

# EDUCATIONAL LEADERSHIP (EDL)

## **EDL 5100 Professional Seminar in Higher Education and Student Affairs (1)**

Orients new graduate students to the HESA program and the student affairs profession, including topics such as writing for the social sciences, APA formatting, critical reading, professional presentations, and apprenticeship success.

## **EDL 5118 Competency Assessment and Development (1)**

A process in which student performance is assessed in several skill areas including leadership, problem analysis, critical thinking, decision-making, sensitivity and communication. A professional development plan is developed for each student.

## **EDL 5127 Seminar: Personal and Professional Values and Ethics (1)**

A study of ethical issues and standards related to the practice of educational leadership with an emphasis on understanding personal values and beliefs that influence practice.

## **EDL 5128 Seminar: Interprofessional Practice (1)**

Seminar designed to promote the collaboration of educators and other human service professionals in solving complex problems of children and youth in today's schools.

## **EDL 5129 Folio Assessment and Professional Development (1)**

Culminating assessment of students' progress in attaining competence for mid-management certification as evidenced by professional folios. Student folios will be evaluated by faculty and practitioner panels.

## **EDL 5131 Practicum: Contextual Domains (1)**

A field-based application of knowledge and skills in the contextual domain of practice including: philosophical and cultural values; legal and regulatory applications; policy and political influences; and public and media relationships.

## **EDL 5191 Introductory Graduate Seminar (1)**

This one-hour seminar will provide an introduction to the field of student service in terms of philosophy, principles of good practice, standards of preparation and professional development. Special focus will be given to the relationship of graduate preparation to the development of a coherent practice.

## **EDL 5194 Leadership Theory (1)**

This one-hour seminar is designed to encourage new student affairs professionals to consider ways in which leadership contributions are made in the context of higher education.

## **EDL 5195 Seminar: The Art of Advising and Mentoring (1)**

Advising and mentoring of students in higher education settings will be examined. Understanding this importance and dynamic nature of mentoring relationships and advising students and student organizations is critical to the success of student affairs practitioners. Current literature on mentoring will be studied.

## **EDL 5196 Student Services in a Multicultural Society (1)**

In this course students will be exposed to theory and research pertaining to student cultures. Emphasis will also be given to exploring the manner in which student services professionals work with minority students in implementing multicultural programs on campus.

## **EDL 5199 Non-Thesis Degree Completion (1)**

To fulfill requirements for non-thesis master's students who need to complete final degree requirements other than coursework during their last semester. This may include such things as a comprehensive examination, oral examination, or foreign language requirement. Students are required to be registered during the semester they graduate.

## **EDL 5273 Person-Environment Theories (2)**

This course offers an in-depth analysis of person-environment theories, including the history and current use of such theories in higher education and student affairs. How people learn and the design of effective learning experiences and environments is also examined.

## **EDL 5300 Research Applications in Educational Leadership (3)**

Research methods, design, and application related to the practice of educational leadership.

## **EDL 5301 Christian Faith and P-12 Educational Leadership (3)**

The primary purpose of this course is the integration of faith, teaching, and educational leadership. This integration is vital for both public and private school teachers and manifests itself through excellence in instruction and learning that promotes human flourishing. This course connects a theology of education to outcomes for students made in the image of God to ground the leadership and educational theory in this course.

## **EDL 5302 Instructional Leadership (3)**

In this course, school leaders learn to plan, implement, monitor, and evaluate assessment, curriculum, and instruction in public and independent schools for diverse learners. Topics include local, state, and national policy, assessment, curriculum, models of instruction, and multi-tiered support systems. Students will use data to make evidence-based decisions, monitor student progress, and provide accountability.

## **EDL 5303 Capstone in Educational Leadership (3)**

Pre-requisite(s): EDL 5300, 5301, 5302, 5344, 5345, 5353, 5359, 5363, and 5V64 Aspiring leaders examine the complex realities of administration in public or independent schools by developing and implementing an improvement science capstone project

Working with the university advisor and the site supervisor, each candidate uses data analysis and leadership skills to identify a problem of practice and design, conduct, and report the findings of improvement science research.

