



BEEGHLY COLLEGE OF EDUCATION

Department of Educational Foundations, Research, Technology and Leadership

Doctor of Education

Educational Leadership

Program Overview*

Department Chair: Dr. Gunapala Edirisooriya
4103 Beeghly Hall
Beeghly College of Education
330.941.1437
gedirisooriya@ysu.edu

Program Coordinator: Dr. Richard C. Baringer
4110 Beeghly Hall
Beeghly College of Education
330-941-1575
rcbaringer@ysu.edu

*Much of the information contained herein was drawn from the *Graduate School Bulletin 2008-2010, Vol. 75, Issue 1*. Youngstown State University, School of Graduate Studies and Research.

TABLE OF CONTENTS

Program Description.....	2
Accreditation.....	2
Application Procedure.....	3
Admission Requirements.....	3
Degree Requirements.....	5
Coursework.....	6
Comprehensive Examinations.....	8
Special Notes.....	8
Faculty Research Interests and Most Recent Publications.....	9

PROGRAM DESCRIPTION

The Doctor of Education (Ed.D.) program in Educational Leadership provides terminal professional preparation for public and nonpublic school administrators in the northeastern Ohio and western Pennsylvania areas served by the University. The program is designed to serve administrative personnel in P-12 schools and central and county office positions.

The program focuses on the preparation of professionally committed practitioners who reflect the current state of knowledge and best practice in Educational Leadership. Central to the preparation of such professionals are the refinement and transmission of competencies in the areas of scholarship, instruction, leadership, management, external relations and personal development.

The Doctor of Education program is administered by the Department of Educational Foundations, Research, Technology and Leadership in the College of Education.

ACCREDITATION

Accreditation for the Doctor of Education program in Educational Leadership has been granted by the North Central Association of Colleges and Schools and from the National Council for the Accreditation of Teacher Education.

APPLICATION PROCEDURE

Program information may be obtained from the Department of Educational Foundations, Research, Technology and Leadership. Application and financial aid information may be obtained from the School of Graduate Studies and Research. All application materials must be sent to the School of Graduate Studies and Research. Please confirm all deadline dates with the School of Graduate Studies and Research.

ADMISSION REQUIREMENTS

Acceptance into the Doctor of Education program reflects superior qualifications. Admission is by cohort, based upon a competitive evaluation of applications by the doctoral program faculty of the Department of Educational Foundations, Research, Technology and Leadership. Ethnic and gender diversity among students is desirable. In addition to the admission requirements of the School of Graduate Studies and Research, applicants must meet the following departmental standards:

Professional Potential

- 1) Possession or qualification for certification or licensure as an educator in the state in which they wish to practice
- 2) Completion of at least three (3) years of teaching experience
- 3) Completion of at least two (2) years of administrative experience or demonstration of exceptional leadership skills in schools

High Academic Achievement

- 1) Completion of an accredited master's degree program with a minimum grade-point average in graduate study of 3.50
- 2) Scores at or above the 50th percentile on the General Test of the Graduate Record Examination. This test must have been completed within the past five (5) years. Applicants must plan to register for this examination in advance. Provisional admission may be granted to otherwise outstanding applicants who fail to achieve the cutoff scores.

Professional References

Presentation of three (3) letters of reference attesting to the applicant's good moral character, educational leadership and management potential, professional plans, success in teaching, professional commitment, interpersonal skills, and special professional capabilities

Narrative

- 1) Submission of two (2) 500- to 50-word essays: one personal essay and one essay on a professional topic
- 2) Submission of a proposed timetable for completing the program

Faculty Interview

- 1) Completion of a writing sample on campus as part of the interview process
- 2) A personal interview with the doctoral faculty of the Department of Educational Foundations, Research, Technology and Leadership for applicants who are successful in an initial screening based upon the standards previously listed
- 3) Approval of the applicant by the doctoral faculty

DEGREE REQUIREMENTS

Students admitted to the Doctoral Program in Educational Leadership must enroll for a minimum of six (6) semester hours each academic year. Students who fail to comply will have to be re-admitted to the program upon the Doctoral Admission Committee's recommendation. Students must also meet with advisors each semester for advising purposes.

