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ABSTRACT The project report describes the doctoral program for leadership development in vocational education at the Ohio State University. Funded by the Education Professions Development Act, the program provided training in administration, supervision, teacher education, curriculum design and development, vocational counseling, and research to 21 candidates selected from the field of vocational education. A general description of the program provides information about admission criteria, program length, core curriculum, internship practicum, and program evaluation. A 19-page section is devoted to participant data including a brief resume of each of the participants and an annotated listing of the graduates' dissertations. (NJ)

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Final Report

A DOCTORATE PROGRAM FOR LEADERSHIP PERSONNEL IN
VOCATIONAL EDUCATION

A project conducted under a grant from the Office of Education, U.S. Department
of Health, Education and Welfare; OEG 0-70-1945 (721)

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November, 1973

Vocational-Technical Education Faculty

College of Education

The Ohio State University

Columbus, Ohio

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ABSTRACT

A Doctorate Program for Leadership Personnel in Vocational Education

The Doctorate Program in Leadership Personnel in Vocational Education at The Ohio State University was designed to meet the needs for highly qualified personnel in the rapidly expanding field of Vocational Education. Under the EPDA Part F, Section 552, Federal funds were made available to institutions of higher learning to provide graduate programs leading to the doctoral degree in Vocational Education. Candidates were selected from the field of Vocational Education, who exhibited unusual leadership potential, for further training in administration, supervision, teacher education, curriculum design and development, vocational counseling and research.

To meet the diversified needs of both the participants and vocational education the strategy of flexibility was built into the program. Each participant together with his advisor and committee worked out a program best suited to his/her long range career goals. The basic program components consisted of a group of core courses, professionally broadening courses, in-depth courses for specialty preparation, related disciplines, field and internship experiences and courses designed to improve research literacy and competency. Each candidate was examined in these areas by both written and oral general examination upon completion of the work.

Twenty-one participants were involved in the program. Thirteen participants have successfully completed the course work requirements as well as the dissertation for their Ph.D. degree and are now in leadership positions of considerable influence in Vocational Education. Eight of the candidates are still working on their dissertation. Participants who entered the program with a Master's degree or equivalent had a total course load, including credit for internship, of approximately 75 quarter hours. An additional 30-35 quarter hours was required for the dissertation. Those participants who had a Master's

degree upon admission had reasonable assurance of adequate time to complete the Ph.D. program within a three-year period.

Besides the core subjects, each candidate participated in a series of field experiences and two periods of internship. The objectives of the field experiences and internships were to acquaint the participants with a wide variety of institutions and agencies associated with Vocational Education and to provide for in-depth experiences in the candidate's respective specialty.

The evaluation of the program was patterned after the Context Input Process Product (CIPP) Model with emphasis placed upon evaluation as a part of the on-going decision-making process. Other agencies that assisted with evaluation included the Resources Management Corporation (RMC), the Evaluation Center of The Ohio State University, and the United States Office of Education (USOE). The instruments used in evaluation included a questionnaire, on-site visits, course critiques, interaction with advisors and committees and formal written examinations at the end of each quarter.

At the end of the program grant period, all of the twenty-one program participants occupied significant positions of leadership potential in Vocational Education at either the national, state or local level.

INTRODUCTION

One of the critical problems in vocational education over the past decade has been the need for expanded leadership development programs. With the growth in vocational education throughout the nation the demand for qualified administrators, researchers and teacher educators has far outstripped the supply.

The Education Professions Development Act (EPDA) was passed by the U.S. Congress to help meet this persistent need. Under Part F, Section 552 of the Act, funds were made available to selected institutions of higher learning to provide graduate programs leading to the doctoral degree. The programs were designed for selected participants who exhibited unusual leadership potential. The Ohio State University was one of the institutions selected to assist in the development of professional personnel under this Act.

Various aspects of the graduate fellowships which included planning, designing, implementing, operating and evaluating the program, were coordinated and directed through the Vocational-Technical Educational Faculty. During the past three years, participants have received leadership training under this program; and as indicated in the report, they are beginning to have a true impact in Vocational Education leadership throughout the nation.

Robert M. Reese

Project Director

I. OBJECTIVES OF THE PROJECT

The overriding objective of the program was to develop highly qualified leadership personnel in the field of vocational education for positions in administration, supervision, teacher education, curriculum design and development, occupational counseling, and research. Preparation for a leadership role was paramount in the program. More specifically, the objective was to produce a graduate possessing the degree of Doctor of Philosophy, who:

1. Demonstrated the breadth and vision which comes from a broad orientation to all the vocational services and supporting disciplines, and illustrated in his solution to problems a commitment to the interservice approach to vocational education.
2. Manifested the desire to relate vocational education to the total education program.
3. Illustrated and sought the use of multi-disciplinary approaches in solving problems in vocational education.
4. Evidenced progress toward acquiring the knowledge, skills, and experience necessary to assume an aggressive leadership role in the field of vocational education.
5. Demonstrated the development of insights into problems related to administration, supervision, teacher education, curriculum design and development, and research in vocational education, and manifested in depth preparation and experience in at least one of these areas.

