DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Program Coordinator

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Program Description

The Doctor of Education program in educational leadership provides terminal professional preparation for administrators in public and nonpublic schools and health and human service organizations, especially, but not exclusively, those working in the northeastern Ohio and western Pennsylvania areas served by the University. Professionals currently occupying leadership positions in other settings may also be considered for admission when space in the cohort permits. The program is also open to health-professionals for whom no terminal degree is available in their field but who desire a rigorous program of research and leadership studies. The program is designed to build the capacity of individuals to provide effective educational leadership in such organizational settings, with particular attention to enhancing efficiency, equity, and excellence.

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 program is cohort-based and delivered in mixed-mode format with monthly campus meetings and other instruction accomplished through web-based modules.

Admission to the doctoral program is made on a cohort basis. Students are expected to enroll for two doctoral core courses per term for Fall, Spring, and Summer terms. Students who fail to progress with their cohorts will have to await the normal core course rotation to enroll in missed courses. Students who are inactive for more than three terms will have to be readmitted to the program upon the Doctoral Admission Committee's recommendation.

The doctor of education program is administered by the Department of Counseling, School Psychology and Educational Leadership in the Beeghly College of Education.

Accreditation

The Ed.D. program in educational leadership is nationally recognized by the Educational Leadership Constituent Council. Education programs at Youngstown State University are accredited by the National Council for the Accreditation of Teacher Education.

Application Procedure

Program information may be obtained from the Department of Counseling, School Psychology and Educational Leadership. Application and financial aid information may be obtained from Graduate Admissions in Coffelt Hall. All application materials must be sent to Graduate Admissions. Please confirm all deadlines with Graduate Admissions. Because application deadlines and the professional mix in cohorts may vary from year to year, those interested in the program are encouraged to contact the department in advance of initiating the application process.

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 consecutive semesters, including summer session(s). No Ed.D. student may enroll for more than six semester hours unless his or her advisor approves such enrollment. Dissertation credits may not be used to satisfy the residency requirement.

Special Notes

Departmental policies and procedures governing the operation of the Ed.D. program are set out in the program *Administrative Handbook* and *Student Handbook*.

All students who successfully complete a doctoral comprehensive examination will be required to enroll in every semester of their candidacy until graduation.

Graduate Studies policies concerning transfer credits, time limits, and other academic matters must be followed. See the General Information of the *Graduate Catalog, the College of Graduate Studies Academic Policy Book*, and graduate faculty minutes for current information.

With appropriate selection of concentration courses, this program may provide licensure in either principalship or superintendency or both in Ohio and/or Pennsylvania for educators that satisfy other requirements established by the university and the respective state departments of education.

Admission Requirements

Acceptance into the Ed.D. program reflects superior qualifications. Admission is by cohort, based upon a competitive evaluation of applications by the doctoral program faculty. Diversity among students in terms of race, gender, disability, geography, and professional discipline is desirable. In addition to the admission requirements of the College of Graduate Studies, applicants will be evaluated holistically for their likely success in the program based on the following weighted criteria:

Professional Qualifications and Experience

- Possession or qualification for licensure, if it exists for their profession, in the state in which they wish to practice
- Completion of three or more years of professional experience in their field
- Completion of two or more years of administrative experience or demonstration of exceptional leadership skills
- Submission of a detailed resume

High Academic Achievement

- Completion of an accredited master's degree program in educational administration or in health and human services with a minimum grade point average in graduate study of 3.5 or master's degree in another field with extensive experience in a senior leadership capacity in such an organization.
- Combined score of 900 or more (or 290 or more on revised scale) on the general tests of the Graduate Record Examination. This test must have been completed within the past five 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 score.

Professional References

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

Personal Goals and Leadership Vision

- Submission of a statement of interest
- Submission of two 500- to 750-word essays: one personal essay and one essay on their leadership vision

Faculty Interview

- At the request of the doctoral faculty, a personal interview may be required when the initial screening based upon the standards previously listed warrants further assessment of the applicant's likely success in the program.
- Approval of the applicant by the doctoral faculty

Graduate Faculty

Jane Beese, Ed.D., Associate Professor
Organizational leadership; economics of education; program evaluation

Karen H. Larwin, Ph.D., Associate Professor
Assessment; research design and methodology; statistics

Patrick T. Spearman, Ph.D., Associate Professor
African American history, studies, education, and educational history; educational sociology; disparate discipline procedures among students in public schools

Charles B. Vergon, J.D., Professor
Education law; policy development; educational change

Degree Requirements

The credit hours required for the Ed.D. in educational leadership consists of a minimum of 61 semester hours beyond the master's degree. These include:

- 30 semester hours of doctoral core courses,
- 18 hours of electives,
- a 3-hour leadership internship or clinical practice, and
- 10 hours of dissertation studies.

