

# EDLD Educational Leadership

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## **EDLD 7090 Selected Topics in Educational Leadership**

**1-3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Participants examine selected topics in the areas of P-12 and postsecondary administration and supervision. Focuses on the specialized needs of administrators, supervisors, and teachers.

## **EDLD 7331 Foundations of Student Affairs in Higher Education**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course covers the student services associated with divisions of student affairs in higher education settings. The course is designed to trace the development and understand the philosophy of student services, and to explore the issues that face student affairs professionals in higher education settings. Prerequisite(s): Admission to M.Ed. in Higher Education or permission of instructor.

## **EDLD 7430 American Higher Education**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs which impacted American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

**Prerequisite(s):** Admitted to M.Ed. program or permission of instructor.

## **EDLD 7431 Higher Education Administration**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Overview of the evolution and organization of American higher education administration. Examines the dominant leadership and managerial themes shaping the nation's system of post-secondary education. Considers administrative and management precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

## **EDLD 7432 History of American Higher Education**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development which directly influences every aspect of higher education administration. Considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

## **EDLD 7530 Transformational School Leadership**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide an introduction to leadership through a comprehensive overview of the field of educational administration. Transformational leadership, as well as distributed and democracy-centered school leadership, will be studied as a means of leading schools in the 21st century. This course is aligned to the GaPSC Educational Leadership (EL) Standards 1 and 4, Teacher Leader Endorsement (TLE) Standards 2, 4, 7, and LKES Standards 1, 2, and 7.

## **EDLD 7531 Legal and Ethical Issues in School Leadership**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates the opportunity to examine legal and ethical principles and professional norms by promoting the development of an inclusive school climate characterized by supportive relationships, a personalized culture of care, and an equitable and culturally responsive school environment. Candidates in the course will study legal and moral liability of school boards, administrators, and teachers. The goal is to provide school leaders awareness and understanding of their ethical and legal obligations in leading schools with a commitment to serving and providing access to schooling for all, including students, teachers, and parents. The school leader will examine issues concerning local, regional, state, and federal laws and guidelines that may impact the educational leader's efforts to develop a legally sound and ethical educational institution. The Code of Ethics for Georgia Educators provides a core ethical system for transformational school leaders. This course is aligned to the GaPSC Leadership Program Standards 7 and LKES 4, 7.

## **EDLD 7532 Managing Human Capital**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide an overview of the system of human resources, including recruiting, selecting, maintaining, and developing school personnel in the democracy-centered school. Candidates will explore, demonstrate, and evaluate the relationships between administrators and other school personnel with an emphasis on empowering human resources in educational settings. Human resources process, procedures and techniques used to facilitate the attainment of state, school district and school educational visions, missions, goals, and objectives will be reviewed and analyzed. A focus on cultural, legal, and ethical issues involved in leading productive teams in democracy-centered schools will be articulated and demonstrated in this course.

## **EDLD 7533 Mobilizing Communities**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide teacher leaders with the opportunity to demonstrate the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various stakeholders. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-centered school leader to provide means of access to the school's systems. Interacting with internal and external stakeholders as a key role in teacher leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

## **EDLD 7534 Leading Innovation and Change**

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will focus on knowledge and skills of leading innovation and change. Candidates will understand how problem-solving and decision-making may be utilized in support of innovation, change, learning, and teaching. Stages of innovation and change will be explored in the school/district setting. This course is aligned to the Georgia Board of Regents Principles (Leading Change) (Relationship Development) and the ELCC Standards.

**EDLD 7535 Utilizing Data in Leadership****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides educational leaders with knowledge, skills, and application of data in the school improvement process in order to promote robust and meaningful curricula and assessment programs and ensure effective and efficient management of the school or district to promote student social and academic learning. Among key competencies that educational leaders need to successfully harness, manage and implement educational change efforts leading to student outcomes is through the use of educational data. This course builds such competencies by equipping candidates with the knowledge, skills and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate school, district, state, and national educational databases appropriate in school development and improvement processes.

**EDLD 7536 Developing Professional Learning Communities****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates with the opportunity to examine and apply theory and research related to leadership, motivation, facilitating change, communicating effectively, team-building, and creating and sustaining professional learning communities.