*The two philosophical principles guiding the program were: 1) that the core program continue to be comprehensive and include courses from all vocational areas; and 2) that each student be given the opportunity to plan an individual program of leadership development consistent with his/her professional career goals. These objectives are consistent with those described initially in the original proposal.

II. STRATEGY FOR ACHIEVING OBJECTIVES

Each participant was assigned a major advisor. The advisor was drawn from the Vocational-Technical Education Faculty and was frequently from the area of vocational education in which the candidate specialized in his undergraduate and/or Master's training. An advisory committee consisting of four members was also established for each participant. This committee was made up of the participant's major advisor, the project director, and two members drawn from other areas such as school administration, curriculum, guidance, business organization or rural sociology, etc. The project director or assistant director acted as an ex-officio member, and the participant's major advisor served as chairman of the committee. The organizational structure, the role of the personnel and the definition of the areas of responsibility in carrying out the program are shown in the following illustration.

The program for each participant was planned by his/her respective committee after considering the participant's educational background and experiences in the light of their future educational career goals.

THE FORMAL PROGRAM

The formal program of courses for each participant was made up of courses drawn from four groups:

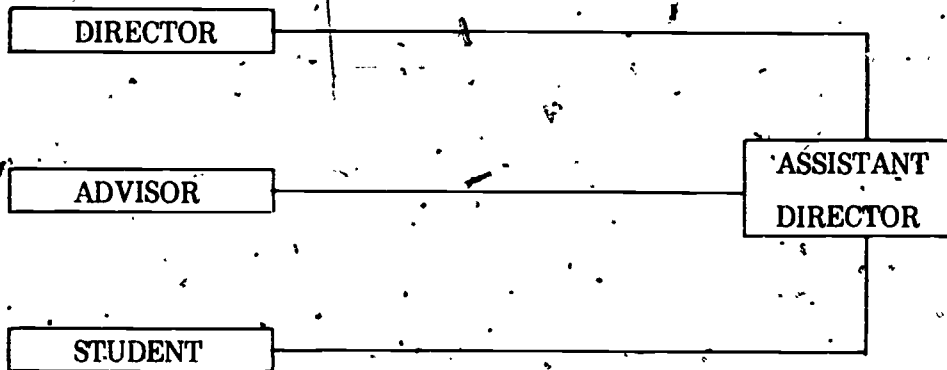
1. Core Courses
2. Research
3. Courses in Area of Leadership Specialization
4. Elective Courses

Each candidate was examined in these areas by both the written and oral general examination upon completion of the work. A brief description of the content of the four groups is described as follows:

Academic Faculty of Vocational-Technical Education

The Ohio State University

Personnel Chart for EPDA Leadership Awards Program.



Responsibilities:

Director - Administer and direct overall program.

Advisor - Advise study relative to course work, exams, dissertation, etc.

Student - Meet program requirements as established by the university and the EPDA proposal.

Assistant Director - Coordinate activities including field experiences, internships, programs, reports, advisory, council, etc.

Core Courses

The purpose of core courses was to provide a sound foundation in vocational education upon which a multi-disciplinary vocational education leadership specialty could be built. The following courses were taken by all participants except in those cases where the course would represent a duplication of previous learning.

Principles of Vocational-Technical Education - Agriculture Education 810

An analysis of evolving concepts of vocational and technical education with emphasis upon principles underlying organization and practice.

Survey of Vocational Education - Education 807

A survey of vocational-technical education, vocational guidance, and industrial arts:

Vocational Education for Out-of-School Youth and Adults - Education 649

Seminar in Vocational Education - Education 925

This continuing seminar, held each Quarter for EPDA participants, was for the purpose of considering new developments in education such as:

- A. Planning - Programming - Budgeting Systems in Education
Systems-Concepts in Education
Information Processing
Design of Instructional Materials Systems Components
Research Management
Public Relations
- B. Coordination and Interpretation of Field Experiences
- C. Discussion of Field Experiences

Coordination Techniques in Vocational Cooperative Education - Education 646

This course provides for an individual study-research approach to deal with a problem in the Vocational-Technical Education area.

Administration and Supervision of Agriculture Education - Agricultural Education 811*

Principles in developing and administering programs in vocational agricultural and extension education with attention to supervisory procedures.

Administration and Supervision of Business Education - Education 802*

Administrative problems in business education related to program, facilities, placement and follow-up of graduates, public relations and federal-state reimbursement.

