EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 6901   Instructional Leadership Beyond the Classroom   3 s.h.
Teacher leaders will lead both from within their own classrooms and beyond, therefore it will be important to equip candidates with the knowledge and skills that will assist them in any leadership situation they may face. Candidates will be introduced to the theory and practice of teacher leadership in order to assist in building teacher commitment, teacher efficacy, teaching competence, and instructional practices. There will be an additional emphasis on developing teacher leaders, specifically in the areas of adult learning principles, reflective practice, and professional learning communities. Candidates will be introduced to the importance of self-directed teacher professional development, taking on leadership roles at school, district, state, and national levels, as well as learning how to lead in both formal and informal ways.

EDAD 6903   Building Capacity of Adult Learners   3 s.h.
Learning is an extended, intricate, and lifelong process. Adult learners have a unique way of learning, one that varies from learning done in primary grades. As such, teacher leaders will need to have strong command of adult learning principles to effectively collaborate with others and assist adults in their own professional development. A study of current theories and research in the areas of social cognition, human development, interpersonal relationships, group processes, and motivation will assist candidates in meeting the needs of the adults they will work with. This course will be particularly helpful to those who mentor, lead professional development sessions, serve on building or district leadership teams, and participate in professional learning communities.

EDAD 6905   Culturally Responsive Teaching and Learning   3 s.h.
Educational leaders must practice professional, ethical values of equity, integrity, honesty, fairness, and dignity. The purpose of this course is to build candidate knowledge and skills in the area of culturally responsive leadership. Candidates will develop the ability to promote collaboration with faculty, administration, families, and community members and partners. This course will help candidates lead in culturally competent ways in order to make necessary changes in curriculum, culture, and school policies and practices. Additionally, candidates will learn how to assist others in providing individual learning opportunities for students where diverse perspectives are welcomed in addressing challenges.

EDAD 6906   Data-Coaching and Decision Making   3 s.h.
The purpose of this course is to provide candidates with the knowledge and skills to understand and utilize data to identify school improvement needs and make informed decisions in making change. Specifically, the course will provide opportunity for candidates to learn the nature of multiple data sources to identify patterns, trends, and improvement needs, conduct descriptive analysis, monitor and correct progress, and assist in developing high quality assessments. Candidates will experience authentic data-driven decision making by accessing state, district, school, and a variety of other relevant data resources to conduct descriptive and inferential analysis of trends and needs.

EDAD 6915   Learning, Teaching, and Instructional Leadership   3 s.h.
Leadership behaviors and expectations intended to build teacher commitment, increase teaching competence, and improve the learning climate of students. The importance of and role that adult development and learning play in teacher leadership regarding curriculum and instruction decisions are stressed.

EDAD 6933   Educational Leadership and Organizational Change   3 s.h.
This course reviews, examines, and critiques significant theories, research, and professional practice related to school leadership. This course reviews the main research, theories, and practices that have been proven to facilitate effective organizational leadership. Change theory and processes will be studied to acquire knowledge and skills that will aid the development, implementation, and evaluation of a continuous, responsive, sustainable, data-based school improvement process. This course examines the concept of educational change, the role of school leaders as agents of change, and alternative change models and strategies, including the importance in attaining outcomes intended when introducing new initiatives.

EDAD 6936   Culturally Responsive Leadership   3 s.h.
This course examines culturally responsive pedagogy (CRP), which is a philosophy to facilitate student engagement and academic success by incorporating student cultures, experiences, and identities into the curriculum so that students and teachers can become co-creators of classroom knowledge.

EDAD 6947   School Building Operations and Management   3 s.h.
Theories of leadership and schooling that provide future principals with guides for action and behavior will be presented. Theories that shape personal decision-making processes that build schools as learning communities will be presented.

EDAD 6948   Data Driven School Improvement and Program Evaluation   3 s.h.
This course examines the integral impact data-informed decision management has on educational accountability and the efficacy of program initiatives that facilitate standards for improvement in the classroom, building, and district level. Comprehensive data retrieval, analysis, and interpretation are invaluable to promote equitable and culturally responsive leaders who foster not only school improvement, but also a climate where accountability for students reaches further than academic performance.

