Credit Hour Explanation

<table>
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<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
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<tr>
<td>Total minimum credit hours</td>
<td>51</td>
<td>81</td>
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<td>Required credit hours offered</td>
<td>Minimum</td>
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<tr>
<td>by the unit</td>
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<td>Maximum</td>
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<td>Required credit hours offered</td>
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<tr>
<td>Maximum</td>
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<tr>
<td>Required prerequisite credit</td>
<td>Minimum</td>
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<tr>
<td>hours not included above</td>
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<tr>
<td>Maximum</td>
<td></td>
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Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

• Mobilize collective action to codify educational policies in a democratic environment.
• Mobilize collective action to transform educational practices.
• Identify issues of equity, fairness, and justice and advocate for school and marginalized populations.
• Understand and transform educational systems.
• Apply systems thinking principles and organizational learning strategies to educational systems.
• Effectively apply action research practices in school organizations that address contemporary educational challenges.
• Be a force for good in the world of education.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)
Standardized tests
• Local comprehensive or proficiency examinations

Classroom assignments
• Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student
• Practicum, internship or research evaluation of student work
• Capstone course reports, papers, or presentations

Direct assessment methods specifically applicable to graduate programs
• Candidacy exams
• Thesis/dissertation oral defense and/or other oral presentation
• Thesis/dissertation (written document)

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews
• Student survey
• Alumni survey
• Employer feedback or survey
• Student interviews or focus groups

Additional types of indirect evidence
• Job or post-baccalaureate education placement
• Peer review of program
• External program review
• Curriculum or syllabus review
• Other: National advisory committee will annually evaluate the EdD program.

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)
• Meet with students directly to discuss their performance
• Analyze and discuss trends with the unit's faculty
• Analyze and report to college/school
• Analyze and report to accrediting organization
• Make improvements in curricular requirements (e.g., add, subtract courses)
• Make improvements in course content
• Make improvements in course delivery and learning activities within courses
• Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
• Benchmark against best programs in the field

Program Specializations/Sub-Plans
If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major
Does this Program have a Pre-Major?  No

Attachments

- Rationale for EdD Program.docx: EPL EdD Rationale  
  (Program Rationale Statement, Owner: Anderman, Eric Mitchell)
  (Letter from Program-offering Unit, Owner: Anderman, Eric Mitchell)
- EdD Proposal.pdf: EdD Proposal with Attached Supplemental Documents  
  (Program Proposal, Owner: Calabrese, Raymond L.)

Comments

- Sent back for revisions per Academic Planning Specialist, Andrew Zircher. (by Soave, Melissa A on 10/11/2011 09:39 AM)
- Not sure what you mean about pinning down credit hours on page 1; page 1 of what? There is nothing in letter about credit hours. (by Anderman, Eric Mitchell on 11/12/2010 03:38 PM)

Workflow Information

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October 19, 2011

Curriculum Committee
College of Education and Human Ecology
The Ohio State University
Columbus, OH 43210

Dear Committee Members:

I am pleased to provide this letter describing revisions to the Ph.D., Ed.D., and M.A. semester programs in Educational Policy and Leadership (EPL). Several weeks ago, we were informed that there were some concerns with our programs, and revisions were requested by the Graduate School curriculum committee. In the attached document, all of the requested revisions have been addressed.

Simultaneously, we have been working on a plan for restructuring of the College of Education and Human Ecology. In that restructuring plan, four concentrations from the School of Physical Activity and Education Services (PAES) will be joining with EPL to form a new combined larger unit. After discussions with Associate Dean Jackie Blount, Associate Dean Elliot Slotnick from The Graduate School, and Associate Vice Provost Randy Smith, it was decided that the best approach at this time would be to combine the required revisions for EPL and the four concentrations from PAES into a single semester-conversion document, since we quite likely will be functioning as a new unit once semesters start next summer. Consequently, in the attached document, you will find the combined semester-revisions for both units.

We have addressed all of the concerns that were raised by the Graduate School and CAA in the revised document. The following issues were addressed in the revised document:

1. The previous proposal was described as being complex and cumbersome to read; the revised proposal has been completely re-written in a more organized manner.
2. In the previous proposal, there was too much autonomy allowed for faculty to determine coursework in consultation with individual students. In the revised proposal, specific plans and specific courses are provided for all concentrations.
3. We now have clearly identified core foundations and research courses for the Ph.D. and Ed.D. degrees. For the M.A. program, we also have clearly identified core multicultural/human diversity courses.
4. Transition plans are now presented in greater detail for all concentrations. The overall number of concentrations in this proposal is greater than in the original, but that is because we were asked to incorporate the four new concentrations formerly in the School of Physical Activity and Educational Services into the EPL proposal, due to mandatory college restructuring.
5. The number of credit hours required for each concentration has been more tightly aligned, and is now more consistent across concentrations. There is still some variation, but this is mainly due to specific licensure requirements in some concentrations.

6. The nature of each degree has now been more clearly described (i.e., the degrees are offered by the School, not separately by individual concentrations).

7. We have added extensive documentation regarding how the Graduate Studies Committee will provide oversight of the graduate programs.