Operation of Distributive Education Programs - Education 606*

A practical study of the development and operation of distributive education program.

Special Group Study in Home Economics Education - Hm. Ec. 794.09*

Study of problems related to the organization and operation of Home Economics education.

Seminar in Trade and Industrial Education - Education 925.22*

A study of problems related to the organization and operation of the Trade and Industrial Education.

Research Courses

A core of research courses was required of each participant to assure that he/she would be able to use the basic tools of research required of a vocational education leader. While most participants did not have a career goal as a full-time professional researcher, all persons finishing the program should be able to analyze and interpret the sophisticated research of others for its application to their professional position. To achieve this objective, each candidate, was required to take in addition to the above core subjects, the following research oriented courses:

Introduction to Inquiry, Principles, Strategies and Techniques - Education 785 or Agriculture Education 885

Introduction to Inquiry: Quantitative Methods - Education 786 or Sociology 650

Research Design - Agriculture Education 886

Courses in Area of Leadership Specialization

In anticipation that the EPDA participants would go into positions requiring a high level of expertise in some professional leadership area to be practiced within a vocational education context, programs were offered in administration; guidance and evaluation; curriculum design, development and supervision; research; and teacher education. A series of in-depth courses in one of these areas was required of each participant. In some cases, the participant's selection of an area of specialization was delayed so that the experience gained in the core courses and the internship was able to contribute to the selection.

Elective Courses

Each participant had an area of vocational preparation in his undergraduate program. The work at the graduate level continued to build upon the background experiences of each candidate. In addition, courses in disciplines outside of the College of Education, which were consistent with participants' personal, aesthetic, avocational or long range professional interests were selected as electives.

* SUGGESTED SCHEDULE OF CORE COURSES OF
EPDA LEADERSHIP AWARDS PROGRAM*

Autumn 1970

Ag. Ed. 885 (3)
Soc. 650 (5)
Ed. 802 (3)
Ed. 807 (3)

Winter 1971

Internship

Ed. 925.30 (5)
Ed. 693.30 (4)
Ed. 694.30 (3)

Spring 1971

Internship

Ed. 925.30 (5)
Ed. 693.30 (4)
Ed. 694.30 (3)

Summer 1971

Ag. Ed. 810 (3)
Ag. Ed. 811 (3)
Ed. 606
H.E. 794.30 (3)

Autumn 1971

Ed. 649 (3)
Ag. Ed. 886 (3)
Ed. 693.30

Winter 1972

Ed. 925.22 (3)
Leadership Courses*
Apply for Exam

Spring 1972

Internship

Ed. 999 (12)
Write Exam

Summer 1972

Ed. 999 (12)

Autumn 1972

Ed. 799 (12)
Final Exam and Graduation

*These courses were not necessarily taken in the quarter indicated, but were spread throughout the program as class loads and schedules allowed.

NOTES:

1. This was a suggested program that applied to those individuals who needed to take every course in the core.
2. Those who had previously taken a core course, or its equivalent replaced it with a leadership course.

3. If additional leadership courses or additional research time was desired, additional quarters were scheduled for those activities.
4. Seminar in Vocational Education (Ed. 925) was required each quarter. Credit and scheduling was by arrangement for those quarters when participants were not on internships.
5. For those who interned in the Columbus area, it was possible to enroll for an additional evening class during the internship.

CRITERIA FOR ADMISSION

Applicants for the program were required to meet the following admission requirements:

1. Have a minimum of two years of teaching experience in some area of vocational education

~~or~~

Be employed in some phase of vocational education.

or

Be certified in some area of vocational education and be reasonably assured of employment upon completion of the program.

2. Hold a Bachelor's degree or a Master's degree in one area of vocational education. Applicants with the Master's degree or equivalent were given preference.
3. Meet the minimum admission requirements as established by the Graduate School.
4. Be committed to a three-year education program.
5. Be recommended by his/her state director of vocational education as one who has high leadership potential and desires a leadership career.

Priority was given to applicants from minority groups; also, the selection process sought to obtain representatives from both the secondary and post-secondary levels as well as a reasonable representation of applicants from each vocational service area.

LENGTH OF PROGRAM

For participants who entered the program with a Master's degree or equivalent, the total course load, including credit for internship, was approximately 75 quarter hours. An additional 30-35 quarter hours was required for the dissertation. A minimum of 90 credit hours including the dissertation is required by the Graduate School for the Ph.D. degree. Students who entered the program below the Master's degree level were required to take up to 50 quarter hours of additional course work. Those participants who had a Master's degree upon admission had reasonable assurance of adequate time to complete the program and to receive their Ph.D. degree within a three-year period. Those who entered with less than a Master's degree required additional time.