EDAD 6949   Legal and Ethical Issues in Public Administration   3 s.h.
Reviews the legal foundation of schools and educational policy through the review of cases, statues, and constitutional provisions affecting the operation of elementary and secondary schools in the United States and explores the relationship between legal, ethical, and political issues in public administration. Acquaints educators with professional norms and ethical as well as legal standards, and means of identifying, evaluating, and making legal and ethical decisions, and modeling such behavior communicating and cultivating legal and ethical behavior in others.

EDAD 6952   School Finance and Budget Planning Processes   3 s.h.
This course focuses on an analysis of school funding on a state and local level. School budgeting, site-based management, and school business practices are major topics. An action research project is part of the course requirement.

EDAD 6954   Community Engagement and Collaborative Partnerships   3 s.h.
Within this course, candidates will explore, study, examine, and practice skills, which illustrate the role strategic marketing can play in building community support for schools and their programs. Within this context, candidates enrolled in this course will develop leadership perspectives that support school community collaboration and partnerships.

EDAD 6975   Introduction to Administration Clinical Experience   3 s.h.
Designed to expand candidate's knowledge of the nature, characteristics and demands associated with school administration and provide opportunity to develop skills and dispositions needed for administrative responsibilities. Includes focused field experiences embedded in various courses throughout the program. Requires candidates to perform a particular administrative function in school and community settings.
Prereq.: Completion of five of the following courses EDAD 6915, EDAD 6931, EDAD 6933, EDAD 6947, EDAD 6949, EDAD 6954, and EDAD 6955.

EDAD 6993   Special Topics in Educational Administration   1-4 s.h.
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Prereq.: Admission to master's degree program in educational administration.

EDAD 7012   Technology Leadership and Organizational Change   3 s.h.
The role of a leader is to construct a vision for the appropriate use of technology and provide needed supports and resources for all stakeholders to meet it. The new pedagogy for digital natives must shift from the teacher teaching how to operate specific technology or applications to using technology to facilitate a deeper understanding and knowledge. The pedagogical shift to leveraging technology as a tool for learning facilitation, requires a leader who is willing to support his/her stakeholders throughout the change process. Effective technology initiatives are not device centric, but people centric, as they are the ones who create the environment for learning. This course explores how a culture of change will replace traditional technology use and pedagogy with technology integrated throughout the culture and aligned to standards and essential conditions as defined by the International Society for Technology in Education.

EDAD 7018   School Discipline and Student Support Services: Policies, Programs and Prevention Strategies   3 s.h.
Examines school discipline and youth problems that threaten student health, welfare, and safety and research-proven school programs for addressing such problems. Emphasizes the role of school leaders in developing and implementing comprehensive policies and student support programs.

EDAD 7019   Special Education Law and Policy   2 s.h.
Provides an introduction to schools as political systems and the values that shape educational politics and policymaking. Examines the concept of educational change, the role of school leaders including the importance of implementation in attaining outcomes intended when introducing new initiatives. Uses special education law as vehicle for exploring change in educational policy and practice. Reviews the rights of pre and elementary and secondary students with disabilities to a free and appropriate education through an examination of state and federal laws, regulations, guidance documents and judicial interpretations of the Individual with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Explores issues of eligibility and evaluation; IEP development and student placement in LRE settings; related, assistive technology, and transition services; student discipline and behavior management; means of conflict or dispute resolution including mediation and due process hearings; as well as remedies available to parents for non-compliance under IDEIA.
Prereq.: Admission to the Master's in Educational Administration Program.

EDAD 7020   Human Resource Leadership   3 s.h.
This course provides an in-depth examination of policies and practices designed to reconcile the interests of organizations (schools) and stakeholders (staff, faculty, and community). Topics include professional and staff development, equal employment, positions description, recruitment, selection, performance appraisal, removal, compensation, and emerging human resource issues.

EDAD 7022A   Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)   1-4 s.h.
Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks. May be repeated for credit to fulfill program requirements.

EDAD 7022B   Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)   1-4 s.h.
Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks. May be repeated for credit to fulfill program requirements.

EDAD 7024   Collective Bargaining and Systems Issues in Human Resources Administration   3 s.h.
Human resources issues from the central office perspective. Statutory, regulatory, and political contexts for public sector collective bargaining. Conceptual and experiential treatment of traditional and interest-based bargaining. Approaches to human resources policy development. Grievances and management of written agreements.

