

MASTER OF SCIENCE IN EDUCATION—EDUCATIONAL ADMINISTRATION

Program Coordinator

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Program Description

The Educational Administration program prepares reflective administrative practitioners who are capable of providing culturally responsive, vision-driven, managerial, and instructional leadership in public and nonpublic school settings (also see the Doctor of Education in Educational Leadership section.) Additional coursework is provided which leads to:

- Ohio administrative licensure as elementary principal for ages 3 through 12;
- middle school principal for ages 8 through 14;
- secondary principal for ages 10 through 21;
- administrative specialist in curriculum, instruction, and professional development; and
- superintendent.

In addition, the department offers programs for Pennsylvania administrative certification as principal for grades K–12 and the letter of eligibility for superintendent.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, Education Administration applicants should submit the following:

- Evidence that the applicant holds or is eligible for a professional teaching certificate or license.
- An undergraduate grade point average of 3.0 or above.
- For applicants with an undergraduate grade point average between 2.70 and 2.99, satisfactory scores on the Graduate Record Examination or on the Miller Analogies Test.
- The names and contact information (address, phone number, and email address) for three professional references.

Graduate Faculty

Jane Beese, Ed.D., 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., Professor
Assessment; research design and methodology; statistics

A minimum of 30 semester hours is required for the degree. In addition to the following educational administration and foundations courses, students must successfully complete a comprehensive examination covering the educational administration courses listed under Special Notes.

Master's Degree

Introduction to School Leadership and Educational Organizations

This program introduces students to the realities of school leadership, providing them a broader vision and deeper understanding of educational policy and organizations and the role of the school leader in promoting effective instruction and continuous school improvement. It begins to transform their perspectives from that of a classroom teacher to one of an administrator. Other courses develop leadership knowledge and skills specific to building level operations, focusing on the role of principal in relation to staff and community, school safety and the administration of discipline, support programs and services for students with disabilities, and how legal and fiscal considerations shape and influence administrative decision making and the exercise of leadership.

Students must complete a minimum of 30 hours satisfying the following distributional requirements:

COURSE	TITLE	S.H.
Leadership Courses		12
EDAD 6915	Learning, Teaching, and Instructional Leadership	
EDAD 6933	Educational Leadership and Organizational Change	
EDAD 6936	Culturally Responsive Leadership	
EDAD 7020	Human Resource Leadership	
Specialty Administrative Courses		18
EDAD 6947	School Building Operations and Management	
EDAD 6948	Data Driven School Improvement and Program Evaluation	
EDAD 7018	School Discipline and Student Support Services: Policies, Programs and Prevention Strategies	
EDAD 6949	Legal and Ethical Issues in Public Administration	
EDAD 6952	School Finance and Budget Planning Processes	
EDAD 6954	Community Engagement and Collaborative Partnerships	
Total Semester Hours		30

Special Notes

Before being granted the degree, candidates must successfully complete a comprehensive examination covering leadership and administrative specialty courses.

This program provides no license in administrative areas. Students who are enrolled in or have the M.S. in Education in Educational Administration degree have the opportunity to enroll in additional courses leading to the Ohio principal license.¹

All transfer students, including those seeking a master's degree and those who hold a master's degree, will be evaluated using the criteria listed previously. Students who have been evaluated through direct contact with the Ohio Department of Education should be aware that they must meet the criteria established by the Department of Teacher Education and Leadership Studies at YSU before the M.S. in Education in Educational Administration will be granted.

¹ Completion of the minimum number of semester hours indicated for each program and any other Ohio or Pennsylvania Department of Education requirements must be achieved before recommendation for any license. Those seeking initial administrative licensure in the State of Ohio must also obtain a passing score on the state-prescribed administrative licensure exam for the license they seek.

Post-master's Licensure Requirements

Candidates for an Ohio administrative license must be enrolled in or have completed the M.S. in Education degree in Educational Administration. Prior to enrolling in licensure coursework they must provide an updated professional resume and documentation from a licensed principal, superintendent, or other administrator where they work attesting to their skills, knowledge, professionalism, and leadership potential and agreeing to provide supervision in accordance with the clinical policies and procedures for YSU's principal program.

Principal License (OHIO) (6 semester hours)

Elementary Principal License Grades PK-6

Middle School License Grades 4-9

Secondary Principal License Grades 5-12

The licensure coursework consists of four 1-credit clinical courses, in addition to a 2-credit course in Special Education Law. The clinical experience is designed to afford candidates the opportunity to apply the content knowledge from their course work and practice the skills necessary for effective leadership. Across the four courses, candidates observe and then carry out a range of administrative responsibilities including analyzing student performance, carrying out clinical supervision of teaching staff, writing a staff improvement plan, designing a HQ staff development program, creating a master schedule, participating in teacher hiring processes, administering student discipline, conducting school safety drills, and coordinating special education meetings and functions, among others. In addition, candidates design and implement an Integrated School Improvement Project addressing a real need in their school setting. Candidates and faculty participate in an interactive on-line clinical learning community spanning diverse and geographically dispersed clinical sites.