III. INTERNSHIP PRACTICUM AND RESEARCH

Each participant had a series of field experiences and two periods of internship. The objective of the field experiences was to acquaint the participants with a wide variety of institutions and agencies that had relevance to vocational education. The field experiences were planned by the project director and the assistant director, and scheduled during those periods when participants were on campus in course work, and coordinated through the quarterly seminar mentioned previously. The candidates' primary function in this program was to observe and gather information. The following kinds of agencies and institutions participated in this part of the program:

Curriculum Materials Center

Labor Department

Center for Adult Education

Manpower Programs

Post-Secondary Technical Institutes

Junior Colleges, Community Colleges and Universities

Center for Human Resources

Telecommunications Center

Education Research Information Center (ERIC) for Vocational and Technical Education

INTERNSHIP EXPERIENCES

The Internship was a full-time experience and each participant was responsible for carrying out assigned tasks. The internship was divided into an early and a final phase.

The early phase of the internship experience was obtained in the first year of the program and was of two quarters' duration. Each participant spent at least four weeks, full-time, in a minimum of three of the following cooperating institutions or agencies:

Division of Vocational Education, Ohio State Department of Education

Center for Research and Leadership Development in Vocational and Technical Education

Joint Vocational School and/or Technical Institute

Community College and/or MDTA Residential School

Inner-City School and Inner-City School Administration

Comprehensive High School including Single County School Unit

The purpose of the early internship was to give each participant in-depth experience in a variety of institutions or agencies involved in vocational education which are outside the experiences that the participant brought with him. This early full-time, in-depth experience provided the individual with insight for further on-campus course work as well as verification of interests in his/her professional career goal. Information gained also could be utilized in the preparation of the dissertation.

A final internship experience of one or more quarters' duration was provided on a full-time basis near the end of the program. This last internship was given after the general comprehensive examination. The fulfillment of the internship and the completion of the dissertation became the culminating experience of the EPDA program for the

individual. The purpose of this final internship phase was to provide the individual with as much on-the-job training as possible under the guidance and direction of a highly competent person in the area. During this final internship period the participants attended weekly evening seminars held on the main campus. A number of dissertation topics and data came from this internship experience.

RESEARCH

An orientation toward research was built into the program in a number of ways. A series of courses in research design were included in the list of core courses taken early in the program by each participant. The continuing seminar and other seminar sessions were also research related. Each participant selected his/her dissertation topic and carried the work out through a research oriented method. Where it was found that additional courses in statistics, research design and related areas were needed, these were provided.

IV. PROGRAM EVALUATION

The evaluation of the project was patterned after the Context Input Process Product (CIPP) model with emphasis placed upon evaluation as a part of the on-going decision-making process. An external evaluation of the project was conducted during one of the years by Resources Management Corporation (RMC). This particular evaluation included both extensive questionnaires and an on-site visit. A response was also made to a request for a critique of evaluation instruments from the U.S. Office of Education.

The in-process evaluation of the program was planned in cooperation with the Evaluation Center at The Ohio State University. Much of the information input came as a result of the interaction between the project staff and the participants during the regular weekly seminars and meetings with advisors. Additional assessment of the program was also made by the advisory council.

A formal evaluation session was held at the end of each third quarter in which all participants, members of the project staff, selected individuals from the cooperating

agencies, and the advisory committee participated. The purpose of the formal assessments was to determine the progress being made, the effectiveness of the training provided, and to consider any needed modifications.

For the purpose of assessment of the post-program results, an evaluating committee of three members has been proposed. The charge to the committee will be to make a comprehensive follow-up of the graduates and to submit a formal evaluation of the EPDA program to the Dean of the College of Education at The Ohio State University.

TABLE 1. EPDA DOCTORAL GRADUATES

NAME	ENTERED EPDA	GRADUATION DATE
James H. Broadbent 3300 Vernon Avenue Elkhart, Indiana 46514	July 1970	August 1972
John E. Gump 904 Tulip Tree House Bloomington, Indiana 47401	July 1970	August 1972
August W. Korb 1129 Second Avenue Havre, Montana 59501	July 1970	June 1972
Alberta Luther 1017 Ruhlman Avenue Portsmouth, Ohio 45662	July 1970	June 1972
Joan McFadden Home Economics Department Purdue University West Lafayette, Indiana 47907	July 1970	August 1972
Fred Mack, Jr. 4 Crest South O'Fallen, Illinois 62269	Sept. 1970	August 1973
John E. Miller, Dean Two Year Program Siena Heights College Adrian, Michigan 49221	Sept. 1971	June 1973
Donald R. Neff 2097 Sumac Loop, North Columbus, Ohio 43229	July 1970	August 1972
Wade H. Reeves, Trng. Officer International Institute for Tropical Agriculture Postal Mail Bag 5320 Ibadan, Nigeria	July 1970	June 1972

