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 7132 General School Administration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements. Students experience the various dimensions of school administration from both the “theoretical” and the “practical” perspectives.

EDLD 7133 School Law
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will examine legal principles impacting on public schools, federal and state relationships to public education, authority and liability of school boards, administrators and teachers, negligence and discipline.

EDLD 7234 Instructional Supervision
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants explore the difference and the relationship between supervision and administration, both at the building and district levels. Attention is specifically directed to curriculum, instructional practice, staff development, and staff evaluation.

EDLD 7235 School Business Administration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will develop an understanding of all aspects of school business functions, including school budgeting and accounting procedures, auditing, risk management, cash management, pupil transportation, school food services, management information systems, purchasing, and school facilities maintenance and operation.

EDLD 7236 School Personnel Administration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will examine the primary functions and processes of personnel administration in public school systems. Skills will be developed in recruiting, selecting, orienting, assigning, developing and evaluating school personnel. Legal constraints, including affirmative action, and employee rights will be included.

EDLD 7337 The Principalship
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants receive direction in developing the knowledge, skills, and dispositions required of instructional leaders within “today’s schools.” Students comprehensively and intensely experience the key dimensions of school administration from both the “theoretical” and the “practical” perspectives as a part of culminating experience in their Program of Study. Prerequisite(s): A minimum grade of "C" in EDLD 7132 and EDLD 7133 and EDLD 7234 and EDLD 7737.

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 Georgia Board of Regents Principles, GAPSC Leadership Program Standards, and CAEP Standards.

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 democracy-centered school leaders. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

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 processes, 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. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.
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. The 21st century accountability-driven, educational environment requires that educational leaders make conscious and informed adaptation of their practices to build meaningful educational practices to impact student outcomes. 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. Major topics to be covered, among others, include: accountability and leadership dilemmas in using data in leadership for learning; skills and strategies for building school and classroom data to engage and lead data analysis team; using data to identify trends in educational outcomes of students from disadvantaged backgrounds; integrating local, state and national data in school improvement process; and summarizing, reporting and communicating educational data with major partners and stakeholders. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7536 Developing Professional Learning Communities
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide candidates the opportunity to examine and apply theory and research relating to leadership, motivation, facilitating change, communicating effectively, team building, and creating and sustaining professional learning communities. 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 7539 Finance for Educational Leaders
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants 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. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7540 Politics of P-12 Public Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Candidates will 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. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7737 Supervised Field Experience I
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This 125-hour field experience provides significant opportunities for candidates to synthesize and apply the knowledge and skills of Entry-Level Leaders through substantial, sustained, standards-based work in authentic, embedded settings. This field experience is planned and guided cooperatively by faculty and school district personnel. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 7738 Supervised Field Experience II
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
In this 125-hour field experience candidates will complete a practicum in building- or district-level administration under the direction of a practicing administrator(s) and supervising faculty member. This course serves as a culminating experience for the Master's in Educational Leadership that includes experiences in the daily operations of schools. This course is aligned to the Georgia Board of Regents Principles, GAPSC, and CAEP Standards.

EDLD 8130 Educational Evaluation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will consider educational evaluation from a theoretical and practical perspective. Emphasis is placed upon the application of evaluation theories, designs, models, and techniques for use at the classroom, school center, and school district levels.

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 8136 Educational Facilities
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course examines the concepts, procedures, and importance of facilities planning for schools, colleges, and universities. Participants will learn the practical skills of facility inventory, needs assessment, and evaluation. The course covers major aspects of institutional facilities planning at the elementary, secondary, and postsecondary levels.

EDLD 8230 The Curriculum Leader
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will acquire the knowledge and skills necessary to make appropriate decisions regarding the development of curriculum at the school and district levels. They will also consider ways in which the school's curriculum is shaped by, and in some cases influences current social issues.
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 mandates 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 8438 Organizational Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course deals with the major conceptual frameworks for understanding human behavior within complex educational organizations, the competencies required for effective educational leadership and the major functions of organizational theory and management applied to education. Prerequisite(s): Admission to M.Ed. Program or permission of instructor.

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 8531 School Public Relations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will learn how to conduct good school public relations with both internal and external publics. Topics include school publications and press releases, working with the media, speaking and listening skills, the community school and volunteers and key communicators. The practitioner oriented course emphasizes hands on activities, simulations, etc. and should be beneficial to all school personnel, especially those in teacher leadership administrative, or supervisory roles.

EDLD 8532 Policy Studies in Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will examine policy development, implementation and evaluation at the federal, state and school district. Includes the skills of policy analysis and policy development, the identification of issues appropriate for policy review at the school-site and school-district levels. Considers the policy-related roles of the school administrator.

EDLD 8534 The Superintendency
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will acquire an understanding of the knowledge and skills required to function in today’s highly complex and dynamic superintendency. Major consideration will be given in the areas of leadership, visioning, planning, goal setting, operations management, risk management and interpersonal relationships.

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 or school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited timeframe. 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. 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 the Georgia Board of Regents Principles (1) curriculum (2) instruction (3) assessment and (4) data analysis and ELCC Standards 1,2,5,6.
Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737 and EDLD 8738.
Corequisite(s): EDLD 8739 and EDUR 8434.

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.
This Residency is required of all candidates seeking L-6 certification and/ or the Ed.S Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance–based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards.
Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631.
Corequisite(s): EDLD 8632.
EDLD 8738 Residency II
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
This Residency is required of all candidates seeking L-6 certification and/or the Ed.S Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards.
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 8633, EDLD 8634.

