Memo

June 6, 2017

To: Scott Herness, Associate Dean
    Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
    Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: PROGRAM REVISION TO EDD EDUCATIONAL STUDIES SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a request to revise the Doctor of Education in Educational Studies specialization in Educational Administration from the Department of Educational Studies. The proposal was approved by the EHE Curriculum Committee on May 15, 2017 and received unanimous support. I am writing to request review of this proposal by the Graduate School/ Council on Academic Affairs subcommittee. If there are any questions, please contact me at warnick.11@osu.edu or Danielle Brown at brown.2199@osu.edu.
The Education Doctorate (EdD) in Educational Studies focusing on Educational Administration at The Ohio State University is a cohort-based program focused on P.L.A.C.E. @ OSU—a place-based leading and learning framework that uses a combination of concept-based curricula that includes practice and problem solving in context to advance the professional skills of practitioners, scholars and other professionals. The EdD is a cohort-based degree program that accommodates the needs of working professionals through very clear timelines through various course delivery models.

We agree with Western (2008) that administrators must go beyond of “one size fits all” practice. Through critical study of leadership (e.g. Collinson, 2005, 2011; Ford et al., 2008; Zoller and Fairhurst, 2007), we recognize the potentially positive outcomes of leadership as well as the potentially negative impact of exercises of authority.

P.L.A.C.E. @ OSU is our program’s own place-based leading and learning framework that uses a combination of concept-based curricula that includes practice and problem solving in context; bridging culture and community; arts & humanities pedagogies; creative evaluation and engagement; and leadership for context rather than region that includes followship models. Place-based leadership focuses on context-based professional practice that has direct bearing on the well-being of individuals in the school ecology and the larger ecologies in which they live and work.

Place-based educators advocate for a pedagogy that relates directly to student experience of the world, and that improves the quality of life for people and communities. Woodhouse and Knapp describe several distinctive characteristics of place-based pedagogies that serve as foundational philosophies of the Educational Doctorate: (a) it emerges from the particular attributes of place, (b) it is inherently multidisciplinary, (c) it is inherently experiential, (d) it is reflective of an educational philosophy that is broader than “learning to earn”, and (e) it connects place with self and community.

P.L.A.C.E. @ OSU offers a framework of five principles to leadership:
• Practice grounded in field-based issue-investigation;
• Leadership that includes multidisciplinary strategies and problem-solving;
• Arts/Humanities integration in leadership and professional identity development;
• Context knowledge-acquisition through local cultural studies and regional histories; and
• Engagement that contributes to community well-being through advocacy, community decision making, and inter-contextual and interagency relationships.

In accordance with the new focus of the EdD-EA, the following changes are requested for the EdD in Educational Studies-Educational Administration:
**Addition of 5 courses at 3 credit hours each:**
- ESEADM 8200 Place-based Leading and Learning (NEW)
- ESEADM 8201 Community based Research and Evaluation in Educational Administration (NEW)
ESEADM 8700 Inquiry for the Professional Doctorate (7 weeks) (NEW)
ESEADM 5193 Independent Study Professional Exam Period (7 weeks) (Addition)
ESEADM 7324 History of Educational Administration (Addition)

**Removal of 4 courses at 3 credit hours each:**
ESEPOL 8352 Educational Policy in a Democratic Society
ESEADM 8354 Legal Research in Educational Administration
ESEADM 6372 Educational Technology Leadership and Administration
ESETEC 7278 Formative Evaluation of Learning Technologies
1 May 2017

Dr. Bryan Warnick
Associate Dean for Curriculum
College of EHE

Dr. Warnick:

Based on feedback from the April College Curriculum Committee, we are resubmitting the program revisions for the EdD in Educational Administration. As requested, clean copies of all documents are now included with the materials. Additionally, Dr. Noelle Arnold has provided a memo outlining the changes to the program. Finally, the name for ESEADM 8201 has been updated to include “in Educational Administration.”

If you have any questions, I refer you to the attached memo. I will also do my best to address any additional questions you may have.

Sincerely,

Helen I. Malone, PhD
Associate Chair
Department of Educational Studies
OSU EdD-EA Professional Examination

General Procedures

EdD students will sit for the professional exam in spring semester of the second year while enrolled in the 7 week course for the professional exam. Students must complete the Inquiry course prior to taking exams and be enrolled in the exam course to be eligible. Prior to the PE, students must sign up for the PE at gradforms.osu.edu.

The take-home format of this exam allows for depth of analysis and sufficient time and space to discuss ideas. Students are expected to work independently on writing the exam responses and may not engage with the advisor or faculty during the Professional Doctoral Examination Period.

Written exams must follow the latest edition of APA style including but not limited to double-spacing, 1” margins, 11 or 12-point font (Times New Roman is recommended), title page, headings, and formatting of in-text citations and reference lists.

Faculty will be available to consult with students about matters of process regarding the Professional Doctoral Examination prior to the start of the Professional Doctoral Examination Period, but faculty will not discuss the substance of students’ responses with students until after the Professional Doctoral Examination Period has concluded.

Each student is expected to conduct her/his own review for the exam and ultimately submit a set of responses that are uniquely his/her own.

Purposes

The purposes of the Professional Doctoral Examination are so

a) Students can display understanding of theoretical and applied fundamentals of the field
b) Students can synthesize/apply/integrate what they have learned in the EdD Program and reflect on how they have/are/or will be using what they have learned regarding leadership theory and practice,
c) Students can prepare for the writing and defense of the dissertation-of-practice (DiP) proposal
d) Students can demonstrate readiness to engage in sustained clinical and/or professional experience
e) Students can consider socio-cultural issues and their impacts on education broadly and articulate appropriate responses to problems of practice

f) The OSU EdD Program maintains and exemplifies rigor of program, quality preparation and training for readiness to conduct inquiry.

**Components of the Professional Doctoral Examination**

1. **Theory**
The theory paper will fully explain a theoretical or conceptual perspective and explain the development of the theory from its genesis to present state.

2. **Leadership Development and Application Paper**
The leadership development and application paper offers the opportunity to synthesize knowledge students gained during the EdD Program, with a particular focus on the core courses. **Students will discuss their own unique question provided by their advisor.** Potential topics for application include (a) leadership theory and practice, (b) organizational analysis, (c) educational policy, (d) social, political and cultural contexts for learning (e) economic viewpoints and (f) spatial and community issues.

3. **Inquiry Paper**
The inquiry paper discusses three (3) potential topics for the DiP. The student will discuss the PoP in this focal area, explain what they hope to accomplish with inquiry in that focal area. The students will also discuss the methodology (qualitative, quantitative, or mixed) they are most comfortable with and why. Students will rank potential topics.

*Students should support all areas by appropriate literature. Students may use graphics or models at their discretion.*

**General Writing Requirements for the Papers**
All three papers must follow the latest version of APA including but not limited to double-spacing, 1” margins, 12-point font (Times New Roman is recommended), title page, headings, and formatting of in-text citations and reference lists. The rubrics includes a section for assessing mechanics and style.

