



**DOCTORAL DEGREE (Ed.D.) IN EDUCATIONAL LEADERSHIP
(Including Oklahoma Superintendent Certification Endorsement)**

Collaborative Leadership Preparation Program

**Educational Administration, Curriculum and Supervision Program Area (EACS)
Norman Area**

Introduction:

The Doctor of Education Degree (Ed.D.) program is designed specifically to prepare educational administrators for executive level leadership positions in educational organizations in Oklahoma, nationally, and internationally. The cohort program is designed for working professionals who are expected to serve with distinction in demanding professional positions in education or related fields. The program will include a collaborative effort involving local school districts and an internationally recognized educational leadership faculty.

One of the primary purposes of the program is to provide the highest quality preparation for aspiring leaders of Oklahoma school districts. However, the program could prepare students for other high-level educational positions, including but not limited to:

- * Leaders of districts in states outside Oklahoma;
- * Executive positions within the State Department of Education in Oklahoma or in other states;
- * High level educational leadership positions internationally;
- * Building level leadership positions in education (principal, assistant principal);
- * Executive educational positions in public agencies outside education or in private industry.

Background:

Educational reform has been a major focus in education for many years, with results that have been both massive and uninspiring. Included have been the emergence of charter schools, proposals for choice, vouchers, and open enrollment, site-based management and decentralized decision making, total quality management systems, etc. Reform related decisions often are based on political considerations rather than intellectual discourse and research.

The nation's school district leaders form the backbone of the leadership systems that maintain organization and stability in America's schools. Basic clinical education for

state certification prepares these executive leaders to administer organizations that provide education for America's children. Generally, these leaders have performed magnificently, working often under difficult conditions and against pervasive odds. The Ed.D. program is designed to provide these aspiring executive leaders relevant, meaningful preparation needed to thrive in this immensely demanding occupation.

Furthermore, individuals completing the program will be eligible to receive a doctoral degree, providing an additional credential for those seeking leadership positions. The possession of a doctoral degree would especially benefit individuals who are interested in pursuing positions outside the state of Oklahoma because many states do not have reciprocal agreements in administrative certification, especially at the superintendent level.

The Program:

As many as 20 highly qualified applicants will be selected to participate in the Ed.D. cohort program. The first part of the program of studies consists of 10 semesters of coursework, field experiences, and initial residency requirements. Cohort coursework will be delivered at a location in the OKC Metro area to be determined soon. During the second part of the program, participants while continuing work on residency requirements, engage in doctoral research culminating in the preparation and defense of a dissertation.

The program focuses on five competencies required of highly effective educational leaders:

Self-knowledge: the ability to understand self in the context of organizational challenges, interpersonal demands and individual motivation;

Strategic vision: the ability to connect broad social, economic and political changes to the strategic direction of schools;

Risk-taking and creativity: the ability to transform self and an organization by moving outside the traditional and patterned ways of success;

Interpersonal and communication effectiveness: the ability to translate strategic vision into compelling and motivating messages; and,

Managing change: the ability to create, structure and effectively implement organizational change in a continuous manner.

Eligibility and Selection:

Individuals aspiring to participate in the Ed.D. cohort program will be asked to submit application materials indicating their preparedness for entering and completing an intensive and rigorous program of study. Applicants will be asked to demonstrate their potential for success as exemplified by scholarship, experience, and preparation for the program. Although leadership experience is not a requirement for entry into the program, aspirants experienced in school management and administration will be given highest priority. Applicants are expected to:

- * Possess a strong professional record reflecting positions of increasing management responsibility and administrative leadership in schools and the potential to achieve even higher levels;
- * Demonstrate a commitment to executive leadership in school administration or related fields consistent with the goals of the program;
- * Demonstrate a desire to have a profound influence and effect on the development of schools and/or school systems; and,
- * Be willing to make a commitment of at least three years of structured learning, self-study and program activity while maintaining high standards of professional performance.

Ed. D. Program of Study:

The program consists of classes forming a leadership core, required research tools classes, field experiences, elective coursework forming a participant's individual plan of study, and dissertation research. All courses are 3 credit hours unless otherwise indicated. The student's major professor and advisory committee will provide guidance, advice, and approval of the student's prerequisite, transfer, and elective coursework.