## **EDL 5305 International and Comparative Education (3)**

Education in the United States compared with that of selected foreign countries. Designed to provide a world view for educational leaders. Foreign study/travel required. (Also available to master's-level students.)

## **EDL 5322 Principles and Practices of Supervision (3)**

Philosophical foundations, principles, and practices of effective supervision in public schools. Special attention is given to the supervisory methods used to improve instruction at all grade levels.

## **EDL 5323 Problems in Supervision (3)**

Treatment of functional relationships in a program of supervision in the public schools. Case studies will be analyzed as practice in making the transition from theory to application of supervisory practice. Emphasis is placed on group interaction and human dynamics as basic constituents of sound supervisory practice.

**EDL 5324 Practicum in Supervision (3)**

Pre-requisite(s): EDL 5322 and 5323

Practice in planning supervisory in-service programs, problem solving, and procedures for improving supervisory and contemporary supervisory leadership in the public schools. An analysis of current literature as aids in setting up supervisory programs for instructional improvements is also included.

**EDL 5327 Educational Evaluation (3)**

Cross-listed as EDP 5327

Evaluation of educational programs including instructional as well as guidance programs. The student will be expected to organize and conduct research activities and to interpret the results of the research to teachers, administrators, parents, and other interest groups. Special topics will include construction of assessment instruments, the use of the computer in pupil personnel services, and the development of local norms.

**EDL 5329 Philosophical and Cultural Contexts of Education (3)**

A study of the philosophical, social, and cultural frameworks impacting schooling in America.

**EDL 5330 Policy/Politics/Publ Rel Educ (3)**

Pre-requisite(s): EDL 5345

An examination of the political and governance structures and public relations in American public education, including significant issues of policy and practice.

**EDL 5336 Qualitative Research in Higher Education (3)**

The development of an in-depth understanding of the major methods of inquiry associated with qualitative research is emphasized. Additionally, an appreciation for the strengths and limitations of engaging in qualitative research and a general understanding of the paradigms that undergird qualitative research and their implications for conducting qualitative inquiry are cultivated.

**EDL 5344 School Business Management and Finance (3)**

Develop a working knowledge of school finance by exploring adequacy, efficiency, and equity and how these issues influence school finance from the federal, state, district and school level. Students will have knowledge of how to relate state funding to district and building level budget preparation. Independent school leaders will develop skills in fund-raising, board facilitation, and budget preparation based on their own contextualized needs.

**EDL 5345 Fundamentals of School Leadership (3)**

This course examines leadership competencies that focus on and enhance human flourishing, social justice, equity, academic growth in diverse school environments, high leverage turnaround leadership, dynamics of schools in decline, and leadership coaching based on the core tenets of improvement science. Coursework provides opportunities for self-reflection in areas of personal leadership and Christian ethical beliefs.

**EDL 5347 Administration of Pupil Personnel Services (3)**

Organization and implementation of the pupil services necessary to provide a sound instructional program. The various services are studied from the viewpoint of a total program of services to make possible continuing progress by the pupil through his instructional program. The special services are considered in relation to the basic administrative service provisions.

**EDL 5349 Administration of Staff Personnel Services (3)**

Studies, practices, and principles of administration with reference to recruitment, selection and promotion, and retention of school personnel. Modern employment and placement practices with reference to incentive pay systems, control of working conditions, job analysis and evaluation, salaries and salary scheduling, maintenance of morale, fringe benefits, and other employee services are studied and analyzed.

**EDL 5353 The Principalship (3)**

Examine the diverse array of responsibilities of the modern school leader, with an emphasis on the development and growth of the principal in the area of strategic leadership as it relates to improvement science and continuous school improvement while developing a more comprehensive understanding of the role of a school leader within the context of a 21st-century education environment in public and independent schools.

**EDL 5355 Transforming Learning Environments: School Facility Planning (3)**

Educational leadership students study the planning, funding, and design of student-centered learning spaces incorporating functional efficiencies and applicable State and Federal statutes. Students will focus on how space influences and shapes learning, how design must serve both current and future educational needs, how capital construction is planned and financed, and how to apply TEC: School Facilities Funding and Standards to school facility planning, design, construction and instructional needs.

