<center>**Ed. D. Educational Leadership Course Descriptions**</center>

The three-year, 60-credit hour program consists of 24 hours of Core Content courses, 24 hours of specialization courses, and 12 hours of dissertation. The Core Content coursework consists of 12 hours of program courses and an additional 12 hours of research courses.

Core Program Courses (24 hours)

12 hours Core Content

EDLD 6000. Advanced Visionary Leadership. This course addresses developing a vision that relates to the mission and culture of an organization. Candidates are introduced to various techniques that can be used to involve all stakeholders to develop, articulate, implement and maintain the vision of an organization. Theoretical approaches will be applied to case studies to integrate theory with practice. *Prerequisite: None.* **(3, Fa-1)**

EDLD 6002. Current Problems & Issues in Educational Leadership. This course introduces candidates to techniques to build an effective turnaround leadership team. Determining the appropriate data system, a comprehensive personnel evaluation protocol that utilizes both informal and formal evaluation, utilizing reflection to inform ones practice and developing a strategic management system to implement instructional/organizational initiatives will be discussed during this initial course in the program. Case studies will be discussed in class and online to help the candidates to plan their programs. *Prerequisite: None.* **(3, Fa-1)**

EDLD 6014 Education in the Urban Community. This course will explore definitions of urban education and the issues and challenges of schools within urban communities. A study of public, private, parochial, and independent schools will provide a broad analysis of educational settings. Institutional and social conditions that challenge urban schools will be explored in order to define the barriers and social conditions that challenge urban schools and determine strategies for change and transformation of urban education. *Prerequisite: None.* **(3, Su-2)**

EDCG 6000. Advanced Statistical Methods. This course is an advanced study of the basic concepts of statistical research. Candidates will be able to analyze advanced statistical procedures used in empirical research in social and behavioral sciences. They will be able to explain and summarize statistical information in text, charts, figures, and tables using statistical methods and techniques. *Prerequisite: None.* **(3, Su-1)**

12 hours Research

EDCG 6010. Quantitative Research Methods. This course is designed to introduce candidates to the nature and uses of quantitative research. Candidates will practice methods of gathering, analyzing, and interpreting important types of data using a number or numbers. Statistical software packages will be used to develop graphs, tables, or other forms of statistics. Candidates will be able to interpret the results related to specific research cases.
Prerequisite: EDCG 6000. **(3, Fa-2)**

EDCG 6012 Qualitative Research Methods This course is designed to introduce candidates to the nature and uses of qualitative research. Candidates will practice methods of gathering, analyzing, and interpreting types of data that studies social and cultural experiences. The case study, ethnographic, and action research methods as well as other methods of qualitative research will be studied. Candidates will be able to interpret the results related to specific research cases. *Prerequisite: EDCG 6000*. **(3, Sp-2)**

EDCG 6014 Multivariate Statistics This course is designed to facilitate conceptual understanding of multivariate statistical methods by focusing on practical applications that involve comparing two or more groups; in particular, measuring subjects on several dependent variables. Candidates will review sample research studies and be able to select techniques to use and interpret multivariate analysis based on the type of research problem. The purpose of this course is to prepare doctoral candidates to apply multivariate statistical methods to the analysis of their data in their own research study. *Prerequisites: EDCG 6010 & EDCG 6012*. **(3, Su-2)**

EDCG 6018. Special Problems in Research in Educational Leadership. A directed project related to the candidate's own research study supervised by the instructor. May be repeated once for credit. *Prerequisite: Consent of Instructor*. **(3, Sp-1)**

Specialization Courses (24 hours)

EDLD 6008 Leadership Theory and Behavior This course focuses on the theories of leadership and the behavioral styles of the leaders. Trait, contingency, situational, behavioral, management, participative, spiritual, synergistic, and transformational leadership theories will be examined and compared. *Prerequisite: None*. **(3, Fa-1)**

EDLD 6010. Long Range Planning and Data Analysis. This course emphasizes strategic planning, visioning, goal setting, using data for programmatic improvements and the techniques of decision making. Utilizing the urban setting context as the backdrop, candidates will analyze case studies and data sets to investigate problems related to the planning, delivery, and evaluation of decisions impacting the turnaround process. *Prerequisite: EDLD 6002*. **(3, Sp-1)**

EDLD 6012. Advanced Educational Law. This course explores legal aspects of education in a global society. Although the focus will be on educational law in the United States, educational law in other countries will be studied. Candidates will be required to do a case study to compare educational law in the United States with another country. *Prerequisite: EDLD 6000*. **(3, Su-1)**

EDLD 6020. School Business Management. This course will provide candidates with the necessary tools to facilitate change, create high performing work teams, and nurture the turnaround process. Candidates will use the case study method to learn how to develop a team to its full potential. *Prerequisite: EDLD 6002*. **(3, Fa-2)**

EDLD 6030. Leading a Professional Learning Community. This course focuses on the leader's role in promoting faculty and staff education and improvement in a climate of high expectations, mutual respect, and support. The supervision and staff development strategies are grounded in adult learning theory and best practices in teaching. Candidates will develop a plan that provides professional development opportunities that identify obstacles and examine priorities to develop a cycle of continuous learning and self-improvement for faculty and staff. *Prerequisite: EDLD 6002.* **(3, Sp-1)**

EDLD 6040. Leading to Promote Learning in a Diverse Setting. In this course discussions will examine learning, teaching, and scholastic development from a socio-cultural theoretical perspective that includes situated learning theory and activity theory. It examines learning achievement and social development of children and youth in culturally, linguistically, and ethnically diverse educational settings. The theme of the course is that people learn, achieve, and develop as candidates in cultural communities. Throughout the course, candidates' work will be expected to manifest sensitivity to issues of diversity in a pluralistic society. *Prerequisite: EDLD 6002.* **(3, Sp-2)**

EDLD 6050. Organizational Behavior and Human Resource Management. In this course candidates will learn the "people" side of the business of leading a school or organization. Candidates will apply knowledge about how people, individuals, and groups act in organizations by taking a systems approach. Understanding the roles of organizational behavior and how to effectively manage human resources in sustaining change will be discussed *Prerequisite: EDLD 6002.* **(3, Fa-2)**

EDLD 6060 Current Issues in Special Education Leadership. This course is a critical study of the contemporary and controversial issues within the field of special education leadership. Candidates will be introduced to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning and future implications for the advancement of special education issues in schools. *Prerequisite