Dr. Bryan Warnick served as the coordinator of the revision process for EPL, and Dr. Joe Wheaton served as the coordinator for PAES. Dr.’s Warnick and Wheaton worked with five section heads from EPL and three section heads from PAES to carefully respond to concentration-specific concerns from the previous proposal. Dr. Warnick also worked closely with Dr. Ray Calabrese on revisions to the Ed.D. program. A joint faculty meeting between the EPL faculty and the ES faculty was held on October 4, 2011; at that meeting, we discussed the need for core courses to exist for all programs across the new unit. A subsequent meeting was held with a smaller sub-group to further refine the core requirements on October 17, 2011.

All Ph.D. concentrations are now consistent, in that all will include the requirements of (a) two core courses, (b) nine credit hours of a research core, and (c) a minimum of six credit hours of dissertation research. Transition plans from quarters to semesters have now been added for all concentrations.

The concentrations that will be available for the Ph.D. are:

- Cultural Foundations of Education
- Qualitative Research in Education
- Educational Policy
- Educational Technology
- Educational Administration
- Quantitative Research, Evaluation, and Measurement
- Philosophy of Education
- Educational Psychology
- Teacher Education Policy and Leadership
- Higher Education and Student Affairs
- Counselor Education
- School Psychology
- Special education
- Workforce Development

For the Ed.D. program, all concerns also have been addressed. The revised proposal now includes a more detailed rationale for the degree’s placement within the unit, including a description of the national trend in the administration of Ed.D. programs to provide a professional doctorate for practicing school administrators. The curriculum for the Ed.D. is more clearly articulated, and core requirements have been aligned with the core requirements for the Ph.D. The need for the program and projected enrollment streams also are more clearly described.

For the M.A. programs, we also have addressed all of the concerns that were raised, while simultaneously merging the concentrations from EPL and from the four sections of PAES that are realigning with EPL. It is important to note that some of the Masters degree programs that will be offered within the restructured department differ radically. For example, some of the programs involve licensure (e.g., Counselor Education; School Psychology), and others are professional degree programs with very specific disciplinary and professional requirements attached to them (e.g., Higher Education and Student Affairs).
Nevertheless, we have organized the Masters programs so that there will be several common core experiences for all students. First, all students will need to meet a three-credit hour foundations requirement, that will be selected from one of six possibilities; the six courses were selected so that each includes broad foundational knowledge. Second, all students will be required to take one three-credit hour course to satisfy a multicultural/human diversity requirement; the courses available for this option all focus on the education in diverse populations. Third, all students will be required to meet a research foundation requirement by taking at least one course focusing on either quantitative research, qualitative research, behavioral research, or assessment. Both thesis and non-thesis options are available for students who will be enrolled in our Masters programs.

There will be 12 areas of concentration available. These areas are:

- Cultural Foundations of Education
- Educational Policy
- Educational Administration
- Educational Technology
- Quantitative Research, Evaluation, and Measurement
- Philosophy of Education
- Educational Psychology
- Teacher Education Policy and Leadership
- Higher Education and Student Affairs
- Counselor Education
- Special Education
- Workforce Development

The unit-level review process for the revisions of the M.A., Ed.D., and Ph.D. programs included the following:

1. Dr. Jackie Blount informed School Directors and Associate Directors in EPL and PAES that revisions would be required to our graduate program submissions (late summer).

2. Associate Dean Blount organized a meeting on September 16th for administrators and graduate studies committee chairs to discuss some of these revisions and to prepare for a subsequent meeting with Dr. Slotnick and Dr. Smith.

3. Dr.’s Anderman, Errante, Calabrese, Warnick, Wheaton, Gardner, and Kinder attended a meeting with Dr. Elliot Slotnick from the Graduate School and Dr. Randy Smith (Vice Provost for Academic Programs) to discuss the required revisions; that meeting was held on Wednesday, September 28th, 2011.

4. Dr. Bryan Warnick was re-appointed as coordinator of semester conversion for EPL, and Dr. Joe Wheaton assumed those duties for PAES.

5. A meeting was organized for all faculty from EPL and the four units from PAES to discuss core courses for the doctoral programs; that meeting was held on October 4th, 2011.

6. A subsequent meeting was held on October 17th with faculty representatives from EPL and PAES, to further refine the core course requirements.
7. Meetings were organized to discuss revisions with Section Heads.

8. Dr. Warnick and Dr. Wheaton worked directly with section heads from the two Schools to work out specific course lists for individual concentrations.

9. Dr. Warnick and Dr. Wheaton worked together to create one unified document; Andy Zircher was of great assistance in this process.

10. The document was reviewed by the Student Services Director, Graduate Studies committees, and was sent to faculty for comment over e-mail.

11. The proposals are currently being voted on by faculty.

As Interim Director of the School of Educational Policy and Leadership, I recommend approval of these programs. Our faculty have re-worked the Ph.D., M.A., and Ed.D. programs to address all of the concerns raised by the Graduate School. These programs maintain high standards of academic excellence, focus on training students as top-level scholars, researchers, and practitioners, and consists of high quality courses. I recommend this program for approval without hesitation.

Please feel free to contact me if I can provide you with any additional information.

Sincerely,

Eric M. Anderman, Ph.D.
Interim Director and Professor
I. PROGRAM DEVELOPMENT PLAN

A. Preparation and Submission of the Program Development Plan

The PDP should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The EdD degree proposal is initiated through the School of Educational Policy and Leadership within The Ohio State University College of Education and Human Ecology. The proposal is for a School of Educational Policy and Leadership EdD degree with a concentration in Educational Administration. The educational administration section at The Ohio State University has a long history of preparing students for leadership in educational and non-profit organizations. The educational administration program was among the founding members of the University Council for Educational Administration (UCEA) in 1956. UCEA is the premier professional and research association for university educational administration programs and faculty.