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-master's work that satisfy program elective requirements into the doctoral program from other institutions. Transfer credits may be accepted upon recommendation of the Ed.D. program and approval of the Graduate College within the policies of the College of Graduate Studies.

See the Courses section of this 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.

COURSE	TITLE	S.H.
Educational Leadership Core		
EDAD 8122	Leadership in Education	3
EDAD 8125	Educational Politics and Policymaking in the United States	3
EDAD 8130	Learning Processes and the Instructional Leader	3
EDAD 8140	Seminar in Administrative Theory	3
EDAD 8155	Seminar in Current Educational Issues	3
FOUN 8102	Perspectives on Leadership Among Diverse Populations	3
Educational Research Core		
EDAD 8185	Seminar in Educational Research/Dissertation Proposal	3
FOUN 8104	Research Strategies in Educational Administration	3
FOUN 8111	Advanced Research Design and Statistics	3
FOUN 8112	Qualitative Research for Educators	3
Total Semester Hours		**30**

Select 18 s.h. minimum from leadership in public and non-public schools or leadership in health and human service organizations and approved by advisor from candidate's primary professional discipline.

Leadership in Public and Non-Public Schools

COURSE	TITLE	S.H.
Select 12 s.h. of educational leadership electives.		12
Select 6 s.h. of teaching and learning electives		6
Total Semester Hours		**18**

Leadership in Health and Human Service Organizations

COURSE	TITLE	S.H.
Select of 18 s.h. of educational leadership and HHS concentration area courses		18
Total Semester Hours		**18**

Clinical Practice in Educational Leadership

COURSE	TITLE	S.H.
Select one of the following:		3
EDAD 7022	Field Experience (Elementary 7022E; Middle 7022M; or Secondary 7022S)	
EDAD 7040	Clinical Practice for the Administrative Specialist	
EDAD 7050	Clinical Experience: Superintendency	
Total Semester Hours		3

Dissertation study

COURSE	TITLE	S.H.
EDAD 8190	Dissertation Study	
Total Semester Hours		10
TOTAL PROGRAM HOURS		61

Comprehensive Examinations

Comprehensive examinations consist of a written examination covering six competencies and 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.

Learning Outcomes

In the Doctoral Program, candidate performance is assessed across the following objectives with focus at the district-wide or systems level.

1. Candidates will be able to facilitate the development, articulation, implementation, and stewardship of a school system-wide vision of learning that is supported by the school community.
2. Candidates will be able to promote a positive school System culture, provide an effective instructional program at the district level, apply best practice to student learning, and design comprehensive professional growth plans for school district staff.

3. Candidates will be able to manage school district organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates will be able to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
5. Candidates will be able to act with integrity, fairly, and in an ethical manner in carrying out systems level leadership responsibilities.
6. Candidates will be able to influence the larger political, social, economic, legal, and cultural context.
7. Candidates will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real school system level settings in their choice of post-master's licensure programs-Ohio Superintendent Licensure and Pennsylvania Superintendent Letter of Eligibility Certification.

Graduate Courses

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 6931 Leadership in Educational Organizations: Theory to Best Practices 3 s.h.
Significant theories, research, and professional practices in the leadership of schools and school systems. Detailed analysis of primary sources and application of sources to reflection on issues and problems of administrative practice.

EDAD 6933 Educational Policy, Politics, and Change 3 s.h.
Explores who governs America's schools. Provides an introduction to schools as political systems and the values that shape educational politics and policy making. Examines the role of school leaders as agents of change and alternative change models and strategies.

EDAD 6947 School Building Leadership: Models and Processes 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 6949 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.

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

EDAD 6954 Educational Marketing and Community Relationships 3 s.h.
Stresses effective communication that supports the marketing of school purposes and programs. Leadership skills that build community support and recognize the value of message delivery to targeted audiences in the community will be related to the marketing of schools.

EDAD 6955 Professional Development and Human Resources 3 s.h.
In-depth examination of policies and practices designed to reconcile the interests of schools and the people who make them up. Topics include professional and staff development, equal employment, position description, recruitment, selection, performance appraisal, removal, compensation, and emerging issues.

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 6982 Independent Study/Action Research 1-3 s.h.
Individual investigation of advanced topics under the guidance of selected departmental faculty. May be repeated.

EDAD 6990 Seminar in Educational Administration 1-3 s.h.
A seminar designed for the development of particular skills and/or perspectives on a topic related to educational administration.

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 6995 Workshop in Educational Administration 1-3 s.h.
A workshop designed for the development of particular skills and/or perspectives on a topic related to educational administration.

EDAD 7014 Systematic Use of Information for Continuous School Improvement 3 s.h.
Information systems concepts: analysis, design, implementation, and evaluation applied to individual, school, and program evaluation and improvement. Experience with information retrieval and synthesis from local and state educational databases. An action research project is a major course requirement.

