b). *Lisansüstü eğitim ve öğretim yönetmeliği* [Graduate education and teaching regulation]. Retrieved from <https://www.resmigazete.gov.tr/eskiler/2016/04/20160420-16.htm> Access Date: 06/02/2024
- The Official Gazette of the Republic of Türkiye. (1981). *Yükseköğretim kanunu* [Higher education law]. Retrieved from <https://www.resmigazete.gov.tr/arsiv/17506.pdf> Access Date: 06/02/2024



- University of Alberta. (n.d.-a). *Specialization in studies in educational leadership (SEL)*. Retrieved from <https://www.ualberta.ca/educational-policy-studies/graduate-programs/sel-specialization.html>  
Access Date: 14/11/2023
- University of Alberta. (n.d.-b). *Document checklist and steps for PhD admission applications to studies in educational leadership (SEL)*. Retrieved from <https://www.ualberta.ca/educational-policy-studies/media-library/documents/graduate-programs/document-checklist-for-admission-applications.pdf> Access Date: 14/11/2023
- University of Alberta. (n.d.-c). *Document checklist for admission applications*. Retrieved from <https://www.ualberta.ca/educational-policy-studies/media-library/documents/graduate-programs/document-checklist-for-admission-applications-edps-jan2020.pdf> Access Date: 14/11/2023
- University of Alberta. (n.d.-d). *Entrance requirements*. Retrieved from <https://www.ualberta.ca/educational-policy-studies/graduate-admissions/entrance-requirements.html> Access Date: 14/11/2023
- University of Alberta. (n.d.-e). *Doctoral program information*. Retrieved from <https://www.ualberta.ca/educational-policy-studies/graduate-programs/doctoral-program/index.html> Access Date: 14/11/2023
- University of Alberta University Calendar. (n.d.-a). *Doctoral candidacy examination*. Retrieved from <https://calendar.ualberta.ca/content.php?catoid=39&navoid=12236#conduct-of-examinations>  
Access Date: 14/11/2023
- University of Alberta University Calendar. (n.d.-b). *Course listings*. Retrieved from [https://calendar.ualberta.ca/content.php?filter%5B27%5D=EDPS&filter%5B29%5D=&filter%5Bkey%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\\_cat\\_oid=36&expand=&navoid=11383&search\\_database=Filter&filter%5Bexact\\_match%5D=1#acalog\\_template\\_course\\_filter](https://calendar.ualberta.ca/content.php?filter%5B27%5D=EDPS&filter%5B29%5D=&filter%5Bkey%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter)  
Access Date: 16/11/2023
- University of Saskatchewan. (n.d.-a). *Admission requirements*. Retrieved from <https://grad.usask.ca/admissions/admission-requirements.php#Minimumadmissionrequirements> Access Date: 14/11/2023
- University of Saskatchewan. (n.d.-b). *Educational administration*. Retrieved from <https://grad.usask.ca/programs/educational-administration.php> Access Date: 14/11/2023
- University of Saskatchewan. (n.d.-c). *Degree requirements*. Retrieved from <https://programs.usask.ca/grad-studies/educational-administration/ed-admin-phd.php#AdmissionRequirements> Access Date: 14/11/2023
- University of Saskatchewan. (n.d.-d). *Doctor of philosophy degree requirements*. Retrieved from <https://programs.usask.ca/grad-studies/policies.php#DoctorofPhilosophyDegreeRequirements>  
Access Date: 14/11/2023
- University of Saskatchewan. (n.d.-e). *Course descriptions*. Retrieved from [https://catalogue.usask.ca/?subj\\_code=EADM&cnum=](https://catalogue.usask.ca/?subj_code=EADM&cnum=) Access Date: 14/11/2023
- University of Toronto School of Graduate Studies. (n.d.-a). *Educational leadership and policy*. Retrieved from <https://www.sgs.utoronto.ca/programs/educational-leadership-and-policy/> Access Date: 14/11/2023
- University of Toronto School of Graduate Studies. (n.d.-b). *General regulations*. Retrieved from <https://sgs.calendar.utoronto.ca/general-regulations#4> Access Date: 14/11/2023

- University of Toronto School of Graduate Studies. (n.d.-c). *English-language proficiency testing*. Retrieved from <https://www.sgs.utoronto.ca/future-students/admission-application-requirements/english-language-proficiency-testing/> Access Date: 14/11/2023
- University of Toronto Ontario Institute for Studies in Education. (n.d.-a). *Doctor of philosophy in educational leadership & policy*. Retrieved from <https://www.oise.utoronto.ca/lhae/doctoral-degrees/doctor-philosophy-educational-leadership-policy> Access Date: 14/11/2023
- University of Toronto Ontario Institute for Studies in Education. (n.d.-b). *Courses & thematic areas*. Retrieved from [https://www.oise.utoronto.ca/home/lhae/educational-leadership-policy-program/courses\\_thematic\\_areas-elp](https://www.oise.utoronto.ca/home/lhae/educational-leadership-policy-program/courses_thematic_areas-elp) Access Date: 14/11/2023
- Yağın, S. A., & Çubukçu, Z. (2019). Türkiye ve İngiltere doktora programlarının karşılaştırılması [The comparison of Turkey and England doctoral programs]. *Yükseköğretim ve Bilim Dergisi*, 9(1), 134-143. <https://dergipark.org.tr/tr/download/article-file/1712139>
- Yao, Z., Yan, T., & Hu, M. (2022). Comparison of undergraduate chemical engineering curricula between China and America universities based on statistical analysis. *Education for Chemical Engineers*, 38, 55-59. <https://doi.org/10.1016/j.ece.2021.10.003>
- Yılmaz, G., & Tepe, N. (2019). Eğitim yönetimi doktora programlarının karşılaştırmalı olarak incelenmesi [Comparative analysis of educational administration and supervision PHD programs]. *Turkish Studies-Educational Sciences*, 14(6), 3489-3517. <http://dx.doi.org/10.29228/TurkishStudies.39287>

## Author Biographies

**Can Sakar** is a faculty member at the Republic of Türkiye Gendarmerie and Coast Guard Academy. He received his PhD in Educational Leadership and Policy from the University of Kansas. His research interests include higher education management, comparative and international education, national/international higher education systems and policies, and global academic rankings and reputations of higher education institutions.