**EDL 5356 School Surveys and Field Studies (3)**

Place of the survey in present-day American education; its methods; findings concerning current problems in various types and phases of education; and tendencies in survey recommendations. Extensive reading of surveys required. Typical problems are assigned for investigation and report.

**EDL 5357 Community Relations (3)**

Principles and practices of successful college and/or K-12 school community relations programs.

**EDL 5358 Seminar: Organizing and Administering School Reading Programs and Reading Clinics (3)**

Cross-listed as EDC 5358

Orientation for administrators concerning four aspects of reading instruction: (1) Administrator roles and responsibilities essential to effective reading instruction; (2) Strategies for improving instruction that emphasize measurement, the use of varied media, and staff development; (3) Innovative practices in reading instruction at the elementary and secondary school levels; (4) Knowledge of developments in educational research and suggestions concerning bridging the gap between innovation and practice; (5) Preparation of a comprehensive school/district reading program.

**EDL 5359 School Law and Governance (3)**

Presents legal principles on all major facets of school and institutional operation by examining the relationships among law, public policy, ethics, and current issues in P-12 education. By developing a deeper understanding of legal and ethical requirements as well as multi-tiered systems of support, school leaders will be better prepared to lead in public and independent schools where each student is able to flourish.

**EDL 5360 Seminar: Administration of Special Programs (3)**

Administration of compensatory and special education, career and vocational programs, basic skills program (reading), and middle management services. May be repeated.

**EDL 5361 Seminar: Central Office Administration (3)**

Basic administrative concepts, processes, and organization of public school administration. The roles of the superintendent and other central office personnel are examined in relation to effective administration. The relationship of the local school district to the Texas Education Agency, the federal government, and other educational institutions is examined. There will be intensive study in selected areas.

**EDL 5362 Seminar: Administration of Career and Technical and Vocational Programs (3)**

Application of the principles of administration to vocational education programs. In addition to the study of organizational structures, planning, coordinating, allocation of resources, and decision-making, the course will cover special requirements of vocational education as program standards, state and local policies and regulations, state plans, building and equipment needs, and in-service training of vocational education personnel.

**EDL 5363 Administrative Theory and Educational Leadership (3)**

This course provides aspiring leaders with a foundation of the theory base for the field of educational leadership. It introduces students to a comprehensive set of historical and current theories, concepts, and approaches in educational leadership. The foundational theories are meant to provide students with an understanding of how organizations, behavior, and management associate with desired outcomes in public and independent schools.

**EDL 5370 Psychosocial Development in College Students (3)**

This course will offer an in-depth analysis of psychosocial development theories, including models based on gender, race, ethnicity, sexual identity, and socioeconomic/sociocultural class. Erik Erikson's Identity over the Life Span and Arthur Chickering's Theory of Identity Development, along with Josselson, Phinney, Cross Helms, Cass, and others will be used.

**EDL 5371 Cognitive-Structural Development in College Students (3)**

This course offers an in-depth analysis of cognitive-structural college student development theories, including William Perry's Intellectual Scheme; Mary Field Belenky, et al.'s Women's Ways of Knowing; Marcia Baxter Magolda's Epistemological Reflection Model; and Patricia King and Karen Kitchener's Reflective Judgment Model.

**EDL 5372 Culture and Organization of Higher Education (3)**

This course provides an overview of the organizational structures and dynamics of higher education governance, leadership, planning, and resource allocation. Particular attention in this course is given to the diversity of post-secondary institutions in the United States, and how varying institutional settings influence organizational behavior, structures and cultural norms of operating. Students should anticipate a rich interaction with related literature. An introductory survey of organizational theories in higher education will also be explored.

**EDL 5374 Moral and Faith Development in College Students (3)**

An in-depth survey of major theories related to moral and faith development of American college students. Current research on the effect of the college environment on moral and faith development will be explored. Special emphasis will be placed on the integration of theory into student affairs administrative practice.

**EDL 5375 Sociology of Higher Education (3)**

This course explores the intersection of sociological issues and interests and the study of higher education. The course analyzes issues central to the study of higher education through sociological frameworks, including consideration of the structures and environments that form the context of higher education, and the impact of the institution of higher education on participants and non-participants.