Cohort Activities

Beginning with an orientation session shortly after admission and once each semester, students are required to participate in scheduled cohort activities. These activities provide an opportunity for students to establish and maintain supportive, informal relations among themselves and with the program faculty. The cohort activities also provide a setting for short seminars, colloquia, simulations, journal writing, and study sessions relating to important areas of professional development.

Residency

Concentrated effort, continuing peer and faculty interaction, and scholarly reflection relatively free from distraction are needed if the student is to develop a considered and mature vision of the profession. Each

student is required to meet a minimum residency requirement of enrollment for 18 semester hours during the period of three (3) consecutive semesters, including summer session(s). No Ed.D. student may enroll for more than six (6) semester hours unless his/her advisor approves such enrollment. Dissertation credits may not be used to satisfy the residency requirement.

COURSEWORK

The coursework required for the Doctorate in Educational Leadership consists of a minimum of 69 semester hours, to include dissertation, of graduate study beyond the master's degree. While completion of YSU's approved 33-semester hour M.S. in Education in Educational Administration is not required for admission, students admitted to the program will be required to complete the equivalent coursework as a prerequisite to completing doctoral coursework. A minimum of 39 semester hours of graduate credit beyond the master's degree, exclusive of dissertation credits, must be earned at YSU. Students can transfer up to 18 semester hours of post-masters work into the doctoral program. Transfer credits may be accepted within the policies of the School of Graduate Studies and Research.

See the "Courses" sections of the graduate catalog for required prerequisite study for each course. Certain courses reflect the particular vision of the YSU program and are to be completed at YSU. This information is noted in parentheses. Doctoral-only courses bear numbers of 8000 and above.

1) *Educational Leadership Core* (15 semester hours)

EDAD 8122 Leadership in Education	3 s.h.
EDAD 8125 Educational Politics & Policymaking in the United States	3 s.h.
EDAD 8140 Seminar in Administrative Theory	3 s.h.
EDAD 8155 Seminar in Current Educational Issues	3 s.h.
FOUN 8102 Perspectives on Leadership Among Diverse Populations	3 s.h.

2) *Educational Research Core* (15 semester hours)

EDAD 8185 Seminar in Educational Research/Dissertation Proposal	3 s.h.
FOUN 8104 Research Strategies in Educational Administration	3 s.h.
FOUN 8110 Theories of Inquiry	3 s.h.
FOUN 8112 Qualitative Research for Educators	3 s.h.
FOUN 8114 Advanced Research Design & Statistics	3 s.h.

- 3) *Educational Leadership Electives* (Minimum of 12 semester hours as approved by advisor) 12 s.h.
- 4) *Teaching and Learning Electives* (Minimum of 9 semester hours as approved by advisor) 9 s.h.

COURSEWORK CONTINUED

- 5) *Professional Skill Development* (3 semester hours)
EDAD 8100 Professional Skill Development Seminar 3 s.h.
- 6) *Field Experience in Educational Leadership* (3 semester hours) 3 s.h.
EDAD 7022E Clinical Field Experience: Elementary Principal
EDAD 7022M Clinical Field Experience: Middle-School Principal
EDAD 7022S Clinical Field Experience: Secondary Principal
EDAD 7050 Clinical Field Experience: The Superintendency
- 7) *Dissertation Study* (minimum of 12 semester hours)
EDAD 8190 Dissertation Study 12 s.h.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations consist of a written examination covering six (6) competencies and possibly an oral examination assessing the overall suitability of the individual as a leader in schools or school systems. Satisfactory completion of these examinations qualifies the student as a candidate for the Ed.D. degree and signifies readiness to begin the dissertation study.

SPECIAL NOTES

The student's program must include the 57 semester hours of course work in the doctoral program (a minimum of 39 semester hours of YSU graduate credit), exclusive of dissertation credits.

Graduate Studies policies concerning transfer credits, time limits, and other academic matters must be followed. See front section of *Graduate Bulletin* and Graduate Faculty minutes for current information.

With appropriate selection of courses, this program may provide licensure in either principalship or superintendency, or both.