EDAD 7025   Educational Governance: Advanced Law and Policy Seminar   3 s.h.
Explores emergent legal developments affecting P-12 education systems and the role and limits of the law in promoting educational emergent reform. Reviews social science literature on governance issues and factors that affect the nature, degree, and rate of organizational compliance.

EDAD 7026   Technology and Facilities for Learning Organizations   3 s.h.
Due to increasing demands upon the educational facilities by the instructional use of technology and the need to prepare students for the world of work, facility management and integration of technology into the facility are examined.

EDAD 7035   The Superintendency and Evolving Ways of Looking at Leadership   3 s.h.
This course examines the role of superintendent in the administration of schools. Students will study leadership in complex social organizations so that they can apply current theory and research to their roles in complex, chaotic, educational environments.

EDAD 7040   Clinical Practice for the Administrative Specialist   3 s.h.
Candidates for administrative specialist licenses in areas of curriculum, instruction, and professional development or pupil services administration develop an individualized clinical plan and complete a set of tasks and an integrated project aligned with professional standards under the guidance of an appropriately licensed cooperating administrator.

EDAD 7050   Clinical Experience: Superintendency   1 s.h.
Candidates for the superintendency license are required to complete four tasks from the master syllabus at the district-wide level, supervised by a school superintendent. Major components are the complete analysis of the financial structure of the candidate's school district and a system-level integrated project.

EDAD 7050A   Clinical Experience: Superintendency   1 s.h.
Candidates for the superintendency license are required to complete four tasks from the master syllabus at the district-wide level, supervised by a school superintendent. Major components are the complete analysis of the financial structure of the candidate's school district and a system-level integrated project.
Prereq.: Completion two years experience in a building-level administrative capacity or equivalent.

EDAD 7050B   Clinical Experience: Superintendency   1 s.h.
Candidates for the superintendency license are required to complete four tasks from the master syllabus at the district-wide level, supervised by a school superintendent. Major components are the complete analysis of the financial structure of the candidate's school district and a system-level integrated project.
Prereq.: Completion of two years experience in a building-level administrative capacity or equivalent.

EDAD 7060A   Clinical Experience: Health and Human Services   1 s.h.
The clinical practice for Health and Human Service Leaders is an intensive, 21-week, field-based experience that expands the candidate's awareness of the nature, characteristics and demands associated with senior leadership roles in HHS organizations. It provides an opportunity to apply administrative theories, concepts, and best practices under the mentorship of a veteran on-site administrator and a university supervisor. The experience, broken down into three 7-week terms, involves the completion of a series of administrative and leadership competencies spanning different areas of organizational operations aligned with the National Education Leadership Preparation (NELP) Standards.To satisfy the Ed.D. Clinical requirement, HHS candidates must enroll in EDAD 7060 for three 7-week terms. EDAD 7060 is denoted with an A or B depending on whether it appears in the 1st seven weeks or the 2d seven-weeks of the Fall, Spring or Summer Semester.
Prereq.: EDAD 8122, EDAD 8125, EDAD 8130, EDAD 8135, EDAD 8142, EDAD 8140, EDAD 8155, EDAD 8102.

EDAD 7060B   Clinical Experience: Health and Human Services   1 s.h.
The clinical practice for Health and Human Service Leaders is an intensive, 21-week, field-based experience that expands the candidate's awareness of the nature, characteristics and demands associated with senior leadership roles in HHS organizations. It provides an opportunity to apply administrative theories, concepts, and best practices under the mentorship of a veteran on-site administrator and a university supervisor. The experience, broken down into three 7-week terms, involves the completion of a series of administrative and leadership competencies spanning different areas of organizational operations aligned with the National Education Leadership Preparation (NELP) Standards. To satisfy the Ed.D. Clinical requirement, HHS candidates must enroll in EDAD 7060 for three 7-week terms. EDAD 7060 is denoted with an A or B depending on whether it appears in the 1st seven weeks or the 2d seven-weeks of the Fall, Spring or Summer Semester.
Prereq.: EDAD 8122, EDAD 8125, EDAD 8130, EDAD 8135, EDAD 8142, EDAD 8140, EDAD 8155, EDAD 8102.