**EDL 5376 Human Resource Management and Development in Student Affairs (3)**

Human resource management and development in student affairs are examined. Special attention is given to staff selection, training, evaluation, productivity, decision making, job stress, and job satisfaction. Current literature on management and supervision is studied.

**EDL 5378 Capstone Course: Special Problems in Student Services Leadership (3)**

This culminating course will use a problem-based, case study learning approach to apply the competencies gained in other Educational Leadership courses. Students address new trends in college student personnel through attendance at a national conference as well as through a mentoring relationship with a student services professional.

**EDL 5379 Foundations & History of Higher Education Leadership (3)**

The history of higher education and student affairs is explored through an introduction to the various fields, organizations, and functions in student affairs, including trends, issues and ethics.

**EDL 5380 Technology and Leadership (3)**

An overview of technology in the context of organizational leadership. Participants examine the application of data (computer), video, and communications technology to formal and informal leadership responsibilities within educational organizations. Assumes no previous knowledge of advanced technology. Technology lab and field experiences will be required.

**EDL 5387 The College Dean (3)**

A functional approach to the problems of the dean, treating the phases of administration; instructional personnel; public relations; curriculum construction and organization; faculty selection, assignment, promotion, and retirement; extracurricular activities; student and parent relations.

**EDL 5388 College Registrar (3)**

A study of duties, functions, and responsibilities of the registrar.

**EDL 5390 Seminar-Education (3)**

A course designed to meet the individual needs of graduate students. May be repeated.

**EDL 5391 Cultural Issues in Higher Education (3)**

Cross-listed as EDA 5391, EDP 5391  
See EDP 5391 for course information.

**EDL 5392 Higher Education & the Law (3)**

Legal aspects and issues of constitutional, statutory, and case law concerning public and private two-year and four-year colleges, and universities; their boards, administrators, faculty and students. Interpretations, compliance issues, and implications for institutional practice and policy.

**EDL 5393 Supervision of Student Teachers (3)**

A course designed to provide students with a study of the principles and procedures for effective supervision of student teachers. Special emphasis is given to the development of contemporary supervisory methods and skills.

**EDL 5394 Planning, Budgeting, & Human Resources in Higher Education (3)**

Pre-requisite(s): EDL 5379 or consent of instructor

This course explores the interdependent relationship of university strategy formation, strategic planning, finance, and human resources. First, attention is given to theory-based literature from both business and higher education as it relates to strategy formation and planning. Second, financial issues related to college and university administration are examined, including the nature of costs, their impact on students, and the future of higher education. Finally, the course explores the importance of human resources, its relationship to planning and finance, and how a student affairs administrator can enact processes related to management, staff selection, training, evaluation, and productivity.

**EDL 5395 Student Services Administration: Practicum I (3)**

Broad on-site experiences in a variety of student services in three or more private and public institutions of higher education.

**EDL 5396 Student Services Administration: Practicum II (3)**

In-depth on-site experiences in two different student services areas. Up to one-half of this practicum may be earned through professionally supervised graduate assistantships in appropriate work settings.

**EDL 5399 Faith-Based Higher Education (3)**

The course explores the history of higher education in the United States, with special attention to the interplay of forces that have led virtually every major academic institution to abandon historic Christian convictions. It includes reading and thinking about the lessons of history and discusses how to apply them to contemporary context. Topics include staff and faculty hiring and mentoring, student life programming, staff development, and crafting and implementing a Christian collegiate vision.

**EDL 5V19 Interpersonal Skills Lab (1-3)**

Practical application of theories and skills related to effective interpersonal behavior of school leaders. The foci are motivating, mentoring, and managing human interaction and communication.

**EDL 5V21 Practicum: Functional Domains (1-3)**

A field-based experience related to performance in the functional domains of leadership, problem-solving, decision-making, organizational management, technology, and research. May be repeated once with different topic not to exceed three credit hours.

**EDL 5V25 Practicum: Programmatic Domains (1-3)**

A field-based experience that focuses on the programs of elementary and secondary schools with special emphasis on curriculum and supervision of instruction. Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (TTESS) certifications are covered. May be repeated once with different topic not to exceed three credit hours.