Table 1 (continued)

NAME	ENTERED EPDA	GRADUATION DATE
<p>Adam Sponaugle, Coordinator of Instruction James Rumsey Vocational Center Martinsburg, West Virginia 25401</p>	July 1970	August 1972
<p>John Stallard University of Tennessee Knoxville, Tennessee 37916</p>	July 1970	August 1972
<p>Louis C. Thaxton, Specialist Community and Resource Development University of Maryland, E. Shore Princess Anne, Maryland 21853</p>	July 1970	June 1973
<p>Lucille Wright University Tower Cleveland State University Cleveland, Ohio 44115</p>	July 1970	Sept. 1971

TABLE 2. DOCTORAL STUDENTS STILL ENROLLED IN THE EPDA PROGRAM.

NAME	ENTERED EPDA	ADVANCED TO CANDIDACY	EXPECTED GRAD. DATE
Charlotte Boyd 3817 Ridgewood Rd. Columbus, Ohio 43220	Oct. 1971	February 23, 1973	August 1974
Arlington W. Chisman, Jr. 2150 F. North 4th Street Columbus, Ohio 43201	Sept. 1972	December 7, 1973 est.	June 1974
Allen Fousek 321 Tollis Parkway 391 Broadview Heights, Ohio 44147	March 1972	February 21, 1973	June 1974
Vernon D. Luft, State Supervisor Agriculture Education State Department State Capitol Helena, Montana 59601	July 1972	July 19, 1973	June 1974
Larry J. McWard Florida State University Vocational Education Division Tallahassee, Florida 32306	July 1970	May 9, 1972	June 1974
Larry F. Rathbun 281 Hathway Avenue San Luis Obispo California 93401	July 1972	July 25, 1973	June 1974

NAME	ENTERED EPDA	ADVANCED TO CANDIDACY	EXPECTED GRAD. DATE
Roger D. Roediger Ohio State University Agriculture Education 2120 Fyffe Road Columbus, Ohio 43210	July 1970	March 1972	June 1974
Richard Smith 4438 Mobile Drive, Apt. 215 Columbus, Ohio 43220	Jan. 1973	December 7, 1973 est.	June 1974

V. PARTICIPANT DATA

GRADUATES

The following pages represent a brief resume for each participant in the EPDA program, including name, age, sex, previous position, area of expertise, type of degree, and group affiliation.

1. NAME	BROADBENT, JAMES H.
AGE	45
SEX	Male
PREVIOUS POSITION	Teacher Coordinator Industrial Cooperative Training Elkhart High School
AREA OF EXPERTISE	Industrial Education
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	Elkhart Community Ed. Assoc. Indiana State Teachers Assoc. NEA; AVEA; Indiana Ind. Arts Assoc. IVEA; Indiana Ind. Coop. Trng. Coord. Assoc.
PRESENT POSITION	Assistant Superintendent for Vocational Education Elkhart Public Schools Elkhart, Indiana
2. NAME	GUMP, JOHN E.
AGE	36
SEX	Male
PREVIOUS POSITION	Instructor Supervisor Shippensburg State College, Pennsylvania
AREA OF EXPERTISE	Business Education

Participant Date - Graduate (Continued)

	Vocational Education
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	AVA; NBEA; EBEA; EBTA; Pen State Ed. Assoc; American Assoc. of University Prof.; Pen Bus. Ed. Assoc.
PRESENT POSITION	Delaying employment while wife completes degree work at another university
3. NAME	KORB, AUGUST W.
AGE	38
SEX	Male
PREVIOUS POSITION	Asst. to Dean Voc. Tech. Northern Montana College Havre, Montana
AREA OF EXPERTISE	Building Construction Voc. Ed. Administration Voc. Teacher Training
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	AVA; Montana Voc. Assoc; AIAA; Nat. Assoc. Ind. and Technical Teacher Ed.; Phi Delta Kappa
PRESENT POSITION	Assistant Professor of Voc. Ed. Northern Montana College Havre, Montana
4. NAME	LUTHER, ALBERTA
AGE	55
SEX	Female
PREVIOUS POSITION	Teacher COE Coordinator Portsmouth School Board Portsmouth, Ohio
AREA OF EXPERTISE	Business Office Education Supervision
TYPE OF DEGREE	Ph.D.