Leadership Core: (25 credit hours)

EACS 6103 Visionary Leadership in Education
EACS 6203 Instructional Leadership
EACS 6303 Strategic and Financial Planning in Education
EACS 6263 Education and Community Relations
EACS 6503 Ethics in Educational Administration
EACS 6663 Special Education Law
EACS 6693 Educational Technology Leadership
EACS 6920 Superintendent Internship (4 credits)

Research Tools: (15 credit hours)

EACS/EDS 6970 Pro Seminar
EACS 6023 Applied Quant Research Methods in Ed Admin
EACS 6133 Qualitative Inquiry for Practitioners
EACS 6213 Policy Evaluation
EACS 6813 Prospectus Development Seminar

Electives: (15 credit hours)

A minimum of 15 credit hours, as approved by the student's doctoral committee. Six of the 15 elective hours will be used for Administrative/Organizational Theory and Advanced Inquiry, and these courses could be considered "required" depending on each student's doctoral committee, though these are reported as elective hours on a formal Graduate College approved doctoral plan of study. Elective courses will be delivered through the cohort program. Students may opt to take elective courses outside the cohort. All elective courses must be approved by the student's doctoral committee such as EACS 6223 Policy Planning and Analysis.

Dissertation Research: (6 credit hours)

EACS 6980 Doctoral Research

A minimum 95 credit hours of graduate coursework is required for the Ed.D. The 61 credit hours of the Ed.D. cohort program must be supplemented with graduate level transfer hours, either from the student's master's degree program or from post-master's graduate work. Post-master's courses more than five years old may not be transferred.

Additional Credit Hours:

A student who completes the program previously described meets the minimum coursework requirements necessary for the Ed.D. A student may, upon the advice and consent of the doctoral advisory committee, elect additional coursework to supplement his or her professional and scholarly development. These additional hours may be reflected in the student's approved doctoral plan of study.

Course Format:

Cohort courses during fall and spring semesters will be offered by faculty in person traditional at a to be determined location in the OKC Metro area. Coursework may also be delivered synchronous video conf/remote, blended in person synchronous, asynchronous online, or other viable modalities. Two courses will be delivered each fall and spring semester with each course delivered on Wednesday evenings within the traditional 18-week fall and spring semester format typically scheduled from 4:25-7:05 and 7:15-9:55PM. Summer coursework will be offered on a condensed schedule.

Two cohort courses during each summer will be offered by faculty in person in a condensed two-week, 9-day format from 4:30 to 9:30 PM.

Timeline:

August 22, 2022 First semester of coursework begins.

EACS Faculty:

Curt Adams, Ed.D., Professor

Beverly Edwards, Ph.D., Professor

Timothy Ford, Ph.D., Associate Professor, EACS Coordinator Tulsa Campus

William Frick, Ph.D., Professor, Co-EACS Coordinator Norman Campus

Dan Hamlin, Ph.D., Associate Professor

Jeffrey Maiden, Ph.D., Professor, Co-EACS Coordinator Norman Campus

Jenny Sperling, Ph.D., Assistant Professor

More Information:

Graduate College Admission -

http://www.ou.edu/content/admissions/home/requirements/graduate/graduate_admission.html

Cost estimates per year for attending OU as a graduate student can be found at

http://www.ou.edu/bursar/tuition_fees/calculator

Office of the Bursar - <http://bursar.ou.edu/index.cfm>

Financial Aid Services - <http://financialaid.ou.edu/>

Graduate College Funding Opportunities - <http://gradweb.ou.edu/Funding/index.asp>

Contact:

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Norman Area Executive Ed. D. 2022 Cohort Course Projection

Fall 2022

EACS 6103 Visionary Leadership

EACS 6263 Educ Community Relations

Spring 2023

EACS 6303 Strategic Fin Planning

EACS 6713 Pro Seminar

Summer 2023

EACS 6253 Financing Education (elective)*

EACS 6503 Ethics Ed Admin

Fall 2023

EACS 6123 Admin / Org Theory (elective)*

EACS 6023 Applied Quantitative Research Methods

Spring 2024

EACS 6133 Qual Inquiry for Practitioners

EACS 6223 Policy Planning & Dev in Educ (elective)*

Summer 2024

EACS 6203 Instructional Leadership

EACS 6693 Ed Tech Leadership

Fall 2024

EACS 6213 Policy Evaluation

EACS 6920 Supt Internship (2 credits)

Spring 2025

EACS 6970 Mixed Methods Research (elective)*

EACS 6920 Supt Internship (2 credits)

Summer 2025

EACS 6673 Advanced Inquiry (“required” elective)

EACS 6663 Special Education Law

Fall 2025

EACS 6813 Prospectus Development

*NOTE: Cohort elective course titles are subject to change.

(Course dates will be communicated in advance and subject to change under extraordinary faculty circumstance.)