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 7022 Field Experience 3 s.h.
Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks.

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.
Prereq.: Candidates must have completed all or be currently enrolled in remaining courses that compose the requirement of respective specialist license.

EDAD 7050 Clinical Experience: Superintendency 3 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 three of the following four courses: EDAD 7024, EDAD 7025, EDAD 7026, EDAD 7035, and two years experience in a building-level administrative capacity or equivalent.

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 8113 Theories of Inquiry 3 s.h.
Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. 3 s.h.
Prereq.: FOUN 8104 and EDAD 8111/FOUN 8111.
Cross listed with FOUN 8113.

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 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 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 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 8185 Seminar in Educational Research/Dissertation Proposal 3 s.h.
The purpose of this course is to gain knowledge and skills in developing a research question and an appropriate methodology so that chapters I and II of a doctoral dissertation can be completed.
Prereq.: FOUN 8104, FOUN 8112, and FOUN 8111.

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 8931 Leadership in Educational Organizations 3 s.h.
Significant theories, research, and professional practices in the leadership of schools and school systems. Detailed analysis of primary sources and application of sources to reflection on issues and problems of administrative practice.D. program in Educational Leadership. Ed.D. students who have not taken EDAD 6931 are required to complete EDAD 8931 and include a supplemental, substantive course assignment that relates to their intended area of specialization.
Prereq.: Admission to the Ed.

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.

FOUN 5875 Seminar in Foundations of Education 1-3 s.h.
Selected topics for a focused study on problems, issues, or concerns to be addressed by a sociological, historical, philosophical, assessment, or research perspective.
Prereq.: Permission of chairperson.

FOUN 5880 Special Topics in Foundations of Education 1-3 s.h.
An advanced study of sociological, historical, and/or philosophically based research which provides analysis of a particular educational issue with special emphasis on implications for diverse populations and/or diverse school settings.
Prereq.: Permission of chairperson.

FOUN 6901 Philosophical Analysis of Education 3 s.h.
A philosophical examination and critical reflection on educational theories, including a familiarization with historical contexts and socio/cultural conditions that fostered and related resistance to these theories.

FOUN 6902 Sociological Bases of Education 3 s.h.
Selected sociological concepts and theories will form the basis for a critical analysis of schooling. Special attention will be given to the emergence of schools and to how schools serve diverse populations.

FOUN 6904 Introduction to Educational Research 3 s.h.
Basic methodologies and techniques of educational research design and elementary statistical concepts are introduced. This course relies on critical thinking and analytical discourse for the examination and evaluation of research studies.

FOUN 6905 Educational Challenges in Historical Perspective 3 s.h.
Critical analysis of first-person and other historical accounts of teachers, students, communities, and school reforms as they inform curricular, professional, and social challenges that face educators in their communities today.

FOUN 6914 Statistical Methods in Education 3 s.h.
An introductory course in frequency distributions, measures of central tendency, measures of variability, calculations and meaning of percentiles, normal distribution theory, reliability and validity of measures, and basic statistical analysis.
Prereq.: FOUN 6904.

FOUN 6982 Independent Study/Action Research 1-3 s.h.
Individual investigation of advanced topics under the guidance of selected department faculty. May be repeated.

FOUN 6990 Advanced Seminar in Foundations of Education 1-3 s.h.
Selected topics for an advanced study of a topic to be addressed from a sociological, historical, philosophical, assessment, or research perspective.
Prereq.: Completion of a master's degree or advanced licensure.

FOUN 6995 Workshop in the Foundations of Education 1-3 s.h.
A workshop designed for the development of particular skills and/or perspectives on a school-related topic.

FOUN 8102 Perspectives on Leadership Among Diverse Populations 3 s.h.
An explorative study of constructs and concepts of cultural diversity within groups based on notions of class, race, sex, ethnicity, ableness, and religion/spiritualties. Consideration of expectations and organizational practices as informed by diversity issues.
Prereq.: Doctoral admission and one of the following: FOUN 6901, FOUN 6902, or FOUN 6905.

FOUN 8104 Research Strategies in Educational Administration 3 s.h.
An examination of major research methodologies and a preview of the different paradigms and assumptions that underlie controlled disciplined inquiries. Techniques associated with particular methodologies in educational administration will be introduced, and their strengths and weaknesses will be analyzed.

FOUN 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 EDAD 8111.
Prereq.: EDAD/FOUN 8104.

FOUN 8112 Qualitative Research for Educators 3 s.h.
Consideration of traditional and evolving qualitative methods and literature that apply to doctoral study of problems in teaching, school leadership, and school change.

FOUN 8113 Theories of Inquiry 3 s.h.
Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. 3 s.h.
Prereq.: FOUN 8104 and EDAD 8111/FOUN 8111.
Cross listed with EDAD 8113.

FOUN 8115 Schools Society Ideologies 3 s.h.