**EDL 5V26 Practicum: Programmatic Domains (1-3)**

A field-based experience which focuses on the programs of elementary and secondary schools with special emphasis on support services and the resource base.

**EDL 5V64 Internship in School Administration (1-9)**

(Required for both the principal and the superintendent.) Provides persons aspiring to become administrators with periods of practical clinical experience. Internships are conducted under the supervision of school, college, or other institutional administrators and professors.

**EDL 5V65 Internship--Superintendent (1-6)**

Pre-requisite(s): Consent of department chairperson

Individuals are assigned to school systems where opportunities will be effected to observe and participate in the superintendent's office, business office, board meetings, and other areas related to the duties and functions of the superintendent. Required for Superintendent's Certification.

**EDL 5V95 Special Problems in Education (1-4)**

Designed to meet individual needs of graduate students. May be repeated.

**EDL 5V99 Thesis (1-6)**

Credit received when the thesis is finally approved.

**EDL 6118 Leadership Assessment and Professional Development (1)**

A systematic process in which performance is assessed in critical skill areas of educational leadership. Assessment and feedback result in a leadership development plan for each student which is monitored throughout the program and becomes a part of the portfolio process.

**EDL 6129 Professional Portfolio Assessment (1)**

Pre-requisite(s): EDA 6118 or consent of department

Culminating assessment of professional and personal growth and development of students completing the Ed.D. as evidenced by student professional portfolios. Portfolio documents are presented by students and evaluated by faculty and practitioner panels. Review of research and use of professional portfolios are also required.

**EDL 6300 Research in Educational Leadership I (3)**

Pre-requisite(s): EDA/EDP 5327

Topics related to the development of research projects in educational leadership and decision-making are presented, including the identification of problems to be investigated, the review of the literature, the development of research questions and/or hypotheses, and writing proposals. Skills in Historical, Correlational, and Descriptive Research are developed, including the supporting measurement theory and statistics.

**EDL 6301 Research in Educational Leadership II (3)**

Pre-requisite(s): EDL 6300

Concepts and skills in experimental research applied to educational leadership and decision-making, development, experimental design, sampling, measurement considerations, probability theory, inferential statistics, and reporting results. Statistical package is utilized as a part of the instructional procedures.

**EDL 6302 Teaching and Learning in Higher Education (3)**

Pre-requisite(s): Doctoral Standing

A doctoral seminar designed to introduce graduate students to teaching in higher education through the exploration of curricular issues, course development and content, teaching techniques, learning concepts and theories, and the nature of faculty work.

**EDL 6303 Seminar: Curriculum Management and Evaluation (3)**

Pre-requisite(s): EDC 5321, 5344, 6310 or equivalent; or consent of instructor

Development, management, and evaluation of K-12 curriculum with attention to research and best practice related to providing leadership for improving student performance. Administrative/supervisory responsibilities for curriculum standards, policy development, and curriculum audit procedures are also emphasized.



**EDL 6304 Seminar: Politics, Policy and Governance of Education (3)**

Pre-requisite(s): Doctoral student or consent of instructor

The political and governance structures of American education with a particular emphasis on Texas. A study and analysis of local, state, and federal policies and policy issues with an emphasis on the critical dimensions of problem-solutions, power relations, and values and ethics.

**EDL 6305 Ethics and Values in Educational Leadership (3)**

Ethics and values as applied to educational leadership and management, with related philosophical concepts and principles. Designed for advanced graduate students with classroom teaching experience and educational leadership experience.

**EDL 6306 Student Success in Higher Education (3)**

This course examines the impact college has on students (college-impact models), as well as policies, programs, and practices that promote student learning and development in higher education. Theories concerning environmental or sociological origins of change in college students will be examined. Course topics include several sets of variables (including student, organizational, and environmental characteristics) presumed to influence student success (retention, engagement, achievement, and development).

**EDL 6309 Framing K-12 Problems for Inquiry (3)**

Students develop a foundation for disciplined inquiry of a Problem of Practice, engage in educational research, and explore approaches to disciplined inquiry in school and organizational contexts.