COURSE	TITLE	S.H.
EDAD 7019	Special Education Law and Policy	2
EDAD 7022A and 7022B must equal 4 hours		4
EDAD 7022A	Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)	
EDAD 7022B	Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S)	
Total Semester Hours		6

Candidates must hold or qualify for a valid teacher certificate/license at the same level as the administrative license being sought. They must also have two years of successful teaching under a professional teaching license at the same level as the administrative license being sought. Before being recommended for licensure, candidates must have a passing score on the state-prescribed administrative licensure exam for the principalship. Individuals qualifying for licensure at the Elementary or Secondary level are also issued licensure at the Middle School level.

Administrative Specialist License

Administrative Specialist License in Curriculum, Instruction, and Professional Development

Master's degree in educational administration, plus 18 hours of course work from the following list, which must include EDAD 7040 Clinical Practice for the Administrative Specialist:

COURSE	TITLE	S.H.
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
SPED 6900	Issues, Trends & Ethical, Legal and Professional Guidelines in Special Education	3

EDAD 7018	School Discipline and Student Support Services: Policies, Programs and Prevention Strategies (Change title to School Discipline and Student Support Services)	3
EDAD 6948	Data Driven School Improvement and Program Evaluation	3
EDAD 7019	Special Education Law and Policy	2
EDAD 7040	Clinical Practice for the Administrative Specialist	3

Or a Master's degree in curriculum at YSU, plus coursework as follows:

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6947	School Building Operations and Management	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance and Budget Planning Processes	3
EDAD 6954	Community Engagement and Collaborative Partnerships	3
EDAD 7022		3
EDAD 7020	Human Resource Leadership	3
EDAD 7018	School Discipline and Student Support Services: Policies, Programs and Prevention Strategies	3
EDAD 6948	Data Driven School Improvement and Program Evaluation (Data-based Decision Making and Program Evaluation)	3
EDAD 7040	Clinical Practice for the Administrative Specialist	3
Total Semester Hours		30

Candidates must qualify for/hold a valid professional teacher certificate/license and have two years of successful teaching under a professional teaching certificate/license. In addition, candidates must have completed the prescribed number of hours and have an official score report indicating a passing score on the state prescribed administrative licensure examination required for the license.

Superintendent License (OHIO)

Candidates must hold an administrative certificate or license issued upon the recommendation of YSU or the equivalent thereof as evaluated by the Department of Teacher Education and Leadership Studies at YSU, complete the following course sequence, and meet any other Ohio State Department of Education requirements.

The licensure coursework consists of three 1-credit clinical courses, in addition to four 3-credit courses. This model shifts the leadership focus from the micro (school site) to the macro (school systems) level and familiarizes prospective superintendents with systems knowledge and perspective on leadership in areas from educational governance to human resource administration to technology and facilities.

COURSE	TITLE	S.H.
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
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050A and 7050B must equal 4 hours		4
EDAD 7050A	Clinical Experience: Superintendency	
EDAD 7050B	Clinical Experience: Superintendency	
Total Semester Hours		16

PRINCIPAL CERTIFICATE K-12 (Pennsylvania)

Candidates must hold a Master’s degree from an accredited program. The professional education program provides evidence that School Principal certification candidates demonstrate knowledge of and competence in working in the elementary and secondary public school settings, including completion of the 36 semester hours listed below, many of which are included in the typical master’s degree in educational administration. They must also provide an official score report indicating:

- achieve a passing score on state licensure exam for principalship; and
- satisfy any other Pennsylvania Department of Education Requirements, plus:

Completion of 36 s.h. below (to extent not already taken as part of a master’s degree program):

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6936	Culturally Responsive Leadership	3
EDAD 6947	School Building Operations and Management	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance and Budget Planning Processes	3
EDAD 6954	Community Engagement and Collaborative Partnerships	3

Select one clinical experience course as appropriate to the licensure level being sought:

EDAD 7018	School Discipline and Student Support Services: Policies, Programs and Prevention Strategies	3
EDAD 7019	Special Education Law and Policy	2
EDAD 7022		4

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

1. Professional organizations, professional literature, resources and advocacy groups.
2. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania’s Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations.
3. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community.
4. Recognizing the professional responsibilities of administrators’ and teachers’ roles as collaborators, team members, advocates, and service coordinators.

Certification for the Pennsylvania Superintendent’s Letter of Eligibility

Candidates must:

- hold a Master’s degree from an accredited program and principal’s license;
- have six years of professional service in schools, three of which shall have been in supervisory or administrative positions;
- have an official score report indicating a passing score on state licensure exam for Superintendent;
- all other State of Pennsylvania Department of Education requirements must be met;
- plus completion of the 15 semester hours listed below, many of which may already have been completed as part of the candidate’s master’s degree in educational administration and principalship certification programs.

