

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. 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 delivered in a fully online format (<https://online.ysu.edu/degrees/education/edd/educational-leadership/>).

Students can also earn their doctorate in educational leadership with a superintendent licensure online (<https://online.ysu.edu/degrees/education/edd/educational-leadership-superintendent-licensure/>).

Students are expected to maintain continuous enrollment in the program. 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 Teacher Education and Leadership Studies in the Beeghly College of Liberal Arts, Social Sciences, and 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 Council for the Accreditation of Educator Preparation.

Application Procedure

Program information may be obtained from the Department of Teacher Education and Leadership Studies. 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). Residency may be accomplished by means of online 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 based upon a competitive evaluation of applications against criteria established 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

Submission of a detailed resume including:

- Professional Employment History indicating substantial administrative or leadership experience.
- Education and Professional Licenses, Certificates, and Endorsements
- Leadership Experience, Accomplishments, or Awards
- Community Service including Leadership, Collaboration, and Participation in Civic Projects
- Professional Publications and Presentations
- Professional Associations

High Academic Achievement

- A 3.25 GPA in an accredited master's degree program in educational administration, health and human services, or closely allied field.
- If graduate GPA is below 3.25, the Graduate Record Exam is required with a combined score of 290 on the general tests completed within the last five years.

Professional References

The names, titles and contact information for 2 professional references. The references should be from individuals who have supervised you in leadership roles; but may include a university faculty member knowledgeable regarding your scholarly abilities.

Writing sample

Submission of one 750-word essay responding to a prompt provided when an individual initiates an application.

Faculty Interview

- At the request of the doctoral faculty, a virtual 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.

Degree Requirements

The credit hours required for the Ed.D. in educational leadership consists of a minimum of 60 semester hours beyond the master's degree. These include:

- 24 semester hours of doctoral educational leadership core courses,
- 9 semester hours of doctoral educational research core courses,
- 12 semester hours of electives,
- 3 semester hours of leadership internship or clinical practice, and
- 12 hours of dissertation studies.

A minimum of 45 semester hours of graduate credit beyond the master's degree, exclusive of dissertation credits, must be earned at YSU. Students can transfer up to 15 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 8135	Building Organizational Culture and Community Partnerships	3
EDAD 8142	Educational Problem Solving and Ethical Decision Making	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		
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		33

Areas of Specialization

There are several concentrations available to satisfy the elective requirements. These include: Public & Nonpublic School Leadership, Superintendent Licensure, Principal License, or Health & Human Services.

Public and Non-Public School Leadership

Select 6 s.h. minimum from courses related to leadership in public and non-public schools and 6 s.h. from courses related to teaching, learning, data-use in schools, or research. Elective requirements total 12 s.h.

Public and Non-Public School Leadership

COURSE	TITLE	S.H.
Select 6 s.h. of leadership in public and non-public school electives.		6
Select 6 s.h. of teaching, learning, data-use, and research electives		6
Total Semester Hours		12

Superintendent Licensure

Superintendent licensure consists of four 3 s.h. courses for a total of 12 s.h. that satisfies the elective requirement of the doctoral program. Candidates must also complete EDAD 7050 Clinical Practice that satisfies a doctoral clinical course requirement.

Superintendent Licensure

COURSE	TITLE	S.H.
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7024	Collective Bargaining and Systems Issues in Human Resources Administration	3
EDAD 7025	Educational Governance: Advanced Law and Policy Seminar	3
EDAD 7026	Technology and Facilities for Learning Organizations	3
*plus EDAD 7050 Clinical Practice that satisfies a doctoral clinical course requirement		
Total Semester Hours		12

Health and Human Services

COURSE	TITLE	S.H.
Select 12 s.h. of educational leadership and HHS concentration area courses		12
*plus EDAD 7040 Clinical Practice that satisfies a doctoral clinical course requirement		
Total Semester Hours		12

Principal License

This specialization consists of additional semester hours and will increase your total program hours from 60 s.h. to 63 s.h. Principal License consists of four 3 s.h. courses, one 2 s.h. course, and 4 s.h. of clinical practice for a total of 18 s.h. and that satisfies the elective requirement of the doctoral program.

Candidates must complete 4 s.h. of EDAD 7022 Clinical Practice that satisfies a doctoral clinical course requirement.