The EdD degree program in the School of Educational Policy and Leadership will be a professional degree, focused on research into problems of practice facing educational organizations and their communities. It seeks to prepare and advance the preparation of practicing professionals to contribute to advancing the mission of their educational organizations in the framework of contemporary educational challenges facing Ohio. Educational communities are not limited to public schools and include not-for-profit and professional organizations, child and family advocacy communities, and leadership positions in local, regional and national service organizations. The proposed EdD in the School of Educational Policy and Leadership at The Ohio State University will be a professional doctorate designed to advance the preparation of students currently holding a masters degree and serving in a professional leadership role in education, non-profit agencies, or community-based organizations. These practitioner students will apply research and research-related competence to problems of practice promoting professional performance and advancing their organization’s mission.

The proposed EdD in Educational Policy and Leadership with a concentration in Educational Administration will respond to four critical demands facing the State of Ohio and The Ohio State University in its land grant mission to Ohio and the world: (1) An increasing number of Ohio school administrators are eligible for retirement. The retirement rate of “baby-boomers” will increase in this decade placing unprecedented demand on the preparation and selection of well-qualified educators to lead Ohio public schools. The situation is exacerbated by low number of administrator applicants for school administrator positions, especially acute in Appalachia. Nearly 30% of Ohio school districts, for example, rely on retired superintendents to lead their districts. (2) There is increased economic and political pressure to produce highly educated students to meet global economic competitive demands. (3) There are continued challenges faced by current school leaders to adequately address critical education issues related to faltering school achievement, high dropout rates among minority students, low minority student graduation rates, and increased Legislative mandates as well as greater public scrutiny. (4) The
opportunity exists for The Ohio State University to pursue a noble cause to recruit, select, prepare, and place school administrators committed to transforming educational practices in pursuing its land grant mission.

2. Description of the proposed curriculum.

The EdD proposal is consistent with provisions of the Graduate School and respective program handbooks. The number of credit hours required for graduation is consistent with the Graduate School policies for professional doctorates. The proposed EdD presents a broad outline of study in foundational areas, educational administration required courses, applied research, technology, integrated Fisher College of Business required electives, and educational administration specialization electives [See the attached EdD course sequence document]. The student-advising sheet is explicit providing advisors and students with a clear path for student course work once admitted to the EdD program [See the attached Student Advising Sheet document].

Each student’s program of study will devise a course of study and may incorporate one, all, or a combination of the following enrollment plans depending on the needs of the student population: a full-time, cohort–organized matriculation, and a part–time, individualized schedule of completion. We also propose that all EdD students take a cognate of six semester hours in management courses from the Fisher College of Business addressing pressing organizational managerial needs.

The program is best initiated at or after the conversion from quarters to semesters. Delaying approval until the conversion from quarters to semesters allows the identification of specific courses that will be included in the curriculum. Incorporated in this proposal is a common core set by EPL faculty for all EdD students in the School of Educational Policy and Leadership.

The EdD degree in Educational Policy and Leadership with a concentration in Educational Administration will meet all doctoral program requirements as set forth by Graduate School guidelines under the forthcoming conversion to semesters. The total credit hours required to complete the EdD post baccalaureate: minimum 81 hours. The total credit hours required to complete the EdD postmasters: minimum 51 hours.

We differentiate the EdD from the PhD through our Guiding Principles for EdD Practice-based Educational Research.

Practiced-based educational research makes inquiry into educational organizations the focal point of the EdD candidate’s research. Practice-based educational research explicitly recognizes the value of local knowledge within each educational entity and operates on the premise that working with educational partners as co-researchers produces research more accessible, accountable, and relevant.

Practice-based educational research takes place in not-for-profit education-related settings where the EdD candidate involves stakeholders in the design and implementation of the research
The practice-based educational research project respects the culture, strengths and assets of the stakeholders and organization as well as being guided by the principle of "doing no harm." The following principles guide the development of practice-based educational EdD research projects:

**Principles:**

1. All EdD candidate practice-based educational research projects involve collaboration between the EdD candidate as researcher, university faculty, and the not-for-profit education-related organization.

2. EdD practice-based educational research projects are generated through a collaborative effort between the EdD candidate and not-for-profit education-related organization stakeholders who identify research projects addressing specific, substantive issues, facing the not-for-profit education-related organization.

3. The EdD candidate involves not-for-profit education-related organization stakeholders in the conceptual stages of the research project by collaborating with stakeholders to define research project goals, objectives, and study design.

4. Not-for-profit education-related organization partners will have tangible influence throughout the EdD candidate’s research project.

5. The EdD candidate’s practice-based educational research project will be designed to produce processes and outcomes that benefit the not-for-profit education-related organization and its stakeholders.

6. The EdD candidate will collaborate with the partnering organization in the analysis and interpretation of research data.

7. The EdD candidate will collaborate with stakeholders to determine how the research results/findings are disseminated.

Two primary goals of practice-based educational research projects: 1) advance practice; 2) contribute to the development of partnerships between The Ohio State University’s Educational Administration area, EdD candidates, and not-for-profit education-related organization.