**EDLD 7539 Finance for Educational Leaders****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The course will provide participant the means to promote the academic success and personal well-being of every student by ensuring effective and efficient management of the school's fiscal resources. Candidates examine essential business functions to include budgeting, facilities finance, purchasing, and entrepreneurship as they relate to the day-to-day functions of the complex school organization.

**EDLD 7540 Politics of P-12 Public Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides candidates the means to examine organizational politics while considering organizational and community values and mission. In order to promote the academic success and personal well-being of their students and stakeholders, candidates will learn to advocate for policies and resources, build and sustain productive relationships, and promote understanding and appreciation for a diverse community.

**EDLD 7737 Supervised Field Experience I****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

In the EDLD M.Ed. program, transformational school leaders will demonstrate skills, knowledge, and dispositions aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. In the EDLD M.Ed. program, transformational school leaders will engage in innovative, performance-based practices aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. Candidates will focus on the development of an electronic portfolio that is evidence-based to meet GaPSC criteria for certification under the guidance of the Leadership Candidate Support Team (LCST). \*125 Clinical Practice/ Field Experience Hours are required.

**EDLD 7738 Supervised Field Experience II****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

In the EDLD M.Ed. program, transformational school leaders will demonstrate skills, knowledge, and dispositions aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. In the EDLD M.Ed. program, transformational school leaders will engage in innovative, performance-based practices aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. Candidates will have the opportunity to present a completed electronic portfolio that is evidence-based to meet GaPSC criteria for certification under the guidance of the Leadership Candidate Support Team (LCST). \*125 Clinical Practice/ Field Experience Hours are required.

**EDLD 7739 Supervised Field Experience III****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In the EDLD M.Ed. program, transformational school leaders will demonstrate skills, knowledge, and dispositions aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. In the EDLD M.Ed. program, transformational school leaders will engage in innovative, performance-based practices aligned with the GaPSC and Leader Keys Effectiveness System (LKES) standards. Candidates will have the opportunity to present a completed electronic portfolio that is evidence-based to meet GaPSC criteria for certification under the guidance of the Leadership Candidate Support Team (LCST). This course is aligned to the GaPSC Leadership Program Standard 1-7 and LKES Standards 1-8. \*50 Clinical Practice/ Field Experience Hours are required.

**EDLD 8135 Educational Planning****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines concepts and theories relating to various forms and approaches of planning at the school district and postsecondary educational levels. Emphasis is placed on specific skills to perform educational forecasting and management techniques to plan for future events.

**EDLD 8230 Instructional Leadership****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In the EDLD Ed.S., instructional leaders build consensus among all stakeholders of what students should know and do as a consequence of their participation in schools, as well as what it means for students to become well-adjusted, contributing members of society. In this course, leadership candidates will work to build such a vision that can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, these leaders will create a plan to implement, monitor, and evaluate impact to promote continuous and sustainable improvement.

**EDLD 8231 Planning, Instruction, and Assessment through Transformational Leadership****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

Transformational school leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In this course, leadership candidates will develop a plan that seeks to maximize student learning through authentic and differentiated planning and pedagogy, instruction and effective assessment strategies that inform practice. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 2 and LKES Standard 3.

**EDLD 8232 Leading Human Capital****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

Transformational school leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. In this course, leadership candidates will collaborate with other transformational leaders in building an effective staff with a focus on personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a learning community. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 3 and LKES Standard 5.

**EDLD 8233 Cultivating School Climate****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

Transformational school leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued, and empowered to reach their fullest potential. In this course, candidates will do so by supporting a culture defined by high expectations, trust and a collective sense of responsibility for the academic, social and emotional needs of all students. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standards 4 and LKES Standard 2.

**EDLD 8234 Building Instructional Capacity****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

Education leaders strive to ensure that staff have the requisite organizational resources, time, structures and roles to increase student learning and achievement. In this course, leadership candidates will use innovation in developing class schedules, student and teacher assignments, implementation of instructional technology in the classroom, and plans for allocation of time and space for staff to exchange ideas and collaborate via Professional Learning Communities (PLC). The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standard 5 and LKES Standard 6.