Participant Data - Graduate (Continued)

GROUP AFFILIATION	Phi Beta Kappa; Delta Pi Epsilon; NEA; OEA; OVA; AVA; Office Ed. Assoc; Business & Prof. Woman's Club; Portsmouth City Teacher's Assoc.
PRESENT POSITION	Supervisor of Business and Office Education Scioto County Joint Vocational Center Lucasville, Ohio
5. NAME	McFADDEN, JOAN
AGE	39
SEX	Female
PREVIOUS POSITION	Teacher - Dept. Chairman Beaverbrook Schools Xenia, Ohio
AREA OF EXPERTISE	Vocational Education Home Economics Education
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	Alpha Lambda Delta, Kappa Delta P., Omicron Nu; AHER; OHEA; AVA; OVA; NEA; OEA; WOEa; BCTA; Dayton HEA
PRESENT POSITION	Vocational Home Economics Teacher Educator Purdue University Lafayette, Indiana
6. NAME	MACK, FRED JR.
AGE	53
SEX	Male
PREVIOUS POSITION	Teacher Trainer Miss. State Dept. Of Vocational Education Manpower Branch
AREA OF EXPERTISE	Vocational Education

Participant Data - Graduate (Continued)

Guidance
Teaching
Health Occupations

TYPE OF DEGREE:

Ph.D.

GROUP AFFILIATION

Phi Delta Kappa
Miss. Guidance Association
Miss. Junior College Counselor's
Assoc.; AVA

PRESENT POSITION

Assistant Professor of Occupational
Education
Southern Illinois University
Carbondale, Illinois

7. NAME

MILLER, JOHN E.

AGE

31

SEX

Male

PREVIOUS POSITION

Supervisor Vocational programs
Cleveland Public Schools
Cleveland, Ohio

AREA OF EXPERTISE

Business and Distributive Ed.
Supervision
In-service Training

TYPE OF DEGREE

Ph.D.

GROUP AFFILIATION

AVA; QVA; OBTA

PRESENT POSITION

Dean of Two Year Programs
Siena Heights College
Siena Heights Drive
Adrian, Michigan 49221

8. NAME

NEFF, DONALD R.

AGE

40

SEX

Male

PREVIOUS POSITION

Trade and Industrial Cooperative
Coordinator
Kettering Board of Education
Kettering, Ohio

Participant Data - Graduate (Continued)

AREA OF EXPERTISE Industrial Education
TYPE OF DEGREE Ph.D.
GROUP AFFILIATION Phi Delta Kappa
OVA; AVA
PRESENT POSITION Supervisor, Vocational Programs
in Correctional Institutions
Ohio Youth Commission
Ohio Division of Corrections
Ohio State Voc. Ed. Dept. and
Ohio State University

9. NAME REEVES, WADE H.
AGE 44
SEX Male
PREVIOUS POSITION Area Extension Specialist
Ebolowa, Cameroun
AREA OF EXPERTISE Agricultural Education
Ag. Ed. Administration
TYPE OF DEGREE Ph.D.
GROUP AFFILIATION Society for International
Development, Pilot Assoc.
PRESENT POSITION Training Officer
International Inst. For
Tropical Agriculture
Ibadan, Nigeria

10. NAME SPONAUGLE, ADAM
AGE 30
SEX Male
PREVIOUS POSITION Teacher
Hedgesville High School
Hedgesville, W. Virginia
AREA OF EXPERTISE Agricultural Education
TYPE OF DEGREE Ph.D.

Participant Data - Graduate (Continued)

GROUP AFFILIATION	AVA; OVA
PRESENT POSITION	Coordinator of Instruction James Rumsey Vocational- Technical Center Martinsburg, West Virginia
11. NAME	STALLARD, JOHN
AGE	35
SEX	Male
PREVIOUS POSITION	Teacher and Supervisor of Virginia Manpower Training
AREA OF EXPERTISE	Vocational-Technical Education Business Education and Office Administration
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	Virginia Education Association Virginia Vocational Association Manpower Teacher's Association AVA; NEA
PRESENT POSITION	Assistant Professor, Business Education and Office Administration University of Tennessee Knoxville, Tennessee
12. NAME	THAXTON, LOUIS C.
AGE	46
SEX	Male
PREVIOUS POSITION	Vocational Education Specialist Department of Education Siapan, Mariana Islands
AREA OF EXPERTISE	International Vocational and Technical Education Administration
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	

Participant Data - Graduate (Continued)

PRESENT POSITION	Specialist, Community and Resource Development University of Maryland Princess Ann, Maryland
13. NAME	WRIGHT, LUCILLE
AGE	48
SEX	Female
PREVIOUS POSITION	Teacher Educator University of Northern Iowa
AREA OF EXPERTISE	Distributive Education and Office Education
TYPE OF DEGREE	Ph.D.
GROUP AFFILIATION	Iowa Voc. Assoc.; NEA; IBEA; AVA, Life Member; NCBEA; AAUP; IOEA; IDETA; CDTE; AAUW
PRESENT POSITION	Associate Professor of Vocational Business Education Cleveland State University Cleveland, Ohio

DISSERTATIONS OF GRADUATES

As of this publication date, thirteen EPDA fellows have completed the Doctor of Philosophy degree requirements while participating in the leadership program. The research and dissertation requirement of the Ph.D. program was a valuable part of the participant's development.

