

## **Educational Leadership (COE)**

### **EDLD 4090**

#### **Selected Topics in Educational Leadership: (1-3)-0-(1-3)**

Participants are introduced to selected topics in the areas of administration and supervision. Focuses on the specialized needs of administrators, supervisors, counselors, and teachers who do not require certification.

### **EDLD 7090**

#### **Selected Topics in Educational Leadership: 3-0-(1-3)**

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: 3-0-3**

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. Corequisite: EDLD 7737.

### **EDLD 7133**

#### **School Law: 3-0-3**

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 7137**

#### **Supervising Skills for Teacher-Support Specialists: 3-0-3**

Participants develop supervisory skills and understandings that support the instructional mentoring process. Emphasis is on the supervision of five categories of teachers: pre-service teachers, student teachers, teachers new to the profession, teachers new to the school, and teachers with identified needs. This is the first of the two-course sequence leading to TSS endorsement by the Georgia Professional Standards Commission.

### **EDLD 7234**

#### **Instructional Supervision: 3-0-3**

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: 3-0-3**

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: 3-0-3**

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: 3-0-3**

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. Prerequisites: A minimum grade of “C” in EDLD 7132, EDLD 7133, EDLD 7234, and EDLD 7737. Corequisite: EDLD 7738.

### **EDLD 7430**

#### **American Higher Education: 3-0-3**

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: Admitted to M.Ed. program or permission of instructor.

### **EDLD 7431**

#### **Higher Education Administration: 3-0-3**

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. Prerequisite: Admitted to M.Ed. program or permission of instructor.

### **EDLD 7432**

#### **History of American Higher Education: 3-0-3**

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. Prerequisite: Admitted to M.Ed. program or permission of instructor.

#### **EDLD 7737**

##### **Internship I: 0-7-3**

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour introductory block for the masters in educational leadership that includes experiences in the daily operations of schools. Corequisite: EDLD 7132.

#### **EDLD 7738**

##### **Internship II: 0-7-3**

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour culminating block for the masters in educational leadership that includes experiences in the daily operations of schools. Prerequisite: A minimum grade of a "C" in EDLD 7132 and EDLD 7737. Corequisite: EDLD 7337.

#### **EDLD 8130**

##### **Educational Evaluation: 3-0-3**

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: 3-0-3**

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: 3-0-3**

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: 3-0-3**

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 8430**

##### **School Finance: 3-0-3**

Participants examine major principles of educational finance, particularly as they relate to the funding of American public education. State and national models of educational finance are introduced and discussed. An effort is made to develop skill as an interpreter of fiscal policy. Participants will study tax structures in Georgia and elsewhere. Alternative sources of school funding are also reviewed.

#### **EDLD 8431**

##### **Higher Education Law: 3-0-3**

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 and openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

#### **EDLD 8432**

##### **Higher Education Finance: 3-0-3**

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: 3-0-3**

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

#### **EDLD 8434**

##### **The Community College: 3-0-3**

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. Prerequisite: Admission to Tier I doctoral study in Educational Administration.

#### **EDLD 8435**

##### **Higher Education Policy: 3-0-3**

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: 3-0-3**

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: 3-0-3**

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: Admitted to M.Ed. program or permission of instructor.

**EDLD 8439**

**Politics of Higher Education: 3-0-3**

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: 3-0-3**

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: 3-0-3**

Participants will examine policy development, implementation and evaluation at the federal, state and school district levels. 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 8533**

**Politics of Public Education: 3-0-3**

The myth that politics and education exist in separate worlds is examined in this course. Participants will review the recent waves of educational reform in terms of their political implications for educational decision makers. Manifestations of overt political behavior and the "press" of politics at the federal, state and local levels will also be reported.

**EDLD 8534**

**The Superintendency: 3-0-3**

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 8735**

**Higher Education Practicum: 3-0-3**

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

**EDLD 8739**

**Advanced Field Experience: 0-7-3**

Participants will complete a supervised field experience in building or central office administration under the direction of a practicing school administrator. Prerequisite: Admission to Ed.S. study in Educational Leadership.

**EDLD 8830**

**Directed Study in Educational Leadership: 3-0-3**

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/inservice needs of the participant. Prerequisite: Instructor permission.

**EDLD 8839**

**Directed Research in Educational Leadership: 3-0-3**

Participants complete a fully formulated study in the area of educational administration or supervision, and orally defend a written report descriptive of that study. Prerequisites: EDUR 8131 and EDUR 8434 or equivalents.

**EDLD 9231**

**Administrative Theory: 3-0-3**

Examines the nature of social science theory and its relation 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 theoretic and practical knowledge in applicable ways. Prerequisite: Admission to Tier II doctoral study in Educational Administration.

#### **EDLD 9232**

##### **Decision Making/Problem Solving: 3-0-3**

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: Admission to Tier II doctoral study in Educational Administration.

#### **EDLD 9233**

##### **Leadership Theory: 3-0-3**

The integration of knowledge from previous seminars is the primary focus of this course. Students will apply multiple strategies and frames 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. Prerequisites: Admission to Tier II doctoral study in Educational Administration and successful completion of EDLD 9231 and EDLD 9232.

#### **EDLD 9234**

##### **Doctoral Seminar: 3-0-3**

This course 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: Admission to Advanced Doctoral Study.

#### **EDLD 9235**

##### **Contemporary Issues in Educational Administration: 3-0-3**

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 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: Admission to Advanced Doctoral Study (Tier II).

#### **EDLD 9236**

##### **Diversity and Ethics for Educational Leaders: 3-0-3**

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 9631**

##### **Research Seminar I: 3-0-3**

Assists the doctoral student in identifying the major topic leading to the doctoral dissertation. This identification includes the approval of a dissertation topic and a conceptualization of the research design to be utilized in completing the dissertation. Prerequisite: Admission to Tier II doctoral study in Educational Administration.

#### **EDLD 9632**

##### **Research Seminar II: 3-0-3**

Assists the doctoral student in developing the major topic leading to the doctoral dissertation. Guidance is provided in developing and writing plan for the dissertation. Prerequisites: Admission to Tier II doctoral study in Educational Administration and successful completion of other core classes.

#### **EDLD 9999**

##### **Dissertation: (1-3)-0-(1-3)**

Students are provided support and direction in completing the doctoral dissertation. The course provides guidance from both the dissertation supervising chair and the dissertation committee. Prerequisite: Admission to Tier III doctoral degree candidacy.