**EDLD 8235 Engaging Stakeholders in School Improvement****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

In the EDLD Ed.S., transformational school leaders build and sustain productive relationships with families and other community partners in the government, non-profit and private sectors. In this course, leadership candidates will promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources. In doing so, they will communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts.

**EDLD 8236 Managing Operations for Viability****3 Credit Hours. 3 Lecture Hours. 100 Lab Hours.**

Transformational school leaders are responsible for the effective, efficient, equitable and ethical management of schools and districts. In this course, leadership candidates demonstrate responsibilities that include acquiring and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. The clinical practice embedded in this course is 100 field experience hours. This course is aligned to the GaPSC Leadership Program Standards 7 and LKES Standard 4.

**EDLD 8431 Higher Education Law****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Explores basic legal precepts and their application to institutions of higher education, primarily using the case study method and discussion. Covers such topics as constitutional mandated of due process and equal protection, non-discrimination in employment and educational programs, privacy openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

**EDLD 8432 Higher Education Finance****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two- and four-year colleges, and universities.

**EDLD 8433 Higher Education Governance****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the organizational dynamics of higher education institutions as well as traditional and emerging managerial patterns. The use of organizational models and paradigms enables participants to analyze a variety of contemporary issues and situations in higher education settings.

**EDLD 8434 The Community College****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission.

**EDLD 8435 Higher Education Policy****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines policy-formation processes in higher education institutions. The skills of policy analysis and policy development, the identification of policy issues appropriate for study at these institutions, and the relationship of policy to all other areas of administration are considered.

**EDLD 8436 Grant Development/Administration****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will learn the methods and processes of project development, funding source development, and proposal writing. All grants and proposals developed during the course will be submitted to various foundations and/or government agencies for possible funding.

**EDLD 8439 Politics of Higher Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course explores the myth that politics and American higher education exist in separate worlds. Participants will examine the current "press" for institutional change and its political implications for two-year colleges, four-year colleges, and comprehensive universities. Manifestations of political influence systems at the federal and state levels will also be considered.

**EDLD 8535 College Student Development****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines trends and changes in the characteristics of college students and the institutions they attend (cohort changes), research issues related to college impact (student change), and emerging theories and methodologies that address the consequences of attending college. This course intends to provide a broad introduction to research on students in a broad range of developmental and sociological areas.

**EDLD 8536 Assessment and Evaluation in Higher Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide an understanding of current assessment and evaluation methods in higher education settings. The course provides students with an introduction to the concept of institutional effectiveness, which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvement. This course will also examine the design and appropriate implementation of assessment evaluation methods as they relate to various accreditation standards within higher education. Prerequisite(s): Admission to M.Ed. in Higher Education or permission of instructor.

**EDLD 8630 Planning for Change****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will serve as the introductory course to the Ed.S. Program in Educational Leadership. The course will focus on issues that democracy-centered leaders may face relative to high expectations and school/community relations as part of planning for change. While the focal point will be on how the democracy-centered leader plans for meaningful change in education, the change will be in context with human dynamics and relationships. Participants will examine cultural, ethical and interpersonal issues that affect school climate and resistance to significant change in a democracy-centered school culture. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management, (9) Leading Change, and (10) Relationship Development and ELCC Standards 1-6. Corequisite(s): EDLD 8631.

**EDLD 8631 Implementing Change****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will focus on leading change by having the participants apply change theory in initiating a change effort in the educational setting. After a review of structural and post-structural perspectives, candidates will identify a need with special attention given to the relationship of the change effort to the organizational vision. Candidates will be coached on tools and processes used in implementing change to address the need, as well as coached on how to monitor progress of the change initiative. Skills of leading change will be demonstrated through simulations and lab activities. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district/school level. This course is aligned to the Georgia Board of Regents Principles (7) performance Management and (9) Leading Change and ELCC Standards 1-5.

**Corequisite(s):** EDLD 8630.**EDLD 8632 Organizational Culture****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will focus primarily on components of organizational culture, including curriculum and instruction, the technical "core" of the school/district and leadership. Distributed leadership within the culture of high academic expectations will be examined, as well as school/district climate issues associated with "fluid leadership." A major emphasis will be on conflict management and motivational strategies for students, faculty/staff. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (5) Organizational Culture and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631.