EDLD 8739 Residency III
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
This Residency is required of all candidates seeking L-6 certification and/or the Ed.S Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The candidate and the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards.
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 8633, EDLD 8634.

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 preserve/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 or equivalent.

EDLD 9231 Administrative Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the nature of social science theory and its relationship to the study of administrative practice in educational organizations. Theories are applied discretely and in combination, complex bodies of theoretical knowledge are assimilated and appropriate applications of theory in field research are considered. Participants directly apply theories in the conduct of research reviews of problem areas that integrate theoretical and practical knowledge in applicable ways.
Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9232 Decision Making/Problem Solving
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Participants will be introduced to the dominant philosophical, organizational and managerial themes that support advanced study in the analysis of problems and theory concerning decision-making, as well as, practical applications. The focus of this course is on a theoretical and research-based approach to the examination of decision making and problem solving in complex educational organizations.
Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9233 Leadership Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The integration of knowledge from previous seminars is the primary focus of this course. Students will apply multiple strategies and frameworks for understanding and interpreting individual and organizational behaviors of leaders. Connections between administrative theory, problem solving and decision making will be analyzed to explain leadership styles, traits and behaviors. Strategies and processes educational leaders use in developing and maintaining a current awareness of the status of their respective organizations are carefully considered.
Prerequisite(s): Admission to Tier II doctoral study in Educational Administration and successful completion of EDLD 9231 and EDLD 9232.

EDLD 9234 Doctoral Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores the rationale for pursuing a doctorate in educational administration within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in educational administration in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competences, analytical ability within a structured collegial environment. The primary context for the course is the history of educational administration.
Prerequisite(s): Admission to Advanced Doctoral Study.

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 9236 Diversity and Ethics for Educational Leaders
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Focuses on issues that educational leaders may face relative to diversity and ethics. Examination of issues concerning race, sex, gender, class, and other special needs that may impact the educational leader's efforts to develop an ethical educational institution.

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 Practice I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course sets the foundation for transformative practice in schools/districts. Candidates will study transformational leadership in context of change models, explore ethical decision making in improving schools within, and acquire skills to assess school/district functions in preparation to leading change. In addition, candidates will demonstrate skills in overcoming obstacles in the change process. The course will treat the development and application of transformative practice as requiring foundational knowledge and skills in five areas: 1) distinguish a transformational leadership approach from other leadership approaches; 2) understanding the instructional leadership change process as dual challenge of both organizational and individual growth; 3) assessing school/district/stakeholder readiness for change; 4) assessing dispositions underlying leadership behaviors; 5) overcoming obstacles. Candidates will design an instructional leadership change project using one school/district’s performance data to implement. In Transformative Practice II, candidates will present the instructional leadership change project after a year of implementation.

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

EDLD 9435 Transformative Practice II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
In this course, candidates will be responsible for describing their instructional leadership change project assigned in Transformative Practice I. The candidate will be expected to describe the working relationship with a school/district to lead change (instructional improvement of a targeted need, a specific process, or function within school/district) based on analysis of school/district’s performance data. Candidates will be expected to describe how they are leading instructional change in school/district (following assessment of performance data) by: assessing school’s readiness for change; analyzing stakeholders and their needs associated with change; planning for early wins for school/stakeholders engaged in change process; minimizing resistance and planning for change consequences; using collaborative teams in process; and implementing change to improve targeted need or specific process or function. The core requirement of the course is to complete the transformative leadership project and report a description of: 1) how performance data led to identification of improvement initiative; 2) how the candidate led the school/district through the improvement process, including implementation of the change; 3) an evaluation of the impact of the process and specific change on both the organization and self; and, 4) recommendations for continuous monitoring and improvement. In addition, in class, each candidate will serve as a member of leadership practice community, where he/she will be expected to evaluate peer projects to make theory-based and evidence-based recommendations for continuous improvement. The candidate will be expected to present his/her change project at a local, state, national, or international conference and/or submit a paper to an appropriate journal for consideration for publication.

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

EDLD 9531 Leadership in Higher Education
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 higher 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. In addition, students will read about or hear first person accounts of leaders’ experiences in higher education administrative roles. 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 Ed.D. 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 Ed.D. 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 U.S. 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 Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9534 Cognitive Issues in Higher Education 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 Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9631 Research Seminar I 3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The first of a two-course sequence designed to culminate in a comprehensive review of literature. In this first course, students initiate a comprehensive review of literature by critically analyzing research reports and compiling an extensive annotated bibliography. Students will select a broad area of inquiry from a list maintained by program faculty. Then, students will be encouraged to work in a research group of two or four persons per group to explore different aspects of that area of inquiry. The collaborative model will provide students with an expansive digest of research from which they can begin to prepare the outline for a focused review of literature.
Prerequisite(s): Admission to Tier II doctoral study in Educational Leadership.

EDLD 9532 Research Seminar II 3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The second of a two-course sequence designed to culminate in a comprehensive review of literature. In this second course, students prepare a comprehensive review of literature suitable for use (with requisite adaptation) as a Chapter II in a dissertation. In addition, the course will introduce candidates to writing for publication. Candidates will submit the manuscript for editorial review (and possible publication) to an appropriate academic journal as part of course requirements.
Prerequisite(s): Minimum grade of “C” in EDLD 9631.

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.