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6936	Culturally Responsive Leadership	3
EDAD 6952	School Finance and Budget Planning Processes	3
EDAD 7019	Special Education Law and Policy	2
EDAD 7022A	Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)	1-4
EDAD 7022B	Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)	1-4

Clinical Practice in Educational Leadership

COURSE	TITLE	S.H.
Select one of the following:		3
EDAD 7022	Clinical Experience 2: The Principalship (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.
Total Semester Hours		12
EDAD 8191	Seminar in Educational Research–Dissertation: Review of Literature	2
EDAD 8192	Seminar in Educational Research: Introduction & Proposal Defense	2
EDAD 8193	Seminar in Educational Research–Dissertation: Methodology	2
EDAD 8194	Seminar in Educational Research – Dissertation: Data Collection & Analysis	2
EDAD 8195	Seminar in Educational Research: Dissertation: Results & Discussion	2

EDAD 8196	Seminar in Educational Research: Dissertation Defense	2
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TOTAL PROGRAM HOURS 15

Four one s.h. sessions of EDAD 7022 are required for Principal Licensure. The principal clinical requirement satisfies the clinical requirement for the Doctoral program

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

Comprehensive Examinations

All candidates must take and successfully pass the Comprehensive Examination which covers their coursework. Comprehensive examinations consist of a multiple-choice examination covering seven competencies assessing the candidate's command of the professional knowledge base associated with effective leadership. Satisfactory completion of these examinations qualifies the student as a candidate for the Ed.D. degree and signifies readiness to begin the dissertation study.

Maximum C Grade Policy

A student may count no more than 9 s.h. of coursework with a grade of C may count toward the minimum graduation hour requirement.

Graduate Faculty

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

Charles Jeffords, Ed.D., Assistant Professor
Administrative practices; school and community relations; school finance

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

Learning Outcomes

In the Doctoral Program candidate performance is assessed across the following objectives with focus at the district level.

- Mission, Vision, and Improvement:** Candidates will be able to “collaboratively lead, design and implement a district mission, vision and process for continuous improvement that reflects a core set of values and priorities” (NELP, 2018, pg. 13).
- Ethics and Professional Norms:** Candidates will be able to “promote the current and future success and well-being of each student and adult by applying ethical decisions and cultivate and enact professional norms” (NELP, 2018, pg. 15).
- Equity, Inclusiveness, and Cultural Responsiveness:** Candidates will be able to “develop and maintain a supportive, equitable, culturally responsive and inclusive district culture” (NELP, 2018, pg. 18).
- Learning and Instruction:** Candidates will be able to “evaluate, develop, and implement coherent systems of curriculum, instruction, supports and assessment” (NELP, 2018, pg. 21).
- Community and External Leadership:** Candidates will be able to “engage families, community, and other constituents in the work of schools and the district and to advocate for district, student and community needs” (NELP, 2018, pg. 25).
- Operations and Management:** Candidates will be able to “develop, monitor, evaluate and manage data-informed and equitable district systems for operations, resources, and human capital management” (NELP, 2018, pg. 28).
- Policy, Governance, and Advocacy:** Candidates will be able to “cultivate relationships, lead collaborative decision making and governance, and

represent and advocate for district needs in broader policy conversations” (NELP, 2018, pg. 31).

8. **Internship:** Candidates will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real district settings.

Reference

National Educational Leadership Preparation (NELP) Program. (2018). National educational leadership preparation (NELP) program recognition standards—District level. Retrieved from www.npbea.org (<http://www.npbea.org>)

Graduate Courses

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, statutes, 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.

Prereq.: Admission to master's degree program in educational administration.

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 IDEA.

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 7022 Clinical Experience 2: The Principalship 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 requirement.

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 1 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 7040A Clinical Practice for the Administrative Specialist 1 s.h.

The clinical practice is an intensive, 21-week, organizational-based experience that expands the candidate's awareness of the nature, characteristics and demands associated with one or more key. Leadership role in their organization and 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, which is broken down into three 7-week terms, involves the completion of a series of administrative and leadership competencies spanning different areas of district or organizational operations, aligned with the National Education Leadership Preparation (NELP) District Level Standards. Candidates participate actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically-dispersed and demographically-diverse school sites. Finally, they develop Competency Reports that they can elect to fashion into Administrative Portfolios documenting her or his clinical activities and the administrative and leadership lessons learned.

EDAD 7040B Clinical Practice for the Administrative Specialist 1 s.h.

The clinical practice is an intensive, 21-week, organizational-based experience that expands the candidate's awareness of the nature, characteristics and demands associated with one or more key. Leadership role in their organization and 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, which is broken down into three 7-week terms, involves the completion of a series of administrative and leadership competencies spanning different areas of district or organizational operations, aligned with the National Education Leadership Preparation (NELP) District Level Standards. Candidates participate actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically-dispersed and demographically-diverse school sites. Finally, they develop Competency Reports that they can elect to fashion into Administrative Portfolios documenting her or his clinical activities and the administrative and leadership lessons learned.

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 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 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 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 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 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. 2 s.h.

Prereq.: Admission to EDD program in Educational Leadership.

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.

EDAD 8193 Dissertation Methods 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.

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.: Admission to EdD program in Educational Leadership.

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.: Admission to EdD program in Educational Leadership.

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.: Admission to EdD program in Educational Leadership.

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 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 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/spiritualities. 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.