**Corequisite(s):** EDLD 8737.**EDLD 8633 Curriculum and Instructional Leadership****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed for the beginning principal/district level administrator to demonstrate best practices in leading curriculum and instruction in the democracy-centered educational setting. The candidates in the course will implement strategies to facilitate curriculum wisdom. Candidates will also identify research-based best practices and strategies in effective schools. Candidates will be immersed in instructional supervision of teaching and learning, including assessment for learning. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (1) Curriculum (2) Instruction and ELCC Standards 1,2,3, and 5. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737.

**Corequisite(s):** EDLD 8634 and EDLD 8738.**EDLD 8634 Managing Operations and Processes****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates with an in-depth look at the essential day-to-day operational management of the school/system, as well as features of day-to-day processes that impact teaching and learning, such as attendance, parent volunteer programs, professional learning programs, the hiring process, staff scheduling, etc. Fiscal policies and procedures will be analyzed from the perspective of aligning resources with instructional priorities. The physical site, including grounds and buildings, will be analyzed from the perspective of state, system, and local school rules, policies, and procedures, as well as aligning the use of facilities with instructional priorities. The course will provide an overview of the safe, orderly and engaging learning environment, as it relates to day-to-day operations. Working conditions will be examined from a best practices perspective. The beginning principal/district office administrator will understand, practice, and implement strategies to facilitate professional learning in a high performing school, where teaching and learning needs define facilities and resource needs. Candidates will identify barriers and interventions to professional learning and development, especially as professional learning relates to operational procedures. The course will emphasize current problems in the management of the learning organization, including, but not limited to, diversity, ethical leadership, politics, and policy in today's global society. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is primarily aligned to Georgia Board of Regents Principles (8) Managing Operations and Processes and ELCC Standards 2, 3, 5.

**Prerequisite(s):** A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632.**Corequisite(s):** EDLD 8633 and EDLD 8738.**EDLD 8635 Leading School Renewal****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course allows candidates to develop the knowledge, skills and disposition needed to implement successful school improvement and allow them to lead such process in their own school/school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited time. Major topics to be covered, among others, include elements of successful school improvement process; benchmarking and correlates of successful schools; building the capacity for change through effective and focused program of staff development; leading the school improvement effort by engaging teachers, faculty, parents, and community members; dealing with barriers against the school improvement process; utilizing technology in school improvement process to improve student outcomes; assessing the school improvement process to identify progress and gaps in student learning; building appropriate school culture for sustainable and lasting school improvement process.

**EDLD 8735 Higher Education Practicum****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

**EDLD 8737 Residency I****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

In the EDLD Ed.S. program, transformational school leaders will engage in innovative, performance-based practices aligned with the Georgia Professional Standards Commission (GaPSC) and Leader Keys Effectiveness System (LKES) standards. This course will include orientation to the EDLD Ed.S. program, the GaPSC Leadership Standards, the LKES standards, and an overview of field experience requirements (750 hours). Under the guidance of a Leadership Candidate Support Team (LCST), candidates will focus on the development of a performance-based, electronic portfolio to meet GaPSC requirements for Tier II Educational Leadership certification. The clinical practice embedded in this course is 250 field experience hours. Admission into this course is by instructor permission only. \*250 Clinical Practice hours are required.

**EDLD 8738 Residency II****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

quisite(s): In the EDLD Ed.S. program, transformational school leaders will engage in innovative, performance-based practices aligned with the Georgia Professional Standards Commission (GaPSC) and Leader Keys Effectiveness System (LKES) standards. Under the guidance of a Leadership Candidate Support Team (LCST), candidates will focus on the development of a performance-based, electronic portfolio to meet GaPSC requirements for Tier II Educational Leadership certification. The clinical practice embedded in this course is 250 field experience hours. Admission into this course is by instructor permission only. \*250 Clinical Practice hours are required. Prerequisite(s): A minimum grade of "S" in EDLD 8737.