**EDL 6310 Organizational Behavior and Leadership (3)**

Students focus on learning about the complex behavioral world of public and private schools and school districts in the life of communities. Acquiring and applying skills necessary for understanding organizational behavior and leadership to engage effectively in executive roles.

**EDL 6311 Qualitative Theory and Theology in Education (3)**

Pre-requisite(s): Completing a graduate-level introductory qualitative research course is required for enrollment

This course integrates an advanced understanding qualitative research theory with an exploratory application of Christian theology to pursue the implications each has for the other and how they might, together, inform the work of educational researchers.

**EDL 6312 Systemic Inquiry through Data Analytics (3)**

Educational leadership students organize, manipulate, analyze, and interpret data specific to the Texas K-12 Public Education Information Management System (PEIMS) and the United States. Students communicate analytics findings relevant to an identified Problem of Practice through visualization of qualitative and quantitative data.

**EDL 6335 Research Practicum in Education (3)**

Cross-listed as EDP 6335

Educational research writing. Emphasis will be placed on the organization of the prospectus, the thesis, the dissertation, and the abstract which are typically required by graduate schools in professional fields. Individualized and critical assistance will be given in the research writing style and composition mechanics befitting the research design chosen.

**EDL 6336 Qualitative Research and Data Analysis (3)**

Cross-listed as EDC 6336, EDP 6336

The development of an in-depth understanding of the major methods of inquiry associated with qualitative research will be emphasized. These include participant observation, interviewing, and document analysis. Additionally, an appreciation for the strengths and limitations of engaging in qualitative research and a general understanding of the paradigms that undergird qualitative research and their implications for conducting qualitative inquiry will be cultivated.

**EDL 6337 Research Practicum in Education II - Method (3)**

Pre-requisite(s): EDL 6335

Educational research writing level 2. Emphasis will be placed on the continued organization of the prospectus, the thesis, the dissertation, and the abstract which are required by graduate schools in professional fields. Individualized and critical assistance will be given in the research writing style and composition mechanics with emphasis on the research method chosen.

**EDL 6344 School District Business Management and Finance (3)**

Financing public education as it is related to other governmental services; the various types of public-school revenues; the centralized and decentralized support and control of education. Particular attention is given to such problems as sources of revenue, budgeting, school costs, and financial accounting and auditing. The content of the course focuses on advanced principles of district level school funding with an emphasis on the Texas public school finance system. Students will explore both the Maintenance and Operations and the Interest and Sinking components of the Texas Foundation School Program and determine various funding scenarios given real-world district level funding data. Students will also explore the relationship between district level funding and academic quality.

**EDL 6349 Advanced Studies in Human Resource Management in Education (3)**

Pre-requisite(s): EDA 5349 or equivalent; or consent of instructor  
Theories and models supporting human resource activities. Topics are subject to change, but generally include equal employment opportunity laws and case rulings, recruitment, selection methods, corrective discipline, total compensation systems, performance evaluation, and conflict resolution. Emphasis is on application of theory to practice.

**EDL 6350 Seminar: School Leadership (3)**

Basic concepts of educational leadership for doctoral students and advanced studies for school executives.

**EDL 6352 Trends in Educational Thought (3)**

A general survey and evaluation of recent developments in the various fields of education in the present day.

**EDL 6355 Conflict Management and Resolution (3)**

Conflict management and resolution is a significant and continuing challenge for public school leaders in all 50 states. Educational leaders who recognize potentially divisive situations, anticipate the potential conflicts that may result, and take proactive initiatives to reduce conflict tend to survive and prosper longer. Public schools are difficult to manage, lead, and govern because they are microcosms of the general society which funds them. Therefore, schools reflect the socio-economic, racial, political, cultural, and religious diversity of the larger society. Differences of opinion and conflicts are inevitable. In this environment, effective school leaders know the importance of anticipation and proactive communication with all school constituencies, and they rely on negotiation as a primary means of managing and resolving conflicts. Consequently, this course will focus on the importance of foreseeability, communication, and negotiation in managing and resolving conflict in the schools.

