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

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

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.

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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>EDAD 8122</td>
<td>Leadership in Education</td>
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<td>EDAD 8125</td>
<td>Educational Politics and Policymaking in the United States</td>
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<td>EDAD 8130</td>
<td>Learning Processes and the Instructional Leader</td>
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<td>EDAD 8140</td>
<td>Seminar in Administrative Theory</td>
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<td>EDAD 8155</td>
<td>Seminar in Current Educational Issues</td>
<td>3</td>
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<tr>
<td>FOUN 8102</td>
<td>Perspectives on Leadership Among Diverse Populations</td>
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**Educational Leadership Core**

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<tr>
<td>EDAD 8185</td>
<td>Seminar in Educational Research/Dissertation Proposal</td>
<td>3</td>
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<tr>
<td>FOUN 8104</td>
<td>Research Strategies in Educational Administration</td>
<td>3</td>
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<tr>
<td>FOUN 8111</td>
<td>Advanced Research Design and Statistics</td>
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<td>FOUN 8112</td>
<td>Qualitative Research for Educators</td>
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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

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<tr>
<td>EDAD 8190</td>
<td>Dissertation Study</td>
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Total Semester Hours: 18

Leadership in Health and Human Service Organizations

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<tr>
<td>EDAD 8190</td>
<td>Dissertation Study</td>
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Total Semester Hours: 18

Clinical Practice in Educational Leadership

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<tr>
<td>EDAD 7022</td>
<td>Field Experience (Elementary 7022E; Middle 7022M; or Secondary 7022S)</td>
<td>3</td>
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<tr>
<td>EDAD 7040</td>
<td>Clinical Practice for the Administrative Specialist</td>
<td>3</td>
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<tr>
<td>EDAD 7050</td>
<td>Clinical Experience: Superintendency</td>
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Total Semester Hours: 3

Dissertation study

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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 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 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 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 law 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 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.

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.
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  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 7018  School Discipline and Student Support Services: Policies, Programs and Prevention  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 environments.

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 7024  Collective Bargaining and Systems Issues in Human Resources Administration  3 s.h.

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  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.

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 8102 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/
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.

FOUN 8115 Schools Society Ideologies 3 s.h.