**EDLD 8739 Residency III****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

In the EDLD Ed.S. program, transformational school leaders will engage in innovative, performance-based practices aligned with the Georgia Professional Standards Commission (GaPSC) and Leader Keys Effectiveness System (LKES) standards. This course will include orientation to the EDLD Ed.S. program, the GaPSC Leadership Standards, the LKES standards, and an overview of field experience requirements (750 hours). Under the guidance of a Leadership Candidate Support Team (LCST), candidates will focus on the development of a performance-based, electronic portfolio to meet GaPSC requirements for Tier II Educational Leadership certification. The clinical practice embedded in this course is 250 field experience hours. Admission into this course is by instructor permission only. \*250 Clinical Practice hours are required. Prerequisite(s): A minimum grade of "S" in EDLD 8738.

**EDLD 8830 Directed Study in Educational Leadership****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Participants propose and carry out an independent research project. Projects may be in the areas of P-12 or higher education administration and/or supervision. The approved project will address the specialized preservice/in-service needs of the participant. Prerequisite(s): Instructor permission.

**EDLD 8839 Directed Research in Educational Leadership****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Participants complete a fully formulated study in the area of education administration or supervision, and orally defend a written report descriptive of that study. Students are limited to register for this course twice during the program of study.

**Prerequisite(s):** A minimum grade of "C" in EDUR 7130, 8131, and EDUR 8434.

**EDLD 9235 Contemporary Issues in Educational Administration****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to educational administration, particularly in their (his/her) research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development.

**Prerequisite(s):** Admission to Advanced Doctoral Study (Tier II).

**EDLD 9331 Building Leadership Capacity****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on building individual and district leadership for effective schools. Candidates will examine leadership behaviors and dispositions from theoretical perspectives to identify ways individual leadership contributes to the development of vision and accomplishment of mission in a school/district setting. Given that leadership is a values-laden profession, dispositions of leadership candidates will be assessed and examined. Effective leadership behaviors in promoting learning and high-performance schools will be considered in light of leadership selection, development, and succession planning. A major component of the course will require development of a personal action plan to guide candidates to implement distributed leadership model within a school/district.

**Prerequisite(s):** Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

**EDLD 9332 Organizational Behavior in Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, candidates will review theoretical assumptions and empirical studies in organizational behavior in education. Candidates will be able to describe how assumptions/empirical claims have led (or not led) to dominant structures in American schools (political, economic, and legal dimensions). From the study of three perspectives of organizational culture, including integration, differentiation, and fragmentation, candidates will explore the usefulness of the three-perspective approach in analysis of their school/district culture. In addition, candidates will understand organizational identity to acquire skills to lead school/district to adapt to problems, performance expectations, and global challenges from the external environment that affect culture. Finally, approaches to help manage and change organizational culture will be assessed for utility in school/district settings. Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

**EDLD 9333 Ethics in Educational Leadership****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to prepare school leaders to identify and analyze ethical issues in education, with emphasis given to the role of the school leader in fostering an ethos of social justice in diverse communities. The course includes a survey of ethical theories and models for ethical decision-making, with candidates identifying and resolving ethical dilemmas from their own professional experiences.

**Prerequisite(s):** Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

**EDLD 9432 Program Evaluation for School Leaders****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners to enhance organizational performance, address quality improvement, or improve school curricula by assessing the effectiveness of endeavors. Prerequisite(s): Admission to Ed.D. cohort in Educational Leadership.

**Prerequisite(s):** Admission to Tier II Ed.D. cohort in Educational Leadership.

**EDLD 9434 Transformative Educational Leadership Practice I**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, candidates will examine transformative education and the vision, leadership, and drive that it takes to create innovative and transformative learning experiences. Candidates will briefly examine three major concepts: change, transformation, and creativity, and will spend the majority of time examining how to effectively plan a creative and transformative educational program or intervention at the micro/local level. Overriding questions to be addressed include how it works, what are the forces that facilitate or impede the process of innovation, and what values underlie the overall effort. This first in a series of two courses will introduce and define the nature of change and transformation in education, investigate changes strategies; and, review and refine theories regarding educational transformation.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (P-12 Education).