**EDL 6359 Advanced Studies in Education Law (3)**

Pre-requisite(s): EDL 5359 or equivalent; or consent of instructor  
Legal and regulatory applications as a context and constraint in educational leadership decision-making. Topics are subject to change, but generally include federal and state constitutional provisions; statutory standards and regulations; local rules, procedures, and directives; fundamentals of contract law; and the governance of educational institutions.

**EDL 6360 Seminar: Interprofessional Education and Practice (3)**

An exploration of approaches to interprofessional care for children and families in school based settings. The seminar involves a study of human service professionals and approaches to collaborative practice using case analyses and field activities.

**EDL 6363 Advanced Studies in Educational Leadership (3)**

The role of leadership in shaping the quality and character of educational institutions. Topics are subject to change, but generally include identification of personal and organizational values, culture and culture building, formulation of personal and institutional goals, the change process, and vision building.

**EDL 6370 Seminar in American Educational Thought (3)**

Cross-listed as AMS 5395

Understanding the historical, philosophical, and sociological antecedents of current views on education and educational leadership is a vital link in the formulation of a philosophy of educational leadership. Historical and contemporary works in the general areas of educational history, educational philosophy, sociology of education, and educational leadership are studied.

**EDL 6380 Technology in Educational Leadership (3)**

This course emphasizes taking a systematic approach to the use of data, communication, and video technology. A review of existing research creates a knowledge base upon which instructional and leadership decisions can be made. Students are encouraged to apply the knowledge and skills gained through class instruction to leadership and instructional duties that they perform. Students are introduced to a number of moral, ethical, and legal issues that require professional evaluation.

**EDL 6383 Organization and Administration of the Community College (3)**

Doctoral student or consent of instructor. Internal and external relations, planning and development; faculty selection and development; budgeting and finance; basic administrative functions and leadership concepts of higher education and especially the community college.

**EDL 6384 Curriculum and Instruction in the Community College (3)**

Pre-requisite(s): Doctoral student or consent of instructor  
Philosophy, objectives, curricular development, instruction, and administration in academic, technical, and continuing education programs in the community college.

**EDL 6385 Higher Education--Business and Finance (3)**

Designed to provide the graduate student (or practitioner) with a practical knowledge of the business and financial aspects of higher education administration. Students will gain an understanding of key terminology that will be useful as they relate to financial administrators or seek advancement in the field. Students will learn to identify fiscal challenges facing colleges and will discuss effective means to face these challenges. Topics included are state and federal regulations, legislative issues, tax exempt financing, fund accounting and audits, budgets, legal issues, payroll and personnel, risk management, facilities construction, deferred maintenance, foundations and investments, grant management, and auxiliary enterprises and contracting.

**EDL 6386 The Community College (3)**

Pre-requisite(s): Doctoral student or consent of instructor  
Higher education and the community college: its philosophy, history, present/future trends, administration, instructional programs, student services, finances, public relations, and students.

**EDL 6390 Seminar: Education (3)**

Designed to meet individual needs of doctoral students. May be repeated.

**EDL 6V00 Graduate Research (1-10)**

Pre-requisite(s): Graduate standing

For research credit prior to admission to candidacy for an advanced degree. Credit will be given for the amount of work done. May be repeated for credit through 45 hours.

**EDL 6V20 Clinical Experiences for Educational Leaders (1-2)**

Students engage with a mentor in authentic field experiences that frame K-12 problems of inquiry and provide opportunities to address complex problems of practice.

**EDL 6V64 Internship in Educational Leadership (1-9)**

Pre-requisite(s): Consent of department chairperson

A field-based experience designed to meet individual needs of doctoral students preparing for leadership roles in colleges, universities, and/or K-12 schools.

**EDL 6V95 Special Problems in Educational Leadership (1-9)**

Pre-requisite(s): Doctoral student or consent of department chairperson

Designed to meet the individual needs of doctoral students. May be repeated when topic varies.

**EDL 6V99 Dissertation (1-9)**

Research, data analysis, writing, and oral/written defense of an approved doctoral dissertation. This course may be taken for up to 9 hours per semester for a maximum of 24 hours applicable to degree.