Need more information? Call YSU's School of Graduate Studies and Research at 330.742.3091. Or, visit the School of Graduate Studies and Research web page at http://www.ySU.edu/colleges/grad_scl/index.htm

FACULTY RESEARCH INTERESTS AND MOST RECENT PUBLICATIONS

Richard C. Baringer, Ed.D., Assistant Professor
Administrative Leadership, Community/School Relations

Most Recent Publications:

Baringer, R. (2008). Minimum Competencies. *Encyclopedia of Educational Reform and Dissent*.

Baringer, R. (2008). Effective Schools Movement. *Encyclopedia of Educational Reform and Dissent*.

Baringer, R. (2008). Special Ed. Gone Awry: Intent v. Practice in Public Education. *Relevance and Reform, Education Law Association*.

Robert J. Beebe, Ed. D., Professor
Organizational Behavior, Human Resources Administration, Leadership Development

Most Recent Publications:

Beebe, R., Bauer, A., Edmister, J., Engler, C., Herrington, K., Shelly, A., Smith, M., Varrati, A., & Zigler, T. (2008, July). State Principal Standards: Development, Alignment, and Implementation. *Proceedings of Paris International Conference on Education, Economy and Society* (pp. 212-222.) Paris, France.

Edmister, J., Zigler, T., Beebe, R., Engler, C., & Varrati, A. (2007, November). How Do the Standards Fit? A Crosswalk Aligning New State Principal Standards with Professional and Accreditation Standards. Paper presented at annual meeting of University Council for Educational Administration, Washington, D.C.

Zigler, T., Engler, C., Edmister, J., Varrati, A., Beebe, R., & Herrington, K. (2007, October). Ohio's Crosswalk: Developing an Alignment Tool for New State Principal Standards with the NCATE, ISLLC and ELCC Standards. A Working Example for States Developing Their Own Teacher and Principal Standards, Yet Still Faced with Outside Accreditation. Paper presented at annual meeting of Midwest Educational Research Association, St. Louis, Missouri.

Paul Carr, Ed.D., Assistant Professor
Social Justice in Education, Race, Racism, and Anti-Racism in Education, Democracy and Citizenship in Education, Educational Policy Making, Qualitative Research Methods, Political Sociology

Most Recent Publications:

Carr, Paul R. (2008). *But what can I do?: Fifteen things education students can do to transform themselves in/through/with education*. *International Journal of Critical Pedagogy*, 1(2), 81-97.

Carr, Paul R. (2008). *Educators and education for democracy: Moving beyond "thin" democracy*. *Inter-American Journal of Education and Democracy*, 1(2), 147-165.

Carr, Paul R. (2007). *Standards, accountability and democracy: Addressing inequities through a social justice accountability framework*. *Democracy and Education*, 17(1), 1-16.

Gunapala Edirisooriya, Ph. D., Professor
Statistics, Research Methods, Education Policy

Most Recent Publications:

Edirisooriya, G (in press). ACT, SAT – College Admission Tests. *The Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications.

Edirisooriya, G. (2008). A market analysis of the latter half of the nineteenth century American higher education sector. *History of Education* (Internet version available at: <http://www.informaworld.com/smpp/content~content=a787688740~db=all~order=pubdate>).

Edirisooriya, G. (2006). Ivy and industry connection [A review of Ivy and industry: Business and the making of the American university, 1880-1980 by Christopher Newfield]. *History of Education*, 35(3), 409-411.

Charles Vergon, J.D., Professor
Education Law, Policy Development, Educational Change

Most Recent Publications:

Vergon, C. (In press). Title VI of the 1964 Civil Rights Act. In *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks: Sage Publications.

Vergon, C. B. (2008). Ability grouping. In *Encyclopedia of Education Law*. Thousand Oaks: Sage Publications.

Vergon, C. B. (2007). School shootings and wrongful death actions: Who pays? In *Education and society: Accountability, safety and climate*. Dayton: Education Law Association.

Vergon, C. B. (2006). A preliminary assessment of zero tolerance policies in the public schools: Political rhetoric or practical reality? In *Accountability and equal opportunity on the line*. Dayton: Education Law Association.