**Submission**
On the due date determined by the Advisor, students will submit the papers to the EdD site. Each paper must be properly named and uploaded in the appropriate place. Students must include an identifying name for the paper as well as the last name and first name as a file name extension. As an example -- “lead dev ppr- Noelle Arnold”
Oral Exam
Students will sign up for an oral time slot provided by the Director of the EdD after notification of a passing score on the written portion of the exam. Please be prepared to request time from professional duties on the day for oral exams.

Evaluation
Written Professional Doctoral Examination answers will be reviewed by the three (3) graduate faculty members of record for the final examination course. Students will receive a score on each paper using the appropriate rubric. If a student receives an “unsatisfactory” on a portion (paper) of the Professional Doctoral Examination, that portion may be retaken before the student is assigned a final summative pass/fail for the written Professional Doctoral Examination.

**Unsatisfactory** on both papers will constitute an automatic summative “U” on the Professional Doctoral Examination. Students may rewrite no sooner than 2 weeks after notification with an oral exam completed after passing the written portion of the PDE.

Timelines for Professional Doctoral Examination
To take the Professional Doctoral Examination, the student should apply using the “Application for Professional Examination” on gradforms.osu.edu at the beginning of the semester. (This will be completed in the course).

Professional Doctoral Examination responses should be uploaded to the EdD site by the submission due date **exactly 3 weeks from receiving the exam**. Scorers should upload completed rubrics to the EdD site no later than 3 weeks after student submission.
Appendix E:
Professional Exam
EdD in Educational Administration
Effective leaders recognize the power of place and context in transforming schools, districts and communities. Our unique and innovative P.L.A.C.E.© Framework involves a combination of problem-based leading and learning that includes practicing, planning and problem solving in context. It bridges culture and community, explores creativity and utilizes distinct leadership modules in urban, suburban and rural leadership.

REQUIREMENTS

The Department of Educational Studies requires that you upload all application documents (including copies of original transcripts) with your online application. The only exceptions are official test scores (which are sent electronically from the testing center) and electronic letters of recommendation (which are submitted by the recommender after the application is submitted).

Please see our Prospective Student web page ehe.osu.edu/educational-studies/prospective-students/ for helpful tips to prepare your application. Pay close attention to information on requirements and submitting recommendation letters electronically.

CHECKLIST

- Curriculum vitae/resume
  IF you previously enrolled as a degree seeking graduate student at Ohio State, submit a request for Transfer of Graduate Program form gradsch.osu.edu/Depo/PDF/TransferGradProgram.pdf and a copy of your application file from your previous academic department with the items listed below. If your transcripts and your GRE scores are included in your previous file, you do not need to submit new copies. You DO need to submit transcripts for any coursework completed since leaving your previous program. All other application materials (as listed below) should be sent electronically to EdStudies@osu.edu.

Current Ohio State students applying to transfer should ask their recommenders to submit their letters electronically. Letters must come from the writer’s educational or professional address. Forward the link for the email referenceadmissions.osu.edu/apps/pdfs/refer.pdf to your writers who can then send the form along with their letter via email to us at EdStudies@osu.edu.

- There is no GRE Requirement. However, students applying for fellowships or scholarships must have a GRE score within the last five years with a minimum of 50th percentile on each assessment area. Send to institution code 1592

- Apply online* -- Follow the link to apply at gradadmissions.osu.edu. After August 4th, you will be able to apply for autumn 2016. Application fees of $60 US and $70 International are non-refundable. *Fee only applies to students new to Ohio State.

- Transcripts-- One original copy of transcripts from each university-level school attended should be scanned and uploaded.

- Personal Statement—See page 2 for outline.

- Letters of recommendation—Three letters from former instructors and those with supervisory knowledge of your leadership capabilities. At least one letter should be from a professor or college instructor who can speak to your scholarly potential. Letters must be submitted electronically by your recommenders. Provide their name and a valid email address as part of the application process.
PERSONAL STATEMENT

No more than 4 pages, double-spaced. Please include

1. Semester/Term of intended enrollment
2. Intended academic specialization and rationale for seeking EdD
3. A description of a significant problem of practice relevant to your current context of professional practice.
   - Why this problem is important
   - Potential underlying causes of the problem
   - Ways the problem aligns with your chosen area of specialization
   - The unique contributions you can make to the EdD program

You are advised to keep a copy of all application materials that you send to OSU. The application and all supporting documents become the property of OSU and may not be returned to the applicant, forwarded to another institution, or duplicated for any purposes other than the OSU application review and admission process. Inactive files are destroyed annually.

GRADUATE FUNDING

If you are interested in applying for College Scholarships, please visit the College Scholarship and Student Enrichment website at ehe.osu.edu/scholarships./. Watch the web site for deadline dates. The Office of Student Financial Aid administers loan and work-study programs that provide possible sources of support for eligible graduate students. See the Graduate School Bulletin for more information, requirements, and deadlines. Visit the Student Financial Aid website at http://sfa.osu.edu for further details.

REMINDERS

- The online application for new applicants will open in August
- Once you have filled out and paid for an application (new applicants only), you can check your application status online at osu.edu click on Future Students then Application Status. Please note: it can take up to 48 hours for the system to reflect changes made to your application (i.e.—receipt of materials). Remember, you are responsible for monitoring the status of your application. If items are not received by the published deadline, your application will not be reviewed.
- Make sure you give a complete list of the colleges and universities you have attended on our application. If an institution is listed on another transcript and you did not list that institution on your application, you are still required to send transcripts from the places you failed to list. Requesting late transcripts can hinder or halt the processing of your application.
- Please email our office (EdStudies@osu.edu) to let us know if your name has changed (e.g. from name at birth to married name) since the last time you attended a college or university.
- Email is not a secure form of communication. NEVER include your social security number when corresponding via email, including when you are sending in requested materials.

Contact: Department of Educational Studies
         ehe.osu.edu/educational-studies
         (614) 688-4007
         EdStudies@osu.edu
         ehe.osu.edu/educational-studies

Contact: Graduate Admissions Office
         (614) 292-9444 or gradadmissions@osu.edu

Contact: Graduate School
         (for intra-university transfers only)
         (614) 292-6031 or gstransfer@osu.edu
Appendix D:
Admissions
EdD in Educational Administration
OSU EdD-EA Dissertation in Practice Portfolio

A Dissertation of Practice is a scholarly product that demonstrates a student’s mastery of ability to frame and critically inquire into a significant educational problem of practice and to develop defensible recommendations to solve the problem of practice (CPED).

The OSU EdD Dissertation in Practice Portfolio occurs during the final year of the EdD program in conjunction with the courses ESADM 8997 Final Project Writing: DIP I and II.

Inquiry is the process of examining significant questions that focus on problems of practice. By using research, theories, and professional knowledge; scholarly practitioners design innovative solutions to address the problems of place. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, analyze situations, literature, and data with a critical lens.