Forming strong partnerships with not-for-profit education-related organizations increases the likelihood that the EdD candidate’s research results/findings will be incorporated into practice providing maximum benefit to the organization and its stakeholders.

**EdD Curriculum**

To address curriculum-related issues related to the semester conversion transition, the proposed curriculum is presented as a model with a seven integrated areas:
1. **Doctoral Core**

   a) **First Year Seminar (6 credit hours)**

   EDUPL 6001 Proseminar in Educational Policy and Leadership (3 credit hours)
   EDUPL 6002 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3 credit hours)

   b) **Research Methodology (min. 6 credit hours)**

   EDUPL 6641 Introduction to Educational Statistics (3 hours) OR EDUPL 6625 Introduction to Educational Research (3 hours)
   EDUPL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3 hours)

2. **Educational Administration**

   a) **Required Courses (15 credit hours)**

   EDPL 8352 Educational Policy in Democratic Society (3 credit hours)
   EDPL 8354 Legal Research in Ed Administration (3 credit hours)
   EDPL 8356 Data Based Decision Making (3 credit hours)
   EDPL 8359 Organizational Theory (3 credit hours)
   EDPL 8361 Social and Political Contexts of Education (3 credit hours)

   b) **Selected Electives (min. 9 credit hours)**

   6372 Educational Technology Leadership and Administration (3 credit hours)
   6375 Understanding Educational Organizations (3 credit hours)
   7320 Appreciative Inquiry (3 credit hours)
   7324 History of Educational Administration (3 credit hours)
   7342 Professional Development for Teachers (3 credit hours)
   7346 Cooperative Learning: Teachers and Supervisors (3 credit hours)
   7372 Fundamentals of Supervision (3 credit hours)
   7374 Supervision Theory (3 credit hours)
   7392 Culture, Learning, and Technology (3 credit hours)
   7394 Women, Leadership, and Empowerment (3 credit hours)
7396 Leadership in Educational Administration (3 credit hours)
8318 Seminar on Human Resources (3 credit hours)
8322 Professional Development (3 credit hours)

c) Technology Requirement (min. 3 credit hours)

EDUPL 6372 Educational Technology Leadership and Administration (3 credit hours)
OR
EDUPL 7278 Formative Evaluation of Learning Technologies (3 credit hours)

d) External Cognate [Fisher College of Business] minimum 6 hours. Candidates select six credit hours from among the following courses. All courses in BUS MHR

7221 Leadership Values and Decision Making (1.5 credit hours)
7230 Developing High Performance Teams (1.5 credit hours)
7232 Leading and Managing Change (1.5 credit hours)
7240 Managerial Negotiations (1.5 credit hours)
7306 Understanding Teams & Leadership for Human Resource Managers (1.5 credit hours)
7308 Organizational Development and Change (1.5 credit hours)

e) Post candidacy residency – a minimum of 6 credit hours over a minimum of 2 semesters

EDUPL 8999.30 Dissertation or Thesis Research: Educational Administration (3 credit hours)

Candidacy and Final Document

Candidacy Exam

Students are required to take a professional doctoral examination testing the student’s understanding of the theoretical and applied fundamentals of the field as well as the student’s readiness to engage in a sustained clinical or professional experience.

The timing of the professional doctoral examination is set in accordance with the requirements of professional preparation but generally precedes a sustained clinical or professional experience. Graduate faculty representatives do not serve on the professional doctoral examination.

The candidacy examination for all EdD candidates consists of identifying the problem the candidate anticipates researching during the final project phase of the EdD. The problem statement consists in
Establishing the existence of two or more juxtaposed factors which, by their interaction, produce an enigmatic or perplexing state, yield an undesirable consequence, or result in a conflict which renders the choice from among available alternatives moot (Clark, Guba, & Smith, 1977 p. 3)

The candidate uses the problem statement to develop the theoretical framework that guides the candidate’s inquiry. The candidate fully explains and defends the theoretical perspective used to guide the candidate’s inquiry and explains the development of the theory from its genesis to present state. The candidate connects the theory to inquiry and presents the logic for its use.

**Graduate School Guidelines**

Section VII.17 of the Graduate School Handbook outlines that “Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow the document formatting standards of their disciplines. Each committee member indicates approval of the student’s final document by signing the Final Document Approval form that must be submitted to the Graduate School. The final version of the student’s final document is retained permanently by the student’s program. Final documents must not contain material restricted from publication.”

**Final Document**

The Final Document represents the written and orally defended applied research the EdD student completes as the final project. A final project represents the students’ involvement with an educational organization where the student conducts applied research on a critical problem of practice. The applied research that emerges from the final project is reported in the Final Document. Although there are multiple final project options as to line of inquiry in the final project, ALL final projects are an integral part of a partnership between the EdD candidate and an education-related organization. The appropriate line of inquiry and method of inquiry are decided by a committee comprised of the candidate, candidate’s advisor, and representative from the partnering organization. The format of the Final Document is determined in advance by the candidate’s doctoral committee comprised of membership consistent with the rules of the Graduate School. In addition to a final written product consistent with the scholarly standards in the School of Educational Policy and Leadership, candidates will also offer a public presentation of their final scholarly project.