EDAD 7070A   Clinical Experience in Higher Education   1 s.h.
Higher Education Internship is an intensive, 120 hour supervised internship designed to expand students' professional skills, awareness, reflective abilities, and capacity for leadership. The internship is completed under the mentorship of an accomplished on-site administrator in conjunction with a university supervisor. The internship involves the completion of a Higher Education Change Project keyed to a series of competencies aligned with the Professional Competency Areas for Student Affairs Educators as adopted by both NASPA (Student Affairs Administrators in Higher Education) and ACPA (College Student Educators International). Candidates participate actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically-dispersed and demographically-diverse institutions. Finally, they develop a Comprehensive Competency Report that they can elect to fashion into Administrative Portfolios documenting her or his clinical activities and the administrative and leadership lessons learned.

EDAD 7070B   Clinical Experience in Higher Education   1 s.h.
Higher Education Internship is an intensive, 120 hour, over three 7-week sessions, supervised internship designed to expand students' professional skills, awareness , reflective abilities, and capacity for leadership. The internship is completed under the mentorship of an accomplished on-site administrator in conjunction with a university supervisor. The internship involves the completion of a Higher Education Change Project keyed to a series of competencies aligned with the Professional Competency Areas for Student Affairs Educators as adopted by both NASPA (Student Affairs Administrators in Higher Education) and ACPA (College Student Educators International). Candidates participate actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically-dispersed and demographically-diverse institutions. Finally, they develop a Comprehensive Competency Report that they can elect to fashion into Administrative Portfolios documenting her or his clinical activities and the administrative and leadership lessons learned.

EDAD 8105   Research Methods for the Practitioner   3 s.h.
Research Methods for the Practitioner is an essential course designed for educators, administrators, and research practitioners seeking to enhance their research competency. The course is focused on providing practitioners with knowledge, skills, and resources to apply research-based practices in educational contexts. This course will enable students to think critically about research processes, develop a better understanding of scholarly research literature, and enhance their research literacy. By taking this course, students will gain insights into how research is conducted, evaluated, and used to inform decision making within their field. The course emphasizes practical application and hands-on experience, enabling students to develop a research plan, conduct data collection, and analyze and interpret research findings. As such, this course is an essential resource for practitioners seeking to improve their research skills and contribute to evidence-based practices within their educational contexts.

EDAD 8111   Advanced Research Design and Statistics   3 s.h.
An in-depth treatment of the major correlational, experimental, and quasi-experimental research designs and associated statistical analyses, including the design and analysis of surveys and factor analytic techniques. Experience in data analysis using SPSS or other statistical packages. 3 s.h. Cross listed with FOUN 8111.
Prereq.: EDAD/FOUN 8104.

EDAD 8114   Applied Case Study Methodology   3 s.h.
A course designed to acquaint students with qualitative inquiry. Focuses on philosophical and historical roots of investigation in institutional and social settings, with an emphasis on qualitative research methodology, techniques of exploring data, guided practice, ethical and social issues.

EDAD 8115   Evidence, Research and Program Evaluation   3 s.h.
Evidence, Research, and Data in Program Evaluation is designed for practitioners seeking to enhance their understanding of Program Evaluation and Data Mining methods. Students will explore quantitative research design, sampling strategies, initial research category formation, and data coding methods. The course will also utilize statistical tools, such as regression analysis, to demonstrate how data can be collected to form statistically significant conclusions. Throughout the course, students will examine a variety of case studies from the field of education to provide practical applications for the topics covered. By the end of the course, students will be equipped with applied research methods that can be used when engaging with stakeholders or evaluating programs within their own organization.

EDAD 8122   Leadership in Education   3 s.h.
In this course students will critically analyze contemporary ways of thinking about leadership. As students examine their present paradigm of leadership, they will also analyze a reconfiguration of leadership that reflects developments in the new sciences and other fields.
Prereq.: Admission to the doctoral program.

EDAD 8125   Educational Politics and Policymaking in the United States   3 s.h.
Reviews professional literature on politics and policy making at the local, state, and federal level, including the values, institutional actors, processes, and interest groups that shape educational policy. Explores means of identifying problems, analyzing policy alternatives, and measuring policy outcomes.
Prereq.: Admission to the doctoral program.