Dissertations on problems of practice should exhibit the following characteristics

- Address an educational issue
- Focus on some aspect of place or space
- Demonstrate proficiency in Inquiry skills and methods appropriate to the problem

Areas of Competence

**Professional and Content Knowledge:**
This includes the ability to know, understand, and apply key concepts, theories, terms and ideas in to the problems of practice within the school system

**Research Competence and Utilization:**
This includes the ability to perform a literature review and synthesis, identify foundational works in topic of study, collect and/or identify relevant data that inform the problems of practice

**Professional Competence:**
This includes the ability to communicate effectively the rationales, methodological decisions, and analysis of results relevant to students’ inquiry as well as the inquiry of others, both orally and in writing. It further includes the ability to present in a formal public setting.

Collaboration

**Affinity Groups**
Appendix C

Students will work in an affinity group, in which students of 2-4 on a DiP collaboratively. Advisors will determine a site(s) for data collection and inquiry. Advisors determine if a single document or individual documents are required. However, each student must complete a professional product an individual and unique oral option.

Students bring their collective expertise to the problem and each assist in gathering and synthesizing literature, creating professional products, frameworks, methodological processes, and analyzing and understanding the problem. *Affinity Groups are decided by Educational Administration Faculty.*

As an affinity group, a team “expands” or explores new facets of a faculty research project or publication from the field. In the **Research Expansion Model (REM)** (Arnold, 2017), students will work with their advisor to design inquiry related to and/ or utilizing methods of the original research to explore a PoP. Students will work with their advisor in determining which aspects to examine.

**Professional Product**

Each student will create a professional product for use in professional practice. Examples might include a comprehensive professional development plan; new school website; new policy or policy change; curricular creation/revision; community engagement plan; policy brief; white paper; handbook; academic or professional article; or other professional product as determined with Advisor) (journal article option should be organized according to author guidelines for the target journal).

Students must include a Plan for Use of the professional product and describe how it would be helpful to their organization (journal option must include description of target journal, timeline for submission).

**Non-Negotiables**

- The dissertation of practice includes a problem statement and framing of the approach, which establishes the rationale and significance of the problem and proposed inquiry
• The literature is a foundation for the inquiry at key points: framing the problem, synthesizing about the problem, investigating the problem and informing the solutions and implications of the dissertation of practice
• The dissertation work contributes to educational practice
• The dissertation is rigorous and demonstrates an individual’s ability to apply concepts and research to solving or informing an educational problem
• The dissertation demonstrates an student’s ability to present ideas, arguments and evidence in a logical, systematic, and coherent fashion in both written and oral formats

**Problem of Practice**
Using the OSU PoP framework (Observable, Actionable, Improvement-oriented, Independent or Collaborative Inquiry/Problem-Solving, Context-focused) students will identify and comprehensively explain a problem of practice.

**Components**
The DiP is organized around three main goals:
• problem or practice grounded in the literature;
• immersion in context and content; and
• creative problem solving

**Title Page**
**Executive Summary (1 page)**
• Abstract
• Major Findings
• Implications
• Recommendations

**Component One – Project Brief (10-15 pages)**
• Background (2+ paras)
• Statement of the Problem of Practice
  o Problem of practice
  o Existing gap in the literature (i.e., identification of potential for contributing to the literature)
  o Relationship to place-based leadership
• Purpose
• Frame
• Project Details
  o Project Context
  o Approach (qualitative, quantitative)
  o Sources (description)
  o Data Tools (i.e. interviews, data set, survey, etc.)
• Key Terms
• Summary
Scholarly Literature Review and Context Literature Review (8-15 pages)
- Introduction for this section
- Review of the Scholarly Literature
- Summary

Component Two – The Inquiry (8-15 pages)
- Introduction for this section
- Description and Background of the Organization (1+ pages)
- Context Findings (including clear connections with organizational scholarship)
  o This section should discuss the findings related to the environment and organization(s) that describes both internal and external conclusions. This section might also discuss a prescription for new context-based processes based upon the findings.
- Leadership Analysis (including clear connections with leadership scholarship)
  o This section should discuss the findings related to the leadership in the context of the inquiry. This section may focus on leader processes, decision-making, relationships, collaborative practice and other leadership intersections. This section might also discuss a prescription for new leadership practice based upon the findings.
- Policy Analysis (including clear connections with policy scholarship)
  o This section should discuss findings related to existing policy and/or describe policies and their development. This section might also discuss a prescription for new policy based upon the findings.
- Implications for Practice (e.g., as connected to relevant PoP)
- Summary

Component Three – Professional Practice
- Professional Product
- Plan for Use of the professional product and describe how it would be helpful to their organization (journal option must include description of target journal, timeline for submission)

Oral Component Draft
- Draft of Oral Component Option

References
- References used for all sections

Relevant Addenda

Oral Component
The cohort will set up an oral presentation “gallery.” The Educational Administration faculty will invite College of Education and Human Ecology faculty, practitioners etc. Listed below are some options on the medium of the presentation.

Option #1
Photo Essay: A photo essay is simply a series of photos organized around a central theme organized to tell a story.

Option #2
Digital Story: A digital story is one told through the use of computer based tools and may include video, text, still photos, or sound.

Option #3
Slide Presentation: An effective slide presentation should combine images and text.

Option #4
Traditional Poster Board: Students are encouraged to follow these abbreviated guidelines of the American Educational Research Association for Poster Sessions.

Option #5
Other Advisor-approved format

Quality Indicators

The DIP consists of seven main components:
- The problem(s) of practice to be addressed in the project,
- The appropriate frame,
- The procedures for addressing the problem(s) of practice,
- The professional product developed to address the problem(s) of practice,
- The conclusions, recommendations, and implications,
- The writing quality, and
- The presentation of products.
Program Goals

Upon successful completion of the Ed.D., we expect each graduate will:

- **Goal 1**: Provide leadership in their professional context by applying advanced theoretical perspectives to problems of practice.
- **Goal 2**: Contribute to the public discourse on improvement of education and other professional practice.
- **Goal 3**: Engage in and promote evidence-based practices through the application of rigorous methodology;
- **Goal 4**: Lead innovative education policy.
- **Goal 5**: Develop mutually beneficial partnerships between public and private interests.
- **Goal 6**: Conduct high quality, field-based inquiry in policy and practice.
- **Goal 7**: Implement inclusive and equitable policies, practices, and organizational change processes.
- **Goal 8**: Innovate in leadership and followership models through multidisciplinary strategies and problem-solving;
- **Goal 9**: Develop a professional identity and engage in reflective practice;
- **Goal 10**: Conduct local cultural studies and regional histories;
- **Goal 11**: Contribute to community well-being through advocacy, community decision making, and inter-contextual and interagency relationships including public and private interests.
- **Goal 12**: Write across various genres for professional and scholarly dissemination
## EdD Program in Educational Studies
### Educational Administration
#### Program Plan with Core Assessments Included

<table>
<thead>
<tr>
<th>Student</th>
<th>Advisor Year 1</th>
<th>Advisor Year 2</th>
<th>Advisor Year 3</th>
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### Doctoral Core Requirements: (6 credit hours)