**Final Document Purpose**

EdD candidates in educational administration are required to develop a Final Document that advances the practice of leadership in educational settings. The Final Document is completed under the direction of an advisor and two other Graduate Faculty members. The Final Document represents the candidate’s collaboration with an educational organization to research on a significant problem of practice.
Candidates will have a variety of final document options. These include but are not limited to designing and evaluating programs, field-testing a model of theory into practice, collaborative action research to facilitate change, development and implementation of professional development programs, or a substantial on site-based project focused on school improvement. In addition to a final written product consistent with standards for scholarship in educational administration, candidates will defend their final document in a public presentation.

**Final Document Format**

**Chapter One: Nature of the Project**

1. Introduction to the project
2. Purpose
3. Significance of the project to the partnering organization

**Chapter Two: Review of Literature**

1. Theoretical Framework
2. Related Research

**Chapter Three: Methods**

1. Research Design
2. Methods
3. Data Analysis Plan

**Chapter Four: Findings**

1. Results
2. Discussion
3. Conclusions

**Chapter Five:**

1. Summary
2. Recommendations to the partnering organization.

The relationship between theory and practice is consistent with Graduate School policy for professional doctorates. This relationship is central to every professional degree program, and the EdD is a degree for the development of the highest levels of professional excellence. Theory and research find their genesis in practice; thus, the curricula will emphasize disciplined inquiry in matters of the relationship.

Each program of study will clearly relate professional practice to the academic content of its degree program. Each domain is a topic for inquiry, whose tie is best captured in the EdD final document. For the purpose of this proposal, the EdD final document will report research
conducted in an applied setting that focuses on significant problems related to practice using an appropriate methodology in partnership with an education-related organization.

The final document will serve two functions: 1) it will be a summative document indicating the student’s cumulative development to effect positive change in an applied setting; 2) it will be a report to the partnering organization that provides recommendations for improved practice. Moreover, in the final document, students study the literature and its methodological and theoretical constructs to bring those insights to a professional community. The EdD final document becomes demonstrates the articulation of the dynamics and uncertainties of the relation of research to practice and what instruction each has for the other. In this light, the relationship is at the heart of the program.

**EdD Assessment of Student Performance**

Student performance in Educational Administration will occur in the following ways:

1. Student mastery of coursework at 3.5 GPA or higher.
2. Section faculty will meet and review of students in the final semester of work prior to taking the candidacy examination to assess readiness for candidacy examination.
3. Students must successfully pass a written candidacy examination based on the criteria established for the EdD in Educational Administration.
4. Successfully complete a final project with a partnering organization.
5. Defend a written final document.

3. Administrative arrangements for the proposed program: department and school or college involved.

As a proposal for a School of Educational Policy and Leadership degree within the College of Education and Human Ecology, the plan that follows is consistent with provisions of the Graduate School and respective program handbooks. The final document and the final document process will follow the rules for professional doctorates in the Graduate School Handbook [Note: To remain consistent with Graduate School policy for professional doctorates, all references to the final document refer to the standards for dissertations agreed on and approved by faculty governing committees at all levels in the College of Education and Human Ecology].

Graduate School as well as College program area guidelines for professional doctorates will be used in the determination of admissions criteria for the EdD. Admission criteria will include evaluation of traditional academic measures, such as successful graduate or professional school coursework and standardized test scores, as required by the faculty in each EdD program of study. Moreover, the quality of candidate admitted into this program will be consistent with the quality of candidates admitted into PhD programs in the School of Educational Policy and Leadership within the College of Education and Human Ecology. Additionally, EdD candidates will hold a masters degree and currently hold leadership positions within an educational setting. We expect the majority of candidates to be currently practicing administrators in Ohio public school settings. These candidates will already hold some form of administrative licensure.
granted by the State of Ohio. In some cases, EdD candidates who do not hold an Ohio license for school administrative practice may desire to acquire an administrative license. Students will meet any licensure requirements in addition to the EdD degree requirements proposed in this document.

EdD Program Oversight

There will be an ongoing oversight process for the EdD that will review curriculum, program, and graduate student advisement. The policies for oversight will be consistent with current rules governing the School of Educational Policy and Leadership. The Graduate Studies Committee will provide oversight consistent with their role in all School of Educational Policy and Leadership graduate degrees. Moreover, the EdD will establish a national advisory committee to make recommendations to the faculty to insure the program maintains the highest national reputation for excellence.

Each student will plan their program of study in consultation with their advisor based on degree requirements. Students will be provided with a checklist of Educational Policy and Leadership and Educational Administration requirements at the beginning of each academic year; students should meet with their advisor to plan their annual coursework with the checklist in mind. Faculty will meet with students periodically to discuss student progress toward degree completion. The Graduate Studies Committee will provide additional oversight intended to facilitate student annual reviews.

Each year, an External Advisory Committee meets to review the EdD in Educational Administration and to advise program faculty on ways to advance the mission of the program. Committee members are selected by the educational administration faculty from education, industry, and academia from around the nation to provide external viewpoints on the quality and emphasis of the EdD in Educational Administration program.

The EdD within the School of Educational Policy and Leadership will have admission requirements that emphasize demonstrated excellence as a professional in the field, demonstrated ability for academic doctoral work, and a demonstrated recent history of leadership experience in their profession.