EDAD 8126   Legal Issues in Higher Education   3 s.h.
This course explores legal issues and principles that guide the administration of higher education. Students will examine significant issues and trends, past and present, in higher education law to understand the legal environment in which colleges and universities operate. Topics will include academic freedom, student rights (including Title IX), and student conduct.

EDAD 8130   Learning Processes and the Instructional Leader   3 s.h.
A study of current theories and research in the areas of cognition and learning, development and motivation that underlay approaches to teaching in any context.

EDAD 8131   Social Emotional Wellness for Wounded Students from a Leadership Perspective   3 s.h.
Selected topics for a focused study on problems, issues, or concerns that relate to educational leadership. To provide a wealth of strategies for educators who work with students who are beyond the point of at-risk and experienced trauma in their lives and are wounded. By examining key strategies necessary for schools will transform the lives of wounded students socially, emotionally, and academically. Recognizing the effective power of leadership and empathy in creating a sense of community and safety for wounded students, these strategies and resources will meet the needs of wounded children and empower educators to direct students on a path to academic and life success.

EDAD 8135   Building Organizational Culture and Community Partnerships   3 s.h.
Building Organizational Culture and Community Partnerships is designed in accordance with the National Educational Leadership Preparation (NELP) District Level Program Standards, Standard 5. Candidates in this educational leadership preparation course will learn to apply new knowledge and skills to engage families, communities, and related business partnerships to meet student and community cultural and environmental needs. An examination of the school and community culture will contribute to the essential objectives of the course.

EDAD 8140   Seminar in Administrative Theory   3 s.h.
Extension of the administrator's abilities to analyze professional problems, develop leadership strategies, and exercise sound decision making. Nontraditional (nonfunctionalist) theories are stressed, with emphasis on deconstructing and purposefully framing educational issues. Case studies strengthen the application of the theories.
Prereq.: Admission to the doctoral program.

EDAD 8141   History of Higher Education   3 s.h.
A course that examines the historical development of post-secondary education in the United States. The purpose of the course is to identify how higher educational institutions have been utilized and situated throughout American history with special attention given to locating the historical context and source of the promise and problems associated with contemporary American higher education.

EDAD 8142   Educational Problem Solving and Ethical Decision Making   3 s.h.
This course will teach students how to make competent leadership decisions by applying and enforcing ethical standards with followers. Ethics is at the heart of leadership. Leaders must make every effort to make ethical decisions and foster ethical behavior among followers. In this course students will explore the ethical demands of leadership. We draw from many fields of research to help students make ethical decisions, lead with integrity, and create an ethical culture. This course is designed to increase students' ethical competence and leadership abilities.

EDAD 8143   Higher Education Finance & Policy   3 s.h.
This course examines the roles of the state and federal government, governing boards, local administrations, and other parties in shaping public policy in higher education. The course will also provide an overview of financial resource management at the institutional level, including the following: budgeting and planning for needs; cost and benefit analysis; public and private grants and gifts; and budget control strategies.

EDAD 8144   Assessment and Evaluation in Higher Education   3 s.h.
This course provides an overview of assessment practices to ensure accountability and inform continuous improvement. Emphasis will be placed on curriculum-based assessment of learning outcomes, measures to improve teaching and learning, and the use of formative and summative evaluation strategies in educational decision-making.

EDAD 8147   Diversity & Equity in Higher Education   3 s.h.
This course is designed to engage students with a critical perspective regarding issues of diversity and equity across higher education. This course will cover the development and acceptance of critical theory in higher education as it applies to race/ethnicity, class, gender, sexuality as well as other expressions of diversity.

EDAD 8155   Seminar in Current Educational Issues   3 s.h.
Informing educational leaders about contextual issues of schools is necessary in order to understand and recognize that school reform, both at the time of its proposal and during the developmental stages of its implementation, is intended to ameliorate educational problems.
Prereq.: Admission to the doctoral program.

EDAD 8180   Special Topics in Educational Leadership   1-3 s.h.
Selected topics for a focused study on problems, issues, or concerns that relate to educational leadership.
Prereq.: Admission to the doctoral program.

EDAD 8180A   Special Topics: Research Methods for the Practitioner   1-3 s.h.
Selected topics for a focused study on problems, issues, or concerns that relate to educational leadership.
Prereq.: Admission to the doctoral program.