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<th>Semester</th>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td>EDUCST 6891 Core 1: Pro-seminar in Educational Policy and Leadership</td>
<td>3</td>
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<tr>
<td></td>
<td>EDUCST 6892 Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions</td>
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### Program Core Requirements: (21 credit hours)

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Core Assessment</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>ESEADM 8200 Place-based Leading and Learning</td>
<td>School Design and Facilities; Photo-elicitation project; Community Simulations</td>
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<td></td>
<td>• This assessment will address Goals 1, 10, and 11</td>
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<td></td>
<td>ESEADM 8201 Community based Research and Evaluation in Educational Administration</td>
<td>IGNITE Session: Mapping; Place-making</td>
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<td>• This assessment will address Goals 6, 7, 8, 10, and 11</td>
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<td>ESEADM 8359 Organizational Behavior: Theory and Research</td>
<td>Literature Reviews</td>
<td>3</td>
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<td>• This assessment will address Goals 4, 5, and 12</td>
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<td>ESEADM 7324 History of Educational Administration</td>
<td>Community History</td>
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<td>• This assessment will address Goals 10 and 12</td>
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<td>ESEADM 8356 Economic Viewpoints in Education</td>
<td>Finance Model for Professional Context</td>
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<td>• This assessment will address Goals 2, 6, and 11</td>
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<td></td>
<td>ESEADM 8361 Social and Political Contexts of Education</td>
<td>Policy Brief</td>
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<td>• This assessment will address Goals 1, 2, and 4</td>
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Appendix B: Program Goals and Program Plan with Core Assessments

<table>
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<tr>
<th>ESEADM 8700</th>
<th>Inquiry for the Professional Doctorate</th>
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<tbody>
<tr>
<td><strong>Core Assessment:</strong></td>
<td>Basic Coding; Podcasts; Create Professional Website</td>
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<td>- This assessment will address Goals 1, 3, and 6</td>
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<th>Semester</th>
<th>Research Methodology Requirements: (6 credit hours minimum)</th>
<th>Course Credit Hours</th>
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<tr>
<td></td>
<td>Research Core 1: ESQREM 6641 Intro to Statistics</td>
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<td>- This course is aligned with Goals 1, 3, and 6</td>
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<td></td>
<td>Research Core 2: ESQUAL 8280 Qualitative Research</td>
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<tr>
<td></td>
<td>- This course aligned Goals 1, 3, and 6</td>
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<tr>
<th>Semester</th>
<th>Electives (6 credit hours minimum)</th>
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<tr>
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<td>ESEADM 8191: Research Apprenticeship (Professional Exam)</td>
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<th>External Cognate: (9 credit hours minimum)</th>
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<td></td>
<td>All EdD students have a cognate of 9 credit hours approved by the advisor.</td>
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<td>Course</td>
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<td>Course</td>
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<th>Semester</th>
<th>Final Document Preparation: (3 credit hours × 2 semesters minimum)</th>
<th>Course Credit Hours</th>
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<td>ESEADM 8997 EdD Final Project Writing: DIP I</td>
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<td>Core Assessment: Summative Evaluation</td>
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<td>ESEADM 8997 EdD Final Project Writing: DIP II</td>
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<td>Core Assessment: Summative Evaluation</td>
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## Education Doctorate in Educational Studies
### Educational Administration

**STUDENT COMPLETION TIMELINE**

54 hours

<table>
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<tr>
<th>Year</th>
<th>Fall</th>
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<tr>
<td><strong>YEAR ONE</strong></td>
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<td>EDUCST 6891 Core 1: Pro-seminar in Educational Policy and Leadership</td>
<td>3</td>
<td>EDUCST 6892 Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions</td>
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<tr>
<td></td>
<td>ESEADM 8200 Place-based Leadership</td>
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<td>ESEADM 8201 Community-Based Research and Evaluation in Ed Admin</td>
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<td>ESEADM 8359 Organizational Behavior: Theory and Research</td>
<td>3</td>
<td>ESEADM 7324 History of Educational Administration</td>
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<tr>
<td><strong>YEAR TWO</strong></td>
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<td>Research Core 2: ESQUAL 8280 Qualitative Research</td>
<td>3</td>
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<td>ESEADM 8356 Economic Viewpoints in Education</td>
<td>3</td>
<td>ESADM 8191 Research Apprenticeship (Professional Exam Period) (7 weeks)</td>
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<td>Cognate Course</td>
<td>3</td>
<td>ESEADM 8361 Social and Political Contexts of Education</td>
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<td><strong>YEAR THREE</strong></td>
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<td></td>
<td></td>
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<tr>
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<td>ESEADM 8997 EdD Final Project Writing Dissertation in Practice I</td>
<td>3</td>
<td>ESEADM 8997 EdD Final Project Writing Dissertation in Practice II</td>
</tr>
</tbody>
</table>
28 March 2018

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

RE: EdD in Educational Administration Response to Request for Revisions

Dear Dr. Smith,

Thank you for your comprehensive response to the requested revision to the EdD Program in Educational Administration. Attached, please find the following documents submitted by the director of this program, Dr. Noelle Arnold.

1. Response to Questions
2. Appendix A: Timeline
3. Appendix B: Goals and Program Plan with Core Assessments
4. Appendix C: EdD Dissertation Structure
5. Appendix D: Admissions
6. Appendix E: OSU Professional Exam
7. Appendix F: Program Summary (this document is not described in the response, however we thought it might provide meaningful context to the committee reviewing this request)

We believe that these documents address the questions you raised. However, if there are additional questions we can answer, please don’t hesitate to ask.

Sincerely,

Helen I. Malone
Associate Chair
Ed.D. Program Specializing in Higher Education and Student Affairs  
The Ohio State University, Department of Educational Studies  
College of Education and Human Ecology  
Semester Program Requirements beginning AU18  
(minimum of 50 credit hours beyond the Master’s Degree)

Student’s Name _______________________________________   ID# __________________________________  
Quarter/Yr Admitted to PhD Program _______________   Advisor ___________________________________

Master’s Degree Transferred to Ohio State ______________ Other transfer credit? Y/N (circle one)  
Minimum Hours Required for Graduation: _______________ Grad Non-Degree Hours Transferred Y/N (circle one)  

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 50 hours (post masters).