The following listing gives the dissertation author, title, and a brief description of the content of each research study.

1. Author: Broadbent, James H.

Dissertation Title: "A Study of the Relationship Between Correctional Education and Training of Inmates and Their Parole Success"

This study examined the rehabilitation effects of vocational education on inmates in correctional institutions. The relationships between parole success of inmates and the type of training received while in the institution were analyzed.

2. Author: Gump, John

Dissertation Title: "An Analysis of the Changes in Business Education in the Public Senior High Schools of Ohio Since the Passage of the Vocational Education Act of 1963"

This study identified and described changes in course offerings, enrollments, teacher qualifications, facilities, equipment and class patterns in business education in the public senior high schools of Ohio since the passage of the Vocational Education Act of 1963. The study utilized records of the Ohio State Department of Education, and utilized questionnaires and personal interviews. Documented changes are discussed in the conclusions.

3. Author: Korb, August

Dissertation Title: "A Study of Selected Practices in the Use of Advisory

Committees, Community Surveys and Placement Services in Trade and Industrial Education Programs in Ohio "

The purpose of this study was to investigate the relationship between the manner and extent to which school districts used vocational advisory committees, school placement services and community surveys to determine community needs for vocational education graduates. A questionnaire was used to secure data for testing the hypotheses. Findings suggest that there is a significant relationship between having active advisory committees and the accuracy of interpreting community needs.

4. Author: Luther, Alberta W.

Dissertation Title: "An Evaluation of Supervisory Tasks in Vocational Business and Office Education "

The objective of this study was to assist Business and Office Education Supervisors at the local level by identifying key supervisory tasks and comparing teachers and supervisors' perception of their importance.

5. Author: McFadden, Joan

Dissertation Title: "A Comparison of Methods of Preparing Youth for Employment: Co-operative Vocational Education vs. In-School Vocational Education "

This study compares secondary student's competencies and abilities as developed in four vocational home economics food service programs in Ohio. In three programs the students are prepared through related instruction in school and on-the-job experience in business and industry, and in the fourth program the students receive major portions of their preparation in school.

6. Author: Mack, Fred D., Jr.

Dissertation Title: "Identification and Analysis of the Current Issues in Health Occupations Education " 1973

The purpose of this study was to analyze the opinions of health occupation leaders about relevant issues in health occupations education and to determine the importance of these issues in affecting operating procedures.

7. Author: Miller, John E.

Dissertation Title: "The Comparative Effectives of Data Processing Programs in Proprietary and Public Post-secondary Institutions "

The effectiveness of data processing training programs was established by a score accumulated from measures of student placement, starting wages, employer evaluation of workers, and worth of training program as perceived by the student. The specific hypothesis tested was that data processing programs in proprietary schools are more effective than comparable programs in public institutions.

8. Author: Neff, Donald

Dissertation Title: "Vocational Education in States and Federal Adult Correctional Institutions in the United States "

The rehabilitation and training effectiveness of correctional institutions of the United States are frequently under scrutiny. The purpose of this study was to determine the current status of vocational education in correctional institutions. The material presented in the conclusions and recommendations should be of particular interest to those charged with planning educational programs in correctional institutions.

9. Author: Reeves, Wade H.

Dissertation Title: "Church-Related Programs in Agricultural Education in Cameroun and Uganda, Africa "

A complete picture of the factors contributing to the agricultural development of the less developed countries cannot be obtained without considering the work of the church in this area. The major purpose of the study was to identify in literature the conspicuous involvement of the Christian church in agricultural education in Cameroun and Uganda. The dissertation deals with such items as the reasons for involvement, goals, programs, cost and financing, and possible effects and accomplishments.

Dissertation of Graduates (Continued)

10. Author: Sponaule, Adam

Dissertation Title: "Attitudes of Guidance Counselors Regarding Vocational Education"

This study identifies and describes the attitudes of guidance counselors regarding the value they place on vocational education in the secondary school.

11. Author: Stallard, John

Dissertation Title: "A Model for the Evaluation of the MDTA Skill Center Clerk-Stenographer Program for Appalachia"

The objective of the study was to establish a model for use in the evaluation of Manpower Development and Training (MDTA) program effectiveness. Four main components of the model included objectives, trainees, trainee evaluation and employer evaluation the design of the study utilized survey instruments and personal interviews.