EDAD 8180B   ST Appld Case Stu Methodology   1-3 s.h.
Selected topics for a focused study on problems, issues, or concerns that relate to educational leadership.
Prereq.: Admission to the doctoral program.

EDAD 8180C   ST Prog Eval and Data Mining   1-3 s.h.
Selected topics for a focused study on problems, issues, or concerns that relate to educational leadership.
Prereq.: Admission to the doctoral program.

EDAD 8190   Dissertation Study   1-9 s.h.
Covers the design, proposal, conduct, reporting, and defense of scholarly research that addresses a meaningful topic derived from and contributing significantly to the literature of the field.
Prereq.: Completion of doctoral comprehensive examination.

EDAD 8191   Seminar in Educational Research--Dissertation: Review of Literature   2 s.h.
Students will build knowledge and skills in conducting a literature review to complete Chapter 2 of their dissertation. Writing will be broken down into manageable milestones, following the guidelines set forth by the YSU Educational Leadership Dissertation Guidelines and template.
Prereq.: FOUN 8104, FOUN 8111, and FOUN 8112 or EDAD 8105, EDAD 8114, and EDAD 8115.

EDAD 8192   Seminar in Educational Research: Introduction & Proposal Defense   2 s.h.
This course is the for Doctoral Candidates who are in the process of developing and completing Chapter 1 of their dissertation. Doctoral Candidates will develop Chapter 1 which includes the background to the problem, problem statement, purpose statement, theoretical frame, limitation, operational definitions, methods, etc. relevant to the proposed research study. Finally, they will develop a presentation and defend their proposal to their committee.
Prereq.: Admission to EdD program in Educational Leadership.
Prereq. or Coreq.: EDAD 8191 and EDAD 8193.

EDAD 8193   Seminar in Educational Research--Dissertation: Methodology   2 s.h.
Students will build knowledge and skills in developing Chapter 3 of their dissertation. Writing of Chapter 3 will be broken down into manageable milestones, following the guidelines set forth in the YSU Educational Leadership Dissertation Guidelines and template.
Prereq.: Admission to EdD program in Educational Leadership.
Prereq. or Coreq.: EDAD 8191.

EDAD 8194   Seminar in Educational Research – Dissertation: Data Collection & Analysis   2 s.h.
The purpose of this course is to build candidate knowledge and skills in developing Chapter 4 of their dissertation. Students will collect the data for their dissertation and complete the analysis of that data and write up their findings in Chapter 4 of their dissertation, broken down into manageable milestones, following the guidelines set forth in the YSU Educational Leadership Dissertation Guidelines and template.
Prereq.: EDAD 8191, EDAD 8192, and EDAD 8193.

EDAD 8195   Seminar in Educational Research: Dissertation: Results & Discussion   2 s.h.
The purpose of this course is to build candidate knowledge and skills in developing Chapter 5 of their dissertation. Students will discuss the findings and their implications in Chapter 5 of their dissertation, broken down into manageable milestones, following the guidelines set forth in the YSU Educational Leadership Dissertation Guidelines and template. Students will then defend their dissertation to their committee for approval.
Prereq.: EDAD 8191, EDAD 8192, EDAD 8193, and EDAD 8194.

EDAD 8196   Seminar in Educational Research: Dissertation Defense   2 s.h.
This course is the for Doctoral Candidates who are near the end of the
dissertation process. Doctoral Candidates will prepare their dissertation
defense and successfully defend their dissertation proposal to their
committee. Finally, they will prepare the final version of their dissertation and
submit to the Graduate school.
Prereq.: EDAD 8191, EDAD 8192, EDAD 8193, and EDAD 8194.

EDAD 8949   Legal and Ethical Issues in Public Administration   3 s.h.
Defines law and professional ethics and discusses the role of each in public
decision making. Explores the status and application of the law in various
areas of school operations through the reading of cases, statutes, and
constitutional provisions.D. program in Educational Leadership. Ed.D. students
who have not taken EDAD 6949 are required to complete EDAD 8949 and
include a supplemental, substantive course assignment involving original
research using primary source materials in education law and policy.
Prereq.: Admission to the Ed.