**EDLD 9435 Transformative Educational Leadership Practice II**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course candidates examine two critical concepts: Transformative Education and Enlivened Learning from a global, interdisciplinary perspective. Candidates will explore current transnational issues relevant to education in relation to how they inform practices of student learning/identity and everyday social relations (e.g., knowledge production, transnational organizations, study abroad, citizenship, media, language, power, and curriculum). In addition, candidates will explore these issues from different critical social justice theoretical perspectives namely anti-racism, post/anti-colonialism, Marxism, disability studies, feminist perspectives, and theories of intersectionality. Key questions in this course will be engaged most directly in relationship to issues of learning and education, while at the same time drawing on broad literature that examines globalization, the nation-state, imperialism, and other social justice issues related to inequities across broader society. Candidates will also examine the practices of critical self-reflexivity, resistance, and healing to pursue social change.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (P-12 Education).

**EDLD 9531 Educational Leadership in the 21st Century**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is planned for current and prospective leaders who seek to learn more about leadership in P-20 education in this new global era. Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Participants will be asked to relate course material to their own current experience and personal goals. The ultimate goal of the course will be to create a personal knowledge base from which to create a plan for developing or refining one's own leadership outlook as a current or prospective professional in higher education administration.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (Higher Education).

**EDLD 9532 Higher Education Resource Allocation and Deployment**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Emphasis on financial policies, planning, and budgeting; allocation; financial analysis and management, patterns of expenditure, sources of income including grantsmanship, philanthropy, and fundraising. Relationships between educational objectives and resource allocation.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (Higher Education).

**EDLD 9533 Globalization and Higher Education**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Candidates will explore the social, educational, economic, and political structures of globalization and the resulting impact on the mission and vision for higher education. Candidates will review major works on how higher education around the world has changed as a result of globalization and how higher education in the United States will meet the challenge to internationalize. Participants will focus on analysis of educational issues on a worldwide basis with opportunities to focus on a particular country and analysis of qualitative research methods as used in cross-cultural and comparative education studies.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (Higher Education).

**EDLD 9534 Emerging Pedagogical Approaches in Educational Leadership**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will explore and critically examine recent scholarly writing and research on teaching and learning in higher education. Topics will include recent developments in adult education theory, innovations in curriculum design and delivery, best practices in college teaching, student support, and assessment.

**Prerequisite(s):** Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

**EDLD 9535 Executive Leadership in Higher Education**  
**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will examine the theoretical approaches that define and describe various elements of academic and student affairs environments. Emphasis will be placed on executive-level positions in academic and student affairs administration in postsecondary institutions (e.g., department heads, deans, vice presidents) encompassing the knowledge and skills for current and future leaders in higher education. This course will include analysis and interpretation of research related to higher education, with implications for application of findings for improvement of colleges and universities.

**Prerequisite(s):** Admission to Tier II EdD cohort in Educational Leadership (Higher Education).

**EDLD 9631 Research Seminar I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course, the first in a series of three, assists the doctoral student with becoming a consumer as well as a creator of academic research. Research Seminar I provides the doctoral candidate with an introduction to the dissertation process to include research and academic writing, the research process, conducting a library search, creating an annotated bibliography, updating IRB certification, identifying a dissertation topic, and writing the introduction to the dissertation.

**Prerequisite(s):** Admission to Tier II doctoral study in Educational Leadership.

**EDLD 9632 Research Seminar II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The second of a three-course sequence designed to culminate in a comprehensive review of literature. In this second course, students prepare a preliminary review of literature suitable for use (with requisite adaptation) as the Background of the study for a pre-prospectus to include the leadership framework that will guide the study. **Prerequisite(s):** Minimum grade of "C" in EDLD 9631.

**EDLD 9633 Research Seminar III****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The third in a four-course series, this course will provide students with the opportunity to identify, develop, and construct the Methods (Ch. 3) to be used in their dissertation study. In addition students will identify the appropriate IRB documents relevant to their studies, and prepare said documents for IRB submission at the appropriate time. 3 credit hours.

**EDLD 9634 Research Seminar IV****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The last in a four-course series, this course will provide students with the opportunity to complete a fully-developed pre-prospectus will be the culminating project. In addition, during this course students will conduct mock defenses, write the Qualifying for Candidacy exam, and present their completed leadership portfolios.

**EDLD 9999 Dissertation****1-7 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The objective of this course is to prepare and assist the graduate student to successfully write and orally defend the Dissertation document.

**Prerequisite(s):** Admission to Tier III doctoral degree candidacy.