Core Courses (12 hours)

First Year Seminar (6 hours)

<table>
<thead>
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<th>Sem. Hrs. Taken</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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<tr>
<td>______</td>
<td>EDUCST 6891</td>
<td>Core 1: Proseminar in Educational Policy and Leadership (3)</td>
<td>______</td>
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<tr>
<td>______</td>
<td>EDUCST 6892</td>
<td>Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)</td>
<td>______</td>
</tr>
</tbody>
</table>

Research Methodology (choose two, one quantitative and one qualitative, minimum 6 hours)

| ______          | ESQREM 6641 | Introduction to Educational Statistics (4)                                   | ______                |
| ______          | ESQREM 6625 | Introduction to Educational Research (3)                                    | ______                |
| ______          | ESQREM 8280 | Qualitative Research in Education: Paradigms, Theories, & Exemplars (3)     | ______                |
| ______          | ESHESA 7256 | Qualitative Research in Higher Education Settings (3)                      | ______                |

Specialization Requirements (36 hours)

Required Courses (18 hours)

| ______          | ESHESA 7576 | Assessment in Higher Education (3)                                          | ______                |
| ______          | ESHESA 7540 | Higher Education Institutions and Core Academic Issues (3)                 | ______                |
| ______          | ESHESA 8560 | Legal Aspects of Higher Education (3)                                       | ______                |
| ______          | ESHESA 8515 | Advanced Seminar in Theories of College Student Development (3)            | ______                |
| ______          | ESHESA 8552 | Impact of College on Students (3)                                           | ______                |
| ______          | ESHESA 7564 | Financing Higher Education (3)                                              | ______                |
### Supporting Courses (choose three, 9 hours)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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</thead>
<tbody>
<tr>
<td>_________</td>
<td>ESHESA 7500</td>
<td>Introduction to the Profession of Student Affairs (3)</td>
<td>_________</td>
</tr>
<tr>
<td>_________</td>
<td>ESHESA 7512</td>
<td>Interactions of Students and Environments (3)</td>
<td>_________</td>
</tr>
<tr>
<td>_________</td>
<td>ESHESA 7513</td>
<td>Understanding Educational Organizations (3)</td>
<td>_________</td>
</tr>
<tr>
<td>_________</td>
<td>ESHESA 7520</td>
<td>Diversity in Higher Education (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESHESA 7550</td>
<td>Women in Higher Education (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESHESA 7554</td>
<td>Admission and Retention of College Students (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESHESA 7558</td>
<td>Administering Service-Learning Programs in HESA (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESHESA 7562</td>
<td>The Community College (3)</td>
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<td>_________</td>
<td>ESHESA 7568</td>
<td>Higher Education and Public Policy (4)</td>
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<td>_________</td>
<td>ESHESA 7570</td>
<td>Internationalizing Colleges and Universities (3)</td>
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<td>_________</td>
<td>ESHESA 7574</td>
<td>Curriculum in Higher Education (3)</td>
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<tr>
<td>_________</td>
<td>ESHESA 7579</td>
<td>Higher Education Governance and Policy Analysis (3)</td>
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<td>ESHESA 8895</td>
<td>Seminar in Higher Education and Student Affairs: Critical Race Theory (3)</td>
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<td>ESCFE 7222</td>
<td>History of Educational Policy (3)</td>
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<td>_________</td>
<td>ESCFE 7572</td>
<td>History of Colleges and Universities (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESCFE 8201</td>
<td>Social Foundations of Education (3)</td>
<td>_________</td>
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<td>_________</td>
<td>ESEPHL 6410</td>
<td>Philosophy of Education (3)</td>
<td>_________</td>
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<td>_________</td>
<td>ESEPOL 7224</td>
<td>Educational Policy Analysis in Contemporary Culture (3)</td>
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<td>_________</td>
<td>ESEPSY 7403</td>
<td>Motivation in Learning and Teaching (3)</td>
<td>_________</td>
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<td>_________</td>
<td>ESEPSY 7404</td>
<td>College Teaching (3)</td>
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<td>_________</td>
<td>ESEPSY 7405</td>
<td>Cooperative Learning: Research and Practice (3)</td>
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<td>_________</td>
<td>ESWDE 8911</td>
<td>Theoretical and Scholarly Perspectives on Workforce Development and Education (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESWDE 8932</td>
<td>Adult Learning Theory (3)</td>
<td>_________</td>
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<tr>
<td>_________</td>
<td>ESWDE 7757</td>
<td>Aspects of Human Resource Development (3)</td>
<td>_________</td>
</tr>
</tbody>
</table>

### Technology Requirement (3 hours)

| _________ | ESETEC 6223 | Issues and Practices in Educational Technology (3)                        | _________             |

### Cognate Area (minimum 6 hours)

Individual programs must incorporate an emphasis or cognate area. At least 6 credits are needed to meet this requirement. These courses may be taken within or outside of Higher Education and are often taken outside of the College of Education & Human Ecology.

Cognate Area: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Final Document Research (minimum 3 credit hours)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned</th>
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<tr>
<td></td>
<td>ESHESA 8999</td>
<td>Dissertation or Thesis Research</td>
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<tr>
<td></td>
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<td></td>
<td>ESHESA 8999</td>
<td>Dissertation or Thesis Research</td>
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</table>

Dissertation Proposal Submitted and Approved: ________________________________________ Semester and Year

Dissertation Committee Formed: ______________________________________________________ Semester and Year

Printed Name of Advisor: ____________________________ Signature: ______________________

Printed Name of Committee Member: __________________ Signature: ______________________

Printed Name of Committee Member: __________________ Signature: ______________________

Final Oral Exam Date: ____________________________ Semester and Year

Year 1: Annual Review: ______________________________________ Semester and Year

Student Signature: ____________________________ Advisor Signature: __________________
Year 2: Annual Review

__________________________________________________________________________
Student Signature
Advisor Signature
__________________________________________________________________________
Date
Student Services Review (Initials)        Date
__________________________________________________________________________

Year 3: Annual Review

__________________________________________________________________________
Student Signature
Advisor Signature
__________________________________________________________________________
Date
Student Services Review (Initials)        Date
__________________________________________________________________________

Year 4: Annual Review

__________________________________________________________________________
Student Signature
Advisor Signature
__________________________________________________________________________
Date
Student Services Review (Initials)        Date
__________________________________________________________________________

Year 5: Annual Review

__________________________________________________________________________
Student Signature
Advisor Signature
__________________________________________________________________________
Date
Student Services Review (Initials)        Date
__________________________________________________________________________

Graduation Review:

Application to Graduate:  http://gradforms.osu.edu

Application for Final Exam:  http://gradforms.osu.edu  (Submit no later than 2 weeks prior to Final Oral Exam.)

Doctoral Student Procedures – Final Semester: http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf

Minimum credit hours required for graduation: __________

(Post-baccalaureate: minimum 81 semester hours) (Post-masters: minimum 51 semester hours)

Total semester hours completed __________

Yes/No Minimum hours required for graduation met?

Other requirements:

Yes/No Registered for minimum of 3 hours semester graduating
Yes/No Fees Paid
Yes/No Missing Grades or Incompletes?