12. Author: Thaxton, Louis

Dissertation Title: "Youth with Special Needs in the Columbus Public Schools"

A major concern of the Vocational Education Act of 1963 and its subsequent amendments was to increase the efforts towards reaching the disadvantaged and handicapped groups in society. This study attempts to identify social groups with special needs, describe some of their problems, and describe the results of these problems on the community.

13. Author: Wright, Lucille E.J.

Dissertation Title: "A Sociometric Study, Through Hystriomism, of the Relative Impact of Physical Attractiveness on the Employment Probability of Office Personnel"

The purpose of this study was to determine to what extent physical attractiveness played a role in employability and to what degree the Cooperative and Intensive Office Education teachers concurred with the personnel director's decision to hire certain people and not others. The study was carried out in Cleveland, Ohio, through the use of video tape technique of portraying four applicants applying for positions as clerk-typists. Skill and attractiveness were the variable manipulated through the video tape technique.

PRESENTLY ENROLLED STUDENTS

1. NAME	BOYD, CHARLOTTE
AGE	29
SEX	Female
PREVIOUS POSITION	Intern Director - Home Economics Greene Vocational School Xenia, Ohio
AREA OF EXPERTISE	Vocational Education Home Economics Education
TYPE OF DEGREE	Working towards Ph.D.
GROUP AFFILIATION	AVA; Life Membership; Ohio Vocational Association American Home Economics Association Phi Upsilon Omicron
PRESENT POSITION	EPDA Participant
2. NAME	CHISMAN, ARLINGTON W., Jr.
AGE	41
SEX	Male
PREVIOUS POSITION	Teacher and Dept. Chairman Hampton City Schools Hampton, Virginia
AREA OF EXPERTISE	Trade and Industrial Education Electronics Ed. Administration
TYPE OF DEGREE	Working towards Ph.D.
GROUP AFFILIATION	AVA; AIAA
PRESENT POSITION	EPDA Participant
3. NAME	FOUSEK, ALLEN
AGE	42
SEX	Male

Presently Enrolled Students (Continued)

TYPE OF DEGREE	Working toward Ph.D.
GROUP AFFILIATION	AIAA; AVA
PRESENT POSITION	Vocational Education Department Florida State University Tallahassee, Florida
6. NAME	RATHBUN, LARRY P.
AGE	32
SEX	Male
PREVIOUS POSITION	Assistant Professor California Polytechnic State University
AREA OF EXPERTISE	Agricultural Education
TYPE OF DEGREE	Working towards Ph.D.
GROUP AFFILIATION	Nat. Voc. Ag. Tchrs. Assoc. California Teachers Assoc. State Employees Assoc; AATEA; DeTolosa 4-H Club
PRESENT POSITION	Assistant Professor Agricultural Education Department California Polytechnic State Collge San Luis Obispo, California
7. NAME	ROEDIGER, ROGER D.
AGE	41
SEX	Male
PREVIOUS POSITION	Vocational Agriculture Instructor Lincolnview Local Board of Education Route 1 Middle Point, Ohio 45863
AREA OF EXPERTISE	Agricultural Education Adult Education
TYPE OF DEGREE	Working towards Ph.D.
GROUP AFFILIATION	AVA
PRESENT POSITION	Department of Agricultural Education Ohio State University

Presently Enrolled Students (Continued)

8. NAME	SMITH, RICHARD L.
AGE	30
SEX	Male
PREVIOUS POSITION	Teacher Granville High School Granville, Ohio 43023
AREA OF EXPERTISE	Business Education
TYPE-OF DEGREE	Working towards Ph.D.
GROUP AFFILIATION	Delta Pi Epsilon
PRESENT POSITION	EPDA Participant

VI. SUMMARY.

In addition to meeting the basic requirements for the doctor's degree at The Ohio State University, the program included the following special features and provisions for each participant.

- a. Core courses in vocational education
- b. Courses designed to give each participant contact with each vocational area
- c. In-depth courses in the participant's leadership specialization
- d. Course contacts with related areas and disciplines depending upon the needs and interests of the participant
- e. Flexibility in programs and structure to help meet candidates' long-term educational career goals
- f. Field and internship experiences in several different types of settings
- g. Opportunity to carry out research through the resources of the university to improve research competency
- h. Feedback information from the on-going CIPP evaluation process

The EPDA program brought together a number of individuals with a rich background of diversified vocational and educational experiences. An assembly of this kind provided an unusually ideal opportunity for an exchange of ideas among the members of the group. The synergistic value of the group interaction was experienced and evident in many of the group discussions, seminars, and cooperative program planning sessions.

Practically all of the candidates shown in the personal data section have obtained leadership positions with a considerable potential for influencing the quality of vocational education. Placement in these significant positions has been made possible by their completion of a graduate program in vocational education leadership. By the placement criterion alone, the federal investment in EPDA programs of this type seems to be justified.