EdD students will be required to submit an approved advising sheet/program of study within the first semester of study. The approved advising sheet/program of study will be developed with the between the student and the student’s advisor. It will be submitted for review to the Graduate Studies Committee.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The proposed EdD will serve professionals in educational, non-profit agencies, community-based agencies, and policy organizations. These professionals will come from the public and private school systems, other professional fields, local, regional, state, and national government
agencies, as well as non-profit agencies such as those in leadership positions in the Big Brother and Big Sister Clubs, Urban League, and the Columbus Foundation. Many of these professionals will be graduates of existing programs in the College of Education and Human Ecology, such as the pre-service M.Ed. programs that prepare classroom teachers and the M.A. and licensure programs that prepare school principals and superintendents.

The School of Educational Policy and Leadership currently enrolls approximately 65 new students annually in its principal licensure concentration and about 6 new students annually in its superintendent licensure concentration. Other universities enroll higher numbers of students in satellite programs they offer in the Columbus area; at the same time, they charge higher tuition than The Ohio State University.

Based on initial and non-binding discussions with area administrators, we believe that a rigorous EdD program in Educational Policy and leadership with a concentration in Educational Administration would be more attractive to school administrators in central Ohio than similar degree programs offered by competing institutions. These discussions with area Central Ohio Superintendents and the County Superintendent’s Office were initiated by the School Director of Educational Policy and Leadership and the College Dean in the fall of 2007. As a result, the statewide school administrator organizations will recommend the EdD program to their membership. In light of these discussions, and the potential demand for the EdD, programs can be highly selective in selecting the most highly qualified applicants.

The EdD will provide a venue of doctoral study specifically designed for professionals in educational, non-profit agencies, community-based agencies, and policy organizations to further their understanding of professional practice and research as it informs practice, and to advance in their fields.

The EdD distinguishes itself from the PhD through its focus on full-time working professionals, applied research in partnership with educational agencies, and in the culminating final project, which we refer to as the final document. The PhD is a research degree designed to prepare academicians, it does not specifically fit the complex work and life demands of practicing educational administrators who wish to increase their leadership capacity and contribute to the development of robust public education system.

The practitioner focus mandates alternative residency requirements as determined by individual programs. Because EdD students will be full-time employees in educational related organizations, no formal residency is required.

The EdD in its curricular and program design will appeal to full-time working professionals who seek to further their knowledge and advance their careers. It will appeal to those post-master’s degree educators who currently continue their professional development through courses and seminars.

EdD programs are offered within specific departments at eight Ohio institutions:  
Bowling Green State University – EdD in leadership; career and technology education  
• Miami – EdD in educational leadership
Ohio University – EdD in educational administration
University of Akron - EdD in educational leadership
University of Cincinnati – EdD in literacy; special education
University of Toledo – EdD in curriculum and instruction; educational administration and operations, foundations of education
Youngstown State – EdD in education leadership, administration, research foundations
Ashland – EdD in leadership studies

5. Prospective enrollment.

The EdD program will serve students primarily from the central Ohio region. In addition, because the Educational Administration program within the School of Educational Policy and Leadership ranks within the top 10 of education administration programs in the country, the program is likely to attract students statewide, regionally, nationally and internationally. The proposed EdD program will be viewed as equally rigorous and a premier program among professional doctorates available. The program is poised to satisfy a broadening international demand for professional educators with doctoral level training that is oriented to professional communities and their practical contingencies.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

The Educational Administration section, School of Educational Policy and Leadership, College of Education and Human Ecology and the Graduate School are committed to recruiting and retaining an able and diverse student cohort in all our degree programs.

EdD recruitment will benefit from recruiting programs and resources already in place in the College, including specific assistance with issues of diversity and underrepresented populations currently under the supervision of the Dean. The College is strongly committed to providing academic and cultural support to ensure successful recruitment and completion of a diverse student body to our graduate programs.

The School of Educational Policy and Leadership will collaborate with the recruiting efforts of the Director of Recruiting Initiatives for the Graduate School. The Director travels extensively throughout the United States to promote The Ohio State’s graduate programs.

We also have outreach resources in local School Districts and State Agencies. In addition, the College’s Urban Education initiative is committed to sustained partnerships with urban school districts to prepare classroom teachers, school psychologists, counselors and nurses, administrators, teacher educators, and other community support personnel for practice in urban settings. To accomplish this, outreach to our local school districts provides a diverse pool of prospective EdD students, just as our location in Columbus—the state capital, attracts staff of the
Ohio Department of Education and other State agencies who want to enhance their knowledge and advance their professional careers with an advanced degree in Education.

The University also provides extensive services that will assist in the retention of our EdD students. EdD students will be working professionals. It will be important to provide them with electronic access to services, information, and resources. Many Ohio States’ student services including most functions of the registrar’s office online. The COEHE’s Student Services staff is familiar with the needs of working and non-traditional students. We have resources of the Office for Disability Services (ODS) to provide services for students with disabilities, including learning disabilities. We invite and encourage both prospective and enrolled students to learn more about our services by going to our web site at www.ods.ohio-state.edu and/or calling the office to make an appointment with a disability counselor.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

Staffing decisions and restructuring of the two colleges enhance the timing of the initiation. A strategic planning process is underway and the College will refocus to offer both PhD and EdD programs: PhD’s to those who wish to become scholars in the field; the EdD in Educational Administration is for practicing professional in public schools and educational related organizations.

With a nationally recognized faculty and tradition of national prominence, OSU is positioned to expand its offerings. The number of applicants considered for admission to the program will be commensurate with the available resources. Currently, there are 25 active PhD students. The number of PhD students is expected to remain consistent. The EdD will provide an additional work load on current faculty. To accommodate the increased work load demand based on request for information about a potential EdD from the field, additional full-time faculty will be needed, especially those committed to working with students in applied settings and partnering with educational-related organizations.

8. Need for additional facilities and staff and the plans to meet this need.

There are currently more than 75 prospective candidates expressing strong interest in applying for the proposed EdD. Given the number of faculty in the Educational Administration, the PhD advising load, research, teaching, and service commitments, the EdD as proposed without additional faculty will only be able to accommodate a small yearly cohort [8-15 students]. An increase of a minimum of two full-time tenure-track faculty fully committed to serving the EdD program will allow the EdD program to admin 15-20 students per cohort.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

There are no projected additional costs associated with the program to initiate the EdD in Educational Administration and maintain a cohort or 8-15 students. We anticipate a significantly
higher demand for the EdD. Funding will be required for two full-time tenure-track faculty if a decision is made to increase the cohort size to 16-25 students admitted each year.
# EdD Student Program Overview Sheet

## 1. Doctoral Core

### a) First Year Seminar (6 credit hours)

- **EDUPL 6001** Proseminar in Educational Policy and Leadership (3 credit hours)
- **EDUPL 6002** Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3 credit hours)

### b) Research Methodology (min. 6 credit hours)

- **EDUPL 6641** Introduction to Educational Statistics (3 hours) OR **EDUPL 6625** Introduction to Educational Research (3 hours)
- **EDUPL 8280** Qualitative Research in Education: Paradigms, Theories, and Exemplars (3 hours)

## 2. Educational Administration

### a) Required Courses (15 credit hours)

- **EDPL 8352** Educational Policy in Democratic Society (3 credit hours)
- **EDPL 8354** Legal Research in Ed Administration (3 credit hours)
- **EDPL 8356** Data Based Decision Making (3 credit hours)
- **EDPL 8359** Organizational Theory (3 credit hours)
- **EDPL 8361** Social and Political Contexts of Education (3 credit hours)

### b) Selected Electives (min. 9 credit hours)

- **6372** Educational Technology Leadership and Administration (3 credit hours)
- **6375** Understanding Educational Organizations (3 credit hours)
- **7320** Appreciative Inquiry (3 credit hours)
- **7324** History of Educational Administration (3 credit hours)
- **7342** Professional Development for Teachers (3 credit hours)
- **7346** Cooperative Learning: Teachers and Supervisors (3 credit hours)
- **7372** Fundamentals of Supervision (3 credit hours)
- **7374** Supervision Theory (3 credit hours)
- **7392** Culture, Learning, and Technology (3 credit hours)
7394 Women, Leadership, and Empowerment (3 credit hours)
7396 Leadership in Educational Administration (3 credit hours)
8318 Seminar on Human Resources (3 credit hours)
8322 Professional Development (3 credit hours)

c) Technology Requirement (min. 3 credit hours)

EDUPL 6372 Educational Technology Leadership and Administration (3 credit hours)
OR
EDUPL 7278 Formative Evaluation of Learning Technologies (3 credit hours)

d) External Cognate [Fisher College of Business] minimum 6 hours. Candidates select six credit hours from among the following courses. All courses in BUS MHR

7221 Leadership Values and Decision Making (1.5 credit hours)
7230 Developing High Performance Teams (1.5 credit hours)
7232 Leading and Managing Change (1.5 credit hours)
7240 Managerial Negotiations (1.5 credit hours)
7306 Understanding Teams & Leadership for Human Resource Managers (1.5 credit hours)
7308 Organizational Development and Change (1.5 credit hours)

e) Post candidacy residency – a minimum of 6 credit hours over a minimum of 2 semesters

EDUPL 8999.30 Dissertation or Thesis Research: Educational Administration (3 credit hours)
Candidacy and Final Document

NOTES:
### EdD Course & Sequence

#### Doctoral Core

**First Year Seminar (6 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>EDUPL 6001 Proseminar in Educational Policy and Leadership (3 credit hours)</td>
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<td>Fall Year I</td>
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<tr>
<td>EDUPL 6002 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3 credit hours)</td>
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**Research Methodology (min. 6 credit hours)**

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<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>EDUPL 6641 Introduction to Educational Statistics (3 hours) OR EDUPL 6625 Introduction to Educational Research (3 hours)</td>
<td></td>
<td>Spring Year I</td>
</tr>
<tr>
<td>EDUPL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3 hours)</td>
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#### Educational Administration

**Required Courses (min. 15 credit hours)**

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<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>EDPL 8352 Educational Policy in Democratic Society (3 credit hours)</td>
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<td>Summer Year I</td>
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<tr>
<td>EDPL 8354 Legal Research in Ed Administration (3 credit hours)</td>
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<tr>
<td>EDPL 8356 Data Based Decision Making (3 credit hours)</td>
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<tr>
<td>EDPL 8359 Organizational Theory (3 credit hours)</td>
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<td>Fall Year II</td>
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<tr>
<td>EDPL 8361 Social and Political Contexts of Education(3 credit hours)</td>
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**Technology Requirement (min.3 credit hours)**