____________________________________________________________________________________

Student Signature Advisor Signature

____________________________________________________________________________________

Date Student Services Review (Initials) Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.
Ed.D. Program Specializing in Educational Administration
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements beginning AU18
(minimum of 50 credit hours beyond the Master's Degree)

Student ___________________________________________ Advisor Year 1 Noelle Arnold, PhD
Advisor Post Year 1 __________________________________

<table>
<thead>
<tr>
<th>Semester</th>
<th>Doctoral Core Requirements: (6 credit hours)</th>
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<tr>
<td></td>
<td>EDUCST 6891 Core 1: Pro-seminar in Educational Policy and Leadership (3)</td>
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<th>Semester</th>
<th>Research Methodology Requirements: (minimum 6 credit hours)</th>
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<tr>
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<td>Research Core 1: ESQREM 6641 Introduction to Educational Statistics (3)</td>
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<td>Research Core 2: ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)</td>
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<td>________________ with advisor approval (3)</td>
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<tr>
<td>October</td>
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<table>
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<td>ESEADM 5193 Independent Study—Prospectus Writing and Professional Exam Period (7 weeks) (3)</td>
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<td>October</td>
<td>ESEADM 7324 History of Educational Administration (3)</td>
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<td>ESEADM 8200 Place, Space, and Leadership (3)</td>
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<td>ESEADM 8201 Community-based Research and Evaluation in Educational Administration (3)</td>
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<tr>
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<td>ESEADM 8356 Economic Viewpoints in Education (3)</td>
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<td>October</td>
<td>ESEADM 8359 Organizational Behavior: Theory and Research (3)</td>
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<td>October</td>
<td>ESEADM 8361 Social and Political Contexts of Education (3)</td>
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<td>October</td>
<td>ESEADM 8700 Inquiry for the Professional Doctorate (7 weeks) (3)</td>
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<table>
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<th>Technology Requirement: (3 credit hours)</th>
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<tbody>
<tr>
<td>October</td>
<td>________________ with advisor approval (3)</td>
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</table>
Semester  
Electives (minimum 6 credit hours)

_______  ________________________________ with advisor approval (3)

_______  ________________________________ with advisor approval (3)

_______  ________________________________ with advisor approval (3)

Optional External Cognate: (minimum 9 credit hours)
All EdD students may take a cognate of 9 credit hours approved by the advisor.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cognate Courses</th>
<th>Hours</th>
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Final Document Preparation: (3 credit hours × 2 semesters minimum)

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<th>Hours</th>
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<td>ESEADM 8997</td>
<td>EdD Final Project Writing: Dissertation in Practice I (3)</td>
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<tr>
<td></td>
<td>ESEADM 8997</td>
<td>EdD Final Project Writing: Dissertation in Practice II (3)</td>
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</table>

* Total credit hours minimum = 51 in addition to Master’s degree

Residency requirement
All EdD students must meet the residency requirement: Fulltime study over the course of two consecutive semesters. (For example, 8 credit hours Autumn 2014 and 8 credit hours Spring 2015.) A summer session of full time study (4 credit hours) can be substituted for a semester of full time study.

<table>
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<th>Semester/Summer</th>
<th>Hours</th>
<th>Semester/Summer</th>
<th>Hours</th>
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<tbody>
<tr>
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</tbody>
</table>

—Committee Notations Follow —

Committee

Printed Name of Advisor  
Signature

Printed Name of Committee Member  
Signature

Printed Name of Committee Member  
Signature
Examination and Final Document

Notification of Professional Doctoral Exam Form: http://gradforms.osu.edu

Written Professional Examination taken

Results of Written Professional Exam

Dissertation in Practice Complete

Final Dissertation in Practice Colloquium

—Annual Review Notations Follow—

Year 1: Annual Review

Student Signature

Advisor Signature

Date

Student Services Review (Initials) Date

Year 2: Annual Review

Student Signature

Advisor Signature

Date

Student Services Review (Initials) Date

Year 3: Annual Review

Student Signature

Advisor Signature

Date

Student Services Review (Initials) Date

Graduation Review:

Application to Graduate: http://gradsch.osu.edu/Depo/PDF/ProDoctoralGraduate.pdf

Minimum credit hours required for graduation:

(Post-baccalaureate: minimum 80 semester hours) (Post-masters: minimum 50 semester hours)

Total semester hours completed

Yes/No Minimum hours required for graduation met?

Other requirements:
Yes/No Registered for minimum of 3 hours semester graduating
Yes/No Fees Paid
Yes/No Missing Grades or Incompletes?

___________________________________________  ____________________________________________
Student Signature  Advisor Signature

___________________________________________  ____________________________________________
Date  Student Services Review (Initials)  Date

For more information about courses, please go to [www.buckeyelink.osu.edu](http://www.buckeyelink.osu.edu) and click on Browse Master Schedule.

**No more than 15 credit hours are allowed for transfer.**
Appendix B:
Programs Plans
EdD in Educational Administration
EdD in Higher Education and Student Affairs
Effective leaders recognize the power of place and context in transforming schools, districts and communities. Our unique and innovative P.L.A.C.E.® Framework involves a combination of problem-based leading and learning that includes practicing, planning and problem solving in context. It bridges culture and community, explores creativity and utilizes distinct leadership modules in urban, suburban and rural leadership.

REQUIREMENTS

The Department of Educational Studies requires that you upload all application documents (including copies of original transcripts) with your online application. The only exceptions are official test scores (which are sent electronically from the testing center) and electronic letters of recommendation (which are submitted by the recommender after the application is submitted).

Please see our Prospective Student web page ehe.osu.edu/educational-studies/prospective-students/ for helpful tips to prepare your application. Pay close attention to information on requirements and submitting recommendation letters electronically.

CHECKLIST

- Curriculum vitae/resume
  If you previously enrolled as a degree seeking graduate student at Ohio State, submit a request for Transfer of Graduate Program form gradsch.osu.edu/Depo/PDF/TransferGradProgram.pdf and a copy of your application file from your previous academic department with the items listed below. If your transcripts and your GRE scores are included in your previous file, you do not need to submit new copies. You DO need to submit transcripts for any coursework completed since leaving your previous program. All other application materials (as listed below) should be sent electronically to EdStudies@osu.edu.

- Current Ohio State students applying to transfer should ask their recommenders to submit their letters electronically. Letters must come from the writer’s educational or professional address. Forward the link for the email referenceadmissions.osu.edu/apps/pdfs/refer.pdf to your writers who can then send the form along with their letter via email to us at EdStudies@osu.edu.

- There is no GRE Requirement. However, the GRE will still be required by the Graduate School for applicants whose overall GPA for undergrad and/or grad coursework is below the 3.0 minimum for admission to the Graduate School. Send to institution code 1592
PERSONAL STATEMENT

No more than 4 pages, double-spaced). Please include

1. Semester/Term of intended enrollment
2. Intended academic specialization and rationale for seeking EdD
3. A description of a significant problem of practice relevant to your current context of professional practice.
   - Why this problem is important
   - Potential underlying causes of the problem
   - Ways the problem aligns with your chosen area of specialization
   - The unique contributions you can make to the EdD program

You are advised to keep a copy of all application materials that you send to OSU. The application and all supporting documents become the property of OSU and may not be returned to the applicant, forwarded to another institution, or duplicated for any purposes other than the OSU application review and admission process. Inactive files are destroyed annually.

GRADUATE FUNDING

If you are interested in applying for College Scholarships, please visit the College Scholarship and Student Enrichment website at ehe.osu.edu/scholarships/. Watch the web site for deadline dates. The Office of Student Financial Aid administers loan and work-study programs that provide possible sources of support for eligible graduate students. See the Graduate School Bulletin for more information, requirements, and deadlines. Visit the Student Financial Aid website at http://sfa.osu.edu for further details.

REMINDERS

- The online application for new applicants will open in August
- Once you have filled out and paid for an application (new applicants only), you can check your application status online at osu.edu click on Future Students then Application Status. Please note: it can take up to 48 hours for the system to reflect changes made to your application (i.e.—receipt of materials). Remember, you are responsible for monitoring the status of your application. If items are not received by the published deadline, your application will not be reviewed.
- Make sure you give a complete list of the colleges and universities you have attended on our application. If an institution is listed on another transcript and you did not list that institution on your application, you are still required to send transcripts from the places you failed to list. Requesting late transcripts can hinder or halt the processing of your application.
- Please email our office (EdStudies@osu.edu) to let us know if your name has changed (e.g. from name at birth to married name) since the last time you attended a college or university.
- Email is not a secure form of communication. NEVER include your social security number when corresponding via email, including when you are sending in requested materials.

Contact: Department of Educational Studies
ehe.osu.edu/educational-studies
(614) 688-4007
EdStudies@osu.edu
ehe.osu.edu/educational-studies

Contact: Graduate Admissions Office
(614) 292-9444 or gradadmissions@osu.edu

Contact: Graduate School
(for intra-university transfers only)
(614) 292-6031 or gstransfer@osu.edu
Appendix A:
Admissions
EdD in Educational Administration
To Whom It May Concern:

Thank you for the feedback on our requested revision of the EdD program in Educational Administration. In the remainder of this document, and in several attachments, I have tried to address the questions you raised.

If you have any further questions, please let me know.

Noelle Arnold

1. The subcommittee noted that the revisions towards the P.L.A.C.E. model seemed quite substantial, and would like to see, in place of the “interoffice memorandum” a fuller articulation of the rationale for the changes.

The Education Doctorate in Educational Studies—Educational Administration is designed to equip educational leaders to transform schools, districts, organizations, and communities through context-focused professional practice that has a direct bearing on the well-being of individuals in the school ecology and the larger ecologies in which they live and work. Our vision for the EdD program aligned with that of Carnegie Project on the Education Doctorate. The redesign coincided with our application to become a CPED member organization.

The redesign also coincided with the University Council for Educational Administration (UCEA), of which we are a founding member institution, new research-based program improvement initiative. The Wallace Foundation and the Carnegie Foundation funded the UCEA initiative for the Advancement of Teaching. The Program Design Network (PDN) improvement community focuses on improvement science. Only 26 universities were assigned to working groups in five areas related to leadership EdD programs: candidate selection and recruitment; curriculum, instruction and coherence; mentorship and coaching; powerful learning experience focused on equity; and partnerships.

Based on our participation in these two important groups, we focused our program revision on cohort, context, coherence, and community. In this revision, we worked to shift the focus from research to practice.

Cohort

The Education Doctorate in Educational Studies—Educational Administration unit is organized as a cohort-based unit. This cohort structure creates several distinct advantages of group membership during graduate study, which are intentionally fostered in the unit:

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.
- Cohorts establish professional ties that often last beyond the doctoral unit itself; such networks are valuable regarding continued professional support and growth.
- Fostering and monitoring candidates’ progress is enhanced in cohorts. The group carries with it the expectation that all but the occasional candidate will complete the unit successfully, including such standard benchmarks as the qualifying examination, advancement to candidacy, and completion of the dissertation.
- Scheduling an outstanding unit of doctoral study can be accomplished more readily for cohorts that have courses in common. Enrollments are predictable, and a course of study can be planned with the availability of highly qualified faculty.
Responses to EdD Questions
Prepared by: Noelle Arnold, PhD

Context

Our revision of the program is timely in the field of leadership and policy with its focus on place. Issues of place are now priorities of many grantmaking organizations such as Kresge Foundation and the Mellon Foundation; the state of Ohio; and the city of Columbus such as the work of the Chamber of Commerce. Moreover, OSU now has a certificate in creative placemaking in the Knowlton School. ¹ What began as a research line of the Director of the EdD, our program is “ahead of its time.” Our revised program is the only EdD program focused on place and space and their influence on leadership. We are already receiving recognition from University of Columbia Teachers College and a request to publish a book on place-based strategies in educational leadership.

Rather than focus on educational leadership in Pk-12 schools, the goal was to redesign our program so that it focused on schools, but also interprofessional and interdisciplinary possibilities for improving education. Even while valuing the importance of content and skills, place-based preparation seeks to increase student engagement and theory-to-practice understandings through multidisciplinary, experiential, and inter-agential learning that is not only relevant but potentially contributes to the well-being and growth of community and context.² Place and context are imbued with meaning and are fundamental concepts in leadership and learning. The constant yet shifting nature of place over time, and the impact to context is central to educational problem-solving. Moreover, leadership preparation that highlights problems of practice and spatialized skills are integral to placemaking. Despite the recognition that educational and professional leaders are faced with new demands, substantive changes in training have been slow to appear. The contemporary context of leadership is defined by its many diversities and complexities. Diversities such as race, class, gender, culture, ideology, locale, are central in leadership commitment to understanding and creating new knowledges about diversity, inclusive practice, and a fostering of social relations across communities.³

P.L.A.C.E. @ OSU offers a framework of five principles to leadership:

- Practice grounded in field-based issue-investigation;
- Leadership that includes multidisciplinary strategies and problem-solving;
- Arts & Humanities integration in preparation leadership skills and professional identity development;
- Context knowledge-acquisition through local cultural studies and regional histories; and
- Engagement that contributes to community well-being through advocacy, community decision making, and inter-contextual and interagency relationships.

Coherence

The redesign involved curriculum alignment and removal of courses; creation of three new courses and core assessments for each course; and creating congruency with state and national standards. Place-based educators advocate for a pedagogy that relates directly to student experience of the world, and that improves the quality of life for people and communities.

[https://www.pps.org/blog/making-the-case-for-columbus-as-a-place/](https://www.pps.org/blog/making-the-case-for-columbus-as-a-place/)
² Gruenewald, 2002; Haas & Nachtigal, 1998; Smith, 2002; Theobald & Curtiss, 2000
³ Witherspoon Arnold, 2010
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Community

Our EdD program redesign focus is a combination of concept-based curricula that includes practice and problem-solving in context; bridging culture and community; arts & humanities pedagogies; creative evaluation and engagement; and leadership for context rather than region that includes followership models. Place-based leadership focuses on a context-based professional practice that has a direct bearing on the well-being of individuals in the school ecology and the larger environments in which they live and work. The unit accommodates the needs of working professionals through very clear timelines (see Appendix A) through various course delivery models.

Woodhouse and Knapp4 describe several distinctive characteristics of place-based pedagogies that serve as foundational philosophies of the Educational Doctorate: (a) it emerges from the particular attributes of place, (b) it is inherently multidisciplinary, (c) it is inherently experiential, (d) it is reflective of an educational philosophy that is broader than “learning to earn”, and (e) it connects place with self and community.

2. The subcommittee would like to see the learning goals for the EdD Educational Studies specialization in Educational Administration, as well as its current assessment plan as part of this proposal. Because the changes to the specialization seem so substantial we are wondering if the curricular changes might necessitate a re-articulation of either of these.

The current assessment plan is as follows.

Student performance in the 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.

Given the proposed revisions to the program, we also revised the assessment plan. We are currently exploring OSU’s EdD participation in The Initiative for Systemic Unit Improvement through Research in Educational Leadership (INSPIRE). The INSPIRE is an evaluation tool made available by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice. These tools are available for leadership preparation programs to produce evidence helpful in improving curricula, meeting accreditation requirements, and making a case for support among various constituencies. INSPIRE is aligned with national educational leadership standards and the UCEA Institutional and Unit Quality Criteria and provides a source of evidence on unit outcomes. The suite also allows each program to insert their own unique program goals and measures. In addition, we are working with the Office of Student Services to create degree auditing for the EdD. We also designed core assessments and rubrics in each course that allows us to meet program goals, regardless of who teaches the courses (See Appendix B for copy of the Program Goals and Program Plan with Embedded Core Assessments). For cognate and elective courses, core assessments are considered from among those courses’ assignments and approved by the Director of the EdD for appropriateness.

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Upon successful completion of the EdD we expect each graduate will:

• Provide leadership in their professional context by applying advanced theoretical perspectives to problems of practice.
• Contribute to the public discourse on the improvement of education and other professional practice.
• Engage in and promote evidence-based practices through the application of rigorous methodology.
• Lead innovative education policy.
• Develop mutually beneficial partnerships between public and private interests.
• Conduct high quality, field-based inquiry in policy and practice.
• Design and implement inclusive and equitable policies, practices, and organizational change processes.
• Innovate in leadership and followership models through multidisciplinary strategies and problem-solving.
• Develop a professional identity and engage in reflective practice.
• Conduct local cultural studies and regional histories.
• Contribute to community well-being through advocacy, community decision making, and intercontextual and interagency relationships including public and private interests.
• Write across various genres for professional and scholarly dissemination.

3. The subcommittee has noted a large number of curricular revisions coming from CEHE in the past several years. We are wondering if you might be able to provide us with a statement putting this quantity of changes in context for us going forward. Is this simply the nature of the field? Is it tied to shifts in professional accreditation models?

As the director of the EdD in Educational Administration, I am not positioned to respond to this question about the College as a whole. However, with respect to the EdD in Educational Administration, during the re-design and program creation, the EdD aligned many of its components based on CPED principles and examples. For instance, we currently complete dissertations in practice instead of a PhD-like dissertation (See Appendix C). We also created a framework for identifying problems of practice (PoP).

The program EdD-EA was suspended from taking new applicants in Spring 2015. A new EdD Director was hired in July 2015 to redesign the unit. In particular, creating new application and admission requirements, most notably the removal of the GRE requirement (except for students applying for full-time fellowships and scholarships as required by the Graduate School) (See Appendix D). We also revised the professional exam (See Appendix E) and the final document.

A significant change is the removal of the GRE requirement. This removal was for several reasons, but most importantly to address how GRE scores disadvantage international students and students of color. Other reasons include:

a) To align with other EdD programs around the nation who have eliminated the GRE for professional doctorates.

b) To provide a more holistic approach to admission and one that involves readers in professional practice.

c) To consider prior work experience and contributions to the field of education as part of the application process and to consider 5-10 years after a master’s program, GRE scores likely would not reflect potential to contribute positively to the classroom environment.
25 April 2018

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

RE: EdD in Educational Administration Response to Second Request for Revisions

Dear Dr. Smith,

In this document, I will answer the new set of questions about the revisions to the EdD in Educational Administration.

1. This appears to be a rather sizeable program revision. Can you confirm that it represents a less-than-50% change to the degree?

The table below represents the credit hours in each area of the degree program with the rows highlighted indicating the areas where changes have been proposed. From this perspective, none of the required areas for the degree program have been removed, though the cognate is now optional rather than required. Additionally, the number of credits required in each area has changed in 3 of the 7 areas, which represents a less-than-50% change. The significant changes to the program are in the courses offered in the Program Core, and in the opening of options in the other areas.

<table>
<thead>
<tr>
<th>Degree Area</th>
<th>Credits in Old Program</th>
<th>Credits in New Program</th>
</tr>
</thead>
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<tr>
<td>Doctoral Core</td>
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<td>6</td>
</tr>
<tr>
<td>Program Core</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Technology Requirement</td>
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<td>3</td>
</tr>
<tr>
<td>Research</td>
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<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Cognate (w/9 optional)</td>
<td>6</td>
<td>(9 optional)</td>
</tr>
<tr>
<td>Final Document</td>
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<td>6</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>

2. Throughout the proposal the fact that the GRE will no longer be required for applicants is noted. However, the GRE will still be required by the Graduate School for applicants whose overall GPA for undergrad and/or grad coursework is below the 3.0 minimum for admission to the Graduate School. Please revise the program and advising information to reflect this.

We have updated the Admissions document to reflect this information. See Appendix A: Admissions
3. Throughout the proposal the Educational Administration specialization track is discussed as though it is the EdD degree program itself. Please clarify if the overall EdD program has been impacted by the revision of the specialization in Educational Administration, and if so, how. For example: have any of the core courses in the EdD that may be taken in any other specializations besides Educational Administration been revised? It may be helpful here to have sample plans of study to compare for the current and the revised curriculum.

The proposed revision will only impact the specialization in Educational Administration. Please see the programs for the EdD in Educational Administration and the EdD in Higher Education and Student Affairs (see Appendix B: Program Plans).

4. Is the “Professional Doctoral Exam” the candidacy exam for the EdD dissertation? Is the EdD classified by the Graduate School as a professional program? Usually professional programs have scholarly projects or capstone projects in place of the dissertation requirement.

The Professional Doctoral Exam is an exam the student takes prior to completing their Dissertation in Practice, which is the capstone project for the program. Students in this program do not move into candidacy following the completion of this exam. They also are not required to follow the continuous enrollment rule required by students in our PhD programs.

5. In Graduate School policy, usually doctoral programs require a minimum committee of three Graduate Faculty members for evaluation of Candidacy or Professional exams. PDF p. 21 indicates that there will be two faculty members. Has an exception for the numbers of committee members been approved by the Graduate School?

This was an error in the document. Students are required to have a minimum committee of three Graduate Faculty Members. We have updated this in the document. See Appendix C.

6. Please remove the ‘draft’ watermark from the proposal document.

We have removed the watermark from the proposal.

7. The assessment plan does not appear to have any assessment activity for Program Goal 9. Can you address?

Program goal 9 will be addressed in ESEADM 8700. This has been updated in Appendix D: Core Assessments with Goals.

If you have any further questions, please let me know.

Sincerely,

Helen I. Malone
Associate Chair