DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

- Doctor of Philosophy in Educational Leadership (p. 1)

Charles J. Russo, Program Director

The Ph.D. Program in Educational Leadership is designed for educators who are committed to providing leadership at elementary, secondary, and collegiate levels. The program seeks to prepare scholar-practitioners, leaders who:

1. value both speculative and practical knowledge and engage in continuous inquiry on professional concerns;
2. deliberate with colleagues upon organizational purposes and the means for achieving them;
3. work selflessly with others; and
4. commit themselves to improving the quality of life within society.

The Ph.D. Program in Educational Leadership offers a choice of two different concentration areas:

- P-12 School Administration - The concentration in school administration is designed to prepare educators for the following types of positions: administrative roles in elementary and secondary education, educational researchers, consultants, or professor of school administration. Students pursuing this concentration may opt to take additional courses to meet the requirements for a principal’s license and a superintendent’s license.

  Concentration Coordinator - Dr. David Dolph

- Higher Education - The higher education Ph.D. concentration consists of a seven-course sequence that introduces students to important literature, concepts, and practices in higher education. Using reflective inquiry to generate questions, moral inquiry to ground decisions, and action inquiry to guide praxis, this program models an on-going transformative process.

  Concentration Coordinator - Dr. Charles Russo

Coursework

Formal coursework in the program is organized around the concepts of research, foundations, and organizational behavior. Coursework in an academic field outside of education is also completed through a cognate. Minimum requirements are listed below.

Doctor of Philosophy in Educational Leadership (EDL)

<table>
<thead>
<tr>
<th>Research</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 990</td>
<td>Research Methods &amp; Design</td>
</tr>
<tr>
<td>EDU 991</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td>EDU 992</td>
<td>Quantitative Research &amp; Analysis</td>
</tr>
<tr>
<td>EDU 993</td>
<td>Advanced Research, Statistics &amp; Data Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 904</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 908</td>
<td>Ideas that Shape American Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 914</td>
<td>Ethics in Educational Leadership</td>
</tr>
<tr>
<td>EDU 921</td>
<td>Organizational Theory</td>
</tr>
<tr>
<td>EDU 922</td>
<td>Organizational Change &amp; Development</td>
</tr>
</tbody>
</table>

Select one program concentration from:

<table>
<thead>
<tr>
<th>Higher Education Administration</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 941 History, Philosophy &amp; Curriculum of Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU 942 Student Choice in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU 943 Critical Reflection in Higher Education Leadership</td>
<td></td>
</tr>
<tr>
<td>EDU 944 Building Learning Communities in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU 945 Finance &amp; Policy in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU 946 Legal Issues in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU 947 The Professoriate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher Education Administration</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 810 Curriculum Evaluation &amp; Instruction</td>
<td></td>
</tr>
<tr>
<td>EDA 811 Curriculum Development &amp; Leadership</td>
<td></td>
</tr>
<tr>
<td>EDA 812 Program &amp; Staff Development</td>
<td></td>
</tr>
<tr>
<td>EDA 818 Superintendency</td>
<td></td>
</tr>
<tr>
<td>EDA 833 Internship III</td>
<td></td>
</tr>
<tr>
<td>EDA 852 Assessment &amp; Instruction for School Improvement</td>
<td></td>
</tr>
<tr>
<td>EDA 859 Law of Special Education</td>
<td></td>
</tr>
<tr>
<td>EDA 860 Seminar: District Level Management</td>
<td></td>
</tr>
<tr>
<td>EDA 861 Seminar: District Level Leadership</td>
<td></td>
</tr>
<tr>
<td>EDA 862 Seminar: Policy, Politics &amp; Decision Making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>63</td>
</tr>
</tbody>
</table>

Residency

Residency is completed during the first three consecutive terms (fall, spring, summer) following admission to the program; a minimum of six semester hours of coursework must be completed in each of these terms.

Comprehensive Examination

In addition to completing coursework and residency requirements, students will successfully complete written examinations.

Education - Doctoral Studies Courses

EDU 808. Ideas that Shape American Education. 3 Hours
Provides students the historical bases for policy decisions. The primary expectation is that students learn to use the history of education as a foundation for policy making. Also offered as EDU 908.

EDU 821. Organizational Theory. 3 Hours
Organizational theory.

EDU 841. History, Philosophy & Curriculum of Higher Education. 3 Hours
This course examines the evolution of higher education in the United States from the colonial era to the present. Particular attention is given to the purpose(s) and curriculum of higher education as they evolved in American society. Also offered as EDU 941.
EDU 842. Student Choice in Higher Education. 3 Hours
This course examines the factors that influence student choice in higher education, including decisions about attending college, which college to attend, program of study, persistence, and graduate education. The ways in which student choice research can inform the development and refinement of enrollment management, student support services, and academic program development will also be analyzed and discussed. Also offered as EDU 942.

EDU 844. Building Learning Communities in Higher Education. 3 Hours
This graduate course will explore concepts and theories related to increasing responsibility and productivity in administrative and academic units in colleges and universities through the development, administration, and assessment of learning communities.

EDU 845. Finance & Policy in Higher Education. 3 Hours
This course examines the literature on public policy, public finance of higher education, and critical social issues in higher education. It will explore the role of government agencies in the funding and regulation of financial and social issues in higher education. Also offered as EDU 945.

EDU 846. Legal Issues in Higher Education. 3 Hours
This course examines the literature on the law and higher education. It will provide a perspective on what active higher education administrators need to know about legal issues. Also offered as EDU 946.

EDU 847. The Professoriate. 3 Hours
This course explores the historical development and cultural foundations of the faculty role especially the socialization process, values, work styles, career patterns, and the labor market. Research on the issues that impact faculty at all types of academic institutions is discussed. Also offered as EDU 947.

EDU 904. Dissertation. 1-8 Hours
Course is designed to provide each Ph.D. candidate the opportunity to pursue, with faculty guidance and support, inquiry on a topic of personal significance which also promises to add to the knowledge base of the profession. Prerequisite(s): Successful completion of comprehensive examination.

EDU 908. Ideas that Shape American Education. 3 Hours
Provides students the historical bases for policy decisions. The primary expectation is that students learn to use the history of education as a foundation for policy making. Also offered as EDU 808.

EDU 914. Ethics in Educational Leadership. 3 Hours
In this doctoral seminar, students carefully examine the moral dimension of decision-making in educational leadership. Particular attention is given to the development of a model for the articulation of moral views and its impact on the purpose(s) and curriculum of higher education as they evolved in American society. Also offered as EDU 841.

EDU 916. Critical Reflection in Higher Education Leadership. 3 Hours
This course examines the convergence between the literature on reflective practice, leadership theory, and leadership in higher education. Particular attention is given to the role of critical reflection in improving the practice of leadership in higher education. Also offered as EDU 943.

EDU 919. Independent Study. 1-3 Hours
By permission of the program director only.

EDU 921. Organizational Theory. 3 Hours
Development of organizational concepts that will help educational leaders become skilled organizational diagnosticians. Emphasis will be centered upon organizational behavior and how the leader can use the theories and research of the field in dealing with problems involving people.

EDU 922. Organizational Change & Development. 3 Hours
Development of the fundamental concepts and procedures relative to effective planning. Applications of these concepts will also be made to program development and evaluation.

EDU 941. History, Philosophy & Curriculum of Higher Education. 3 Hours
This course examines the evolution of higher education in the United States from the colonial era to the present. Particular attention is given to the purposes(s) and curriculum of higher education as they evolved in American society. Also offered as EDU 843.

EDU 942. Student Choice in Higher Education. 3 Hours
This course examines the factors that influence student choice in higher education, including decisions about attending college, which college to attend, program of study, persistence, and graduate education. The ways in which student choice research can inform the development and refinement of enrollment management, student support services, and academic program development will also be analyzed and discussed. Also offered as EDU 942.

EDU 943. Critical Reflection in Higher Education Leadership. 3 Hours
This course examines the convergence between the literature on reflective practice, leadership theory, and leadership in higher education. Particular attention is given to the role of critical reflection in improving the practice of leadership in higher education. Also offered as EDU 943.

EDU 944. Building Learning Communities in Higher Education. 3 Hours
This graduate course will explore concepts and theories related to increasing responsibility and productivity in administrative and academic units in colleges and universities through the development, administration, and assessment of learning communities.

EDU 945. Finance & Policy in Higher Education. 3 Hours
This course examines the literature on public policy, public finance of higher education, and critical social issues in higher education. It will explore the role of government agencies in the funding and regulation of financial and social issues in higher education. Also offered as EDU 845.

EDU 946. Legal Issues in Higher Education. 3 Hours
This course examines the literature on the law and higher education. It will provide a perspective on what active higher education administrators need to know about legal issues. Also offered as EDU 846.

EDU 947. The Professoriate. 3 Hours
This course explores the historical development and cultural foundations of the faculty role especially the socialization process, values, work styles, career patterns, and the labor market. Research on the issues that impact faculty at all types of academic institutions is discussed. Also offered as EDU 947.

EDU 948. Building Learning Communities in Higher Education. 3 Hours
This course examines the evolution of higher education in the United States from the colonial era to the present. Particular attention is given to the development of an effective learning environment with a focus on the role of the faculty role especially the socialization process, values, work styles, career patterns, and the labor market. Research on the issues that impact faculty at all types of academic institutions is discussed. Also offered as EDU 947.

EDU 949. Research Methods & Design. 3 Hours
This course is designed to cover understanding and evaluating, as well as methods involved in undertaking both qualitative and quantitative research in an education setting beginning with identification of the research problem and continuing through writing the final report.

EDU 951. Qualitative Research. 3 Hours
This course emphasizes the design of studies and the issues faced by researchers using qualitative methods. Focus is on fieldwork methods in educational settings, specifically observation, interviewing, collecting written documents, using questionnaires, and data reduction and analysis. Prerequisite(s): EDU 990.

EDU 952. Quantitative Research & Analysis. 3 Hours
Course is designed to provide an introduction to the methods and techniques used in quantitative research methodology. Prerequisite(s): EDU 990.
EDU 993. Advanced Research, Statistics & Data Analysis. 3 Hours
This course is designed to extend the focus of EDU 992 with particular emphasis on experimental design methodology and the use of computer programs in analyzing research data. Prerequisite(s): EDU 990, EDU 991, EDU 992.

Educational Administration Courses

EDA 505. Educational Leadership. 3 Hours
The focus of this course is leadership within schools and the role of the educational leader as scholar/practitioner emphasizing excellence in the educational organization through the effective integration of theory and practice.

EDA 507. Internship I. 3 Hours
This course provides opportunities for the student to experience administrative responsibilities. Emphasis is placed on practicing the skills learned in the master’s program, receiving feedback on efforts, and relating practice to theory. Prerequisite(s): EDA 551.

EDA 509. Supervision & Professional Development. 3 Hours
This course in the theory and practice of supervision is designed to explore essential concepts and skills necessary in providing leadership in the area of formative and summative evaluation for the improvement of teaching and learning. Emphasis will be placed on concepts and means of the scholar-practitioner providing leadership in the supervisory task areas and building learning communities through critical reflection.

EDA 510. Instructional Leadership. 3 Hours
The course focus is on developing knowledge, skills, attitudes, and values essential in helping others to expand/refine their instructional effectiveness. Emphasis is placed on helping teachers use alternating models of instruction, diagnosing learner needs, prescribing appropriate learner instructional strategies, and accommodating learner needs based upon the concept of diversity.

EDA 511. Curriculum. 3 Hours
The focus of this course is on the development of an understanding of the history, purposes, and practices of the school curriculum. Within the course, emphasis is placed on helping students personally integrate the scholarly and practical dimensions and on demonstrating that integration.

EDA 515. School Law. 3 Hours
This course addresses legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in the school building. The legal process, structures of the law, legislation/litigation, and practices to avoid legal infringements are addressed.

EDA 551. Research. 3 Hours
This course will equip school leaders with the tools of research. Emphasis will be placed on becoming frequent and knowledgeable users of research on schools, developing skills in critiquing research, and applying the tools of research to address issues that face school leaders. This course is a prerequisite for EDA 507.

EDA 555. Community Relations for School Leaders. 3 Hours
This course is designed to assist school administrators in refining their communication skills and political understanding. Provisions are made for the development of guidelines, techniques, and practices that facilitate wholesome relationships between school and community.

EDA 556. Leadership in Diverse Communities. 3 Hours
This course will promote understanding of differences in race, gender, social class, religious affiliation, and sexual orientation and the implications of these differences for leadership in the school setting. Emphasis will be on promoting understanding and managing diversity within schools as learning organizations.

EDA 557. School Finance. 3 Hours
This course addresses topics such as equity, adequacy, efficiency in school funding; local, state, and federal funding sources; funding methods; and budgeting emphasizing features unique to Ohio.

EDA 607. Internship II. 3 Hours
The internship is intended to provide the participant an opportunity to relate the coursework, research, simulation, and independent study in which he/she has engaged to actual problems encountered in administering the elementary or secondary school building/program.

EDA 611. Assessment & Instruction for School Improvement. 3 Hours
This course focuses on the role of educational leaders with setting and attaining high academic goals for the primary purpose of maximized student learning outcomes, thus improving the practices of instruction and assessment. Educational leaders need an understanding of the best practices for enhancing teaching, curriculum, supervision, assessment and professional development. Educational leaders also need to know how to collect, interpret and analyze what’s been assessed and to use this data with reporting to various constituents of the learning community. The focus of this course is the integration of theory with the practices of instruction and assessment for improving the teaching/learning process.

EDA 614. Variable Topics. 1-6 Hours
Variable topics workshop.

EDA 626. Staff Personnel. 3 Hours
This course emphasizes the systematic selection, evaluation, assignment and development of both professional and classified school personnel. Scholar-practitioners participating in this class will develop an understanding of the associated task areas.

EDA 654. School Finance. 3 Hours
This course addresses topics such as equity, adequacy, efficiency in school funding; local, state, and federal funding sources; funding methods; and budgeting emphasizing features unique to Ohio.

EDA 655. Principalship. 3 Hours
This course centers on the application of leadership and management principles to the elementary, middle, and secondary school settings. Emphases include developing vision and mission statements, reflecting on the leadership role of the principal, and reviewing the process for the daily administration of the total school program.

EDA 670. Curriculum Evaluation & Instruction. 3 Hours
This course is designed to refine participant understanding of the realms of meaning, characteristics of effective programs, research findings on effective instruction, and curriculum management.

EDA 710. Curriculum Development & Leadership. 3 Hours
The major focus of the course will be how an educational leader at the district level designs and implements curriculum based upon philosophical, psychological, and historical underpinnings of curriculum theory. A recurring focus in the course is the relationship of practice and scholarship and practice and theory as the educational leader creates a learning community.
EDA 712. Program & Staff Development. 3 Hours
This course is designed to strengthen student competence with program development and evaluation processes. Major emphasis is focused on staff development planning, program implementation, and program assessment.

EDA 718. Superintendency. 3 Hours
This course addresses the duties and responsibilities of central office administrators, especially those of the superintendent. Emphasis is placed on board of education relations, communication, and an analysis of the political structures within which the superintendent operates.

EDA 733. Internship III. 3 Hours
This internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the ELCC standards through, substantial, sustained, standards-based work in real setting, planned and guided cooperatively by the institution and school district personnel. This course is intended to provide the participants with an opportunity to relate the coursework, research, simulation, and independent study in which they have engaged in real problems encountered in administration, supervision and instructional programs primarily in a district level/central office setting.

EDA 759. Law of Special Education. 3 Hours
A review of pertinent legislation and litigation and litigation impacting on the rights of parents, students, and teachers involved in the process of providing a free appropriate public education for children with disabilities. Emphasis is placed on how teachers can, through an understanding of the law, facilitate active parent participation in the developmental progress of students. Teachers’ specific responsibilities are described in relation to current requirements for development of appropriate educational programs.

EDA 760. Seminar: District Level Management. 3 Hours
This course is intended to provide the participants with the knowledge and understanding of practical issues necessary for school superintendents to successfully manage a school district. These issues include matters relevant to managing a school district as an organization, managing the various operational components of the district, and managing district resources. Prerequisite(s): Admitted to Superintendent licensure program or permission of department chairperson.

EDA 761. Seminar: District Level Leadership. 3 Hours
This course addresses current topics related to district level issues including curriculum and instruction leadership (planning, goals, alignment, staff development), technology, accreditation, staff-personnel (hiring and supervision of district and building level administrators), community partnerships, capacity building, contract issues, ethics, and legal issues (focusing on special education) appropriate to each section along with other related areas associated with successful instructional leadership at the district level. Emphasis is placed on meeting the needs of each group of students in the district and the relationships that must be developed in order to achieve these ends.

EDA 762. Seminar: Policy, Politics & Decision Making. 3 Hours
The curriculum is both explanatory and exploratory and includes the following general topics: recommending, enforcing, and evaluating school district policy; political dimensions of district administration in the context of representative democracy; and, the application of problem solving and decision making paradigms in district administration.

EDA 807. EDS Project Seminar. 3 Hours
Completion of the research project is an integral part of this degree program. Students earn three semester hours of credit for the completion of their research project. This project will relate to the individual’s coursework, interest, and work responsibilities.

EDA 810. Curriculum Evaluation & Instruction. 3 Hours
See EDA 710.

EDA 811. Curriculum Development & Leadership. 3 Hours
See EDA 711.

EDA 812. Program & Staff Development. 3 Hours
See EDA 712.

EDA 818. Superintendency. 3 Hours
See EDA 718.

EDA 833. Internship III. 3 Hours
This experience is intended to provide the participant with an opportunity to relate the coursework, research, simulation, and independent study in which he/she has engaged to actual problems encountered in administration.

EDA 851. Research. 3 Hours
This course is designed to provide practical application and issues in research as they relate to the educational leader. The objective of the course is the development of a proposal to conduct a research project which the student will finish prior to completion of the Educational Specialist degree program.

EDA 852. Assessment & Instruction for School Improvement. 3 Hours
This course focuses on the role of educational leaders with setting and attaining high academic goals for the primary purpose of maximized student learning outcomes, thus improving the practices of instruction and assessment. Educational leaders need an understanding of the best practices for enhancing teaching, curriculum, supervision, assessment and professional development. Educational leaders also need to know how to collect, interpret and analyze what’s been assessed and to use this data with reporting to various constituents of the learning community. The focus of this course is the integration of theory with the practices of instruction and assessment for improving the teaching/learning process.

EDA 855. Legal Issues in School Leadership. 3 Hours
This course addresses the statutes and judicial decisions which relate to schools and the responsibilities of boards of education, teachers, and administrators. Emphasis is placed on understanding the legal framework as it relates to providing quality education.

EDA 859. Law of Special Education. 3 Hours
A review of pertinent legislation and litigation and litigation impacting on the rights of parents, students, and teachers involved in the process of providing a free appropriate public education for children with disabilities. Emphasis is placed on how teachers can, through an understanding of the law, facilitate active parent participation in the developmental progress of students. Teachers’ specific responsibilities are described in relation to current requirements for development of appropriate educational programs.

EDA 860. Seminar: District Level Management. 3 Hours
See EDA 760.
EDA 861. Seminar: District Level Leadership. 3 Hours
This course addresses current topics related to district level issues including curriculum and instruction leadership (planning, goals, alignment, staff development), technology, accreditation, staff-personnel (hiring and supervision of district and building level administrators), community partnerships, capacity building, contract issues, ethics, and legal issues (focusing on special education) appropriate to each section along with other related areas associated with successful instructional leadership at the district level. Emphasis is placed on meeting the needs of each group of students in the district and the relationships that must be developed in order to achieve these ends.

EDA 862. Seminar: Policy, Politics & Decision Making. 3 Hours
The curriculum is both explanatory and exploratory and includes the following general topics: recommending, enforcing, and evaluating school district policy; political dimensions of district administration in the context of representative democracy; and, the application of problem solving and decision making paradigms in district administration. Focused attention is given to local stakeholder involvement in policy development and problem solving.