COURSE	TITLE	S.H.
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
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050	Clinical Experience: Superintendency	3
Total Semester Hours		15

Maximum C Grade Policy

A student may count no more than 6 s.h. of coursework with a grade of C toward the minimum graduation hour requirements.

Learning Outcomes

1. **Mission, Vision, and Improvement:** Program completers will be able to “collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities” (NELP, 2018, pg. 13).
2. **Ethics and Professional Norms:** Program completers 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).
3. **Equity, Inclusiveness, and Cultural Responsiveness:** Program completers will be able to “develop and maintain a supportive, equitable, culturally responsive and inclusive school culture” (NELP, 2018, pg. 18).
4. **Learning and Instruction:** Program completers will be able to “evaluate, develop, and implement coherent systems of curriculum, instruction, supports and assessment” (NELP, 2018, pg. 21).
5. **Community and External Leadership:** Program completers will be able to “engage families, community, and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community” (NELP, 2018, pg. 25).
6. **Operations and Management:** Program completers will be able to “improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations” (NELP, 2018, pg. 28).
7. **Building Professional Capacity:** Program completers will be able to “build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support and professional learning” (NELP, 2018, pg. 31).
8. **Internship:** Program completers will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real school building settings.

Reference

National Educational Leadership Preparation (NELP) Program. (2018). National educational leadership preparation (NELP) program recognition standards—Building 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 7012 Technology Leadership and Organizational Change 3 s.h.

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

EDAD 7018 School Discipline and Student Support Services: Policies, Programs and Prevention Strategies 3 s.h.

Examines school discipline and youth problems that threaten student health, welfare, and safety and research-proven school programs for addressing such problems. Emphasizes the role of school leaders in developing and implementing comprehensive policies and student support programs.

EDAD 7019 Special Education Law and Policy 2 s.h.

Provides an introduction to schools as political systems and the values that shape educational politics and policymaking. Examines the concept of educational change, the role of school leaders including the importance of implementation in attaining outcomes intended when introducing new initiatives. Uses special education law as vehicle for exploring change in educational policy and practice. Reviews the rights of pre and elementary and secondary students with disabilities to a free and appropriate education through an examination of state and federal laws, regulations, guidance documents and judicial interpretations of the Individual with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Explores issues of eligibility and evaluation; IEP development and student placement in LRE settings; related, assistive technology, and transition services; student discipline and behavior management; means of conflict or dispute resolution including mediation and due process hearings; as well as remedies available to parents for non-compliance under 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 7022A Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S) 1-4 s.h.

Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks. May be repeated for credit to fulfill program requirements.

EDAD 7022B Clinical Experience: The Principalship-Elementary (E) Middle (M) Secondary (S) 1-4 s.h.

Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks. May be repeated for credit to fulfill program requirements.

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

Human resources issues from the central office perspective. Statutory, regulatory, and political contexts for public sector collective bargaining. Conceptual and experiential treatment of traditional and interest-based bargaining. Approaches to human resources policy development. Grievances and management of written agreements.

EDAD 7025 Educational Governance: Advanced Law and Policy Seminar 3 s.h.

Explores emergent legal developments affecting P-12 education systems and the role and limits of the law in promoting educational emergent reform. Reviews social science literature on governance issues and factors that affect the nature, degree, and rate of organizational compliance.

EDAD 7026 Technology and Facilities for Learning Organizations 3 s.h.

Due to increasing demands upon the educational facilities by the instructional use of technology and the need to prepare students for the world of work, facility management and integration of technology into the facility are examined.

EDAD 7035 The Superintendency and Evolving Ways of Looking at Leadership 3 s.h.

This course examines the role of superintendent in the administration of schools. Students will study leadership in complex social organizations so that they can apply current theory and research to their roles in complex, chaotic, educational environments.

EDAD 7040 Clinical Practice for the Administrative Specialist 3 s.h.

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

EDAD 7050 Clinical Experience: Superintendency 1 s.h.

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

EDAD 7050A Clinical Experience: Superintendency 1-3 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 7050B Clinical Experience: Superintendency 1-3 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.

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 7060A Clinical Experience: Health and Human Services 1 s.h.

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

Prereq.: EDAD 8122, EDAD 8125, EDAD 8130, EDAD 8135, EDAD 8142, EDAD 8140, EDAD 8155, EDAD 8102.

EDAD 7060B Clinical Experience: Health and Human Services 1 s.h.

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

Prereq.: EDAD 8122, EDAD 8125, EDAD 8130, EDAD 8135, EDAD 8142, EDAD 8140, EDAD 8155, EDAD 8102.

EDAD 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 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.

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 Seminar in Educational Research--Dissertation: Methodology 2 s.h.

Students will build knowledge and skills in developing Chapter 3 of their dissertation. Writing of Chapter 3 will be broken down into manageable milestones, following the guidelines set forth in the YSU Educational Leadership Dissertation Guidelines and template.

Prereq.: Admission to EdD program in Educational Leadership.

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.