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<th>Course</th>
<th>Credit Hours</th>
<th>Term</th>
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<tr>
<td>EDUPL 6372 Educational Technology Leadership and Administration (3 credit hours)</td>
<td></td>
<td>Spring Year II</td>
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<tr>
<td>OR EDUPL 7278 Formative Evaluation of Learning Technologies (3 credit hours)</td>
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**External Cognate [Fisher College of Business] (min. 6 hours)**

Candidates select 6 credit hours from among the following courses. All courses in BUS MHR

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<tbody>
<tr>
<td>7221 Leadership Values and Decision Making (1.5 credit hours)</td>
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<tr>
<td>7230 Developing High Performance Teams (1.5 credit hours)</td>
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<tr>
<td>7232</td>
<td>Leading and Managing Change</td>
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<td>7240</td>
<td>Managerial Negotiations</td>
<td>1.5</td>
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<tr>
<td>7306</td>
<td>Understanding Teams &amp; Leadership for Human Resource Managers</td>
<td>1.5</td>
</tr>
<tr>
<td>7308</td>
<td>Organizational Development and Change</td>
<td>1.5</td>
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</table>

Selected Electives (min. 9 credit hours) Candidates select 9 credit hours from among the following courses.

- 6372 Educational Technology Leadership and Administration (3 credit hours)
- 6375 Understanding Educational Organizations (3 credit hours)
- 7320 Appreciative Inquiry (3 credit hours)
- 7324 History of Educational Administration (3 credit hours)
- 7342 Professional Development for Teachers (3 credit hours)
- 7346 Cooperative Learning: Teachers and Supervisors (3 credit hours)
- 7372 Fundamentals of Supervision (3 credit hours)
- 7374 Supervision Theory (3 credit hours)
- 7392 Culture, Learning, and Technology (3 credit hours)
- 7394 Women, Leadership, and Empowerment (3 credit hours)
- 7396 Leadership in Educational Administration (3 credit hours)
- 8318 Seminar on Human Resources (3 credit hours)
- 8322 Professional Development (3 credit hours)

Post candidacy residency – a minimum of 6 credit hours over a minimum of 2 semesters

- EDUPL 8999.30 Dissertation or Thesis Research: Educational Administration (3 credit hours)

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<tr>
<th>Term</th>
<th>Course</th>
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<tr>
<td>Summer Year II</td>
<td>6372 Educational Technology Leadership and Administration (3 credit hours)</td>
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<td></td>
<td>6375 Understanding Educational Organizations (3 credit hours)</td>
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<td></td>
<td>8322 Professional Development (3 credit hours)</td>
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<th>Term</th>
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<td>Fall Year III</td>
<td>EDUPL 8999.30 Dissertation or Thesis Research: Educational Administration (3 credit hours)</td>
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<tr>
<td>Spring Year III</td>
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**Education Doctorate (Ed.D.) Study in Educational Administration**
The Ohio State University, School of Educational Policy and Leadership
College of Education and Human Ecology

**Requirements for Students Admitted Fall**

**2012**

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Name: __________________________ Student ID __________________________
Advisor: _______________________________

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1. **Doctoral Core**

   a) *First Year Seminar (6 credit hours)*

   _____ EDUPL 6001 Proseminar in Educational Policy and Leadership (3 credit hours)
   _____ EDUPL 6002 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3 credit hours)

   b) *Research Methodology (min. 6 credit hours)*

   _____ EDUPL 6641 Introduction to Educational Statistics (3 hours) OR EDUPL 6625 Introduction to Educational Research (3 hours)
   _____ EDUPL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3 hours)

2. **Educational Administration**

   a) *Required Courses (15 credit hours)*

   _____ EDPL 8352 Educational Policy in Democratic Society (3 credit hours)
   _____ EDPL 8354 Legal Research in Ed Administration (3 credit hours)
   _____ EDPL 8356 Data Based Decision Making (3 credit hours)
   _____ EDPL 8359 Organizational Theory (3 credit hours)
   _____ EDPL 8361 Social and Political Contexts of Education (3 credit hours)

   b) *Selected Electives (min. 9 credit hours)*

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e) Post candidacy residency – a minimum of 6 credit hours over a minimum of 2 semesters

_____ EDUPL 8999.30 Dissertation or Thesis Research: Educational Administration (3 credit hours)

3. General Examination Committee Members

_________________________________________  __________________________
_________________________________________  __________________________

Date / Results of General Examination

_________________________________________ / _

Date Final Project Proposal Approved

_________________________________________

4. Final Document Preparation (minimum 6 credit hours of 8999.30):
5. **Dissertation Committee Members**

__________________________________________  ______________________________________

__________________________________________  ______________________________________

**Date / Results of Dissertation Defense**  /  ______________________________________

I. **Total Credit hours:**

   a. Masters degree (30 credit hours)  ____
   b. EDUPL Doctoral Core (6 hours)  ____
   c. Educational Administration Core (15 credit hours)  ____
   d. Research Methods Core (minimum 6 hours)  ____
   e. External Cognate Core (FCOB) (minimum 6 hours)  ____
   f. Technology Core (3 credit hours)  ____
   g. Specialization Core (9 credit hours)  ____
   h. Final Project Hours (minimum 6 hours)  ____

   **Total Hours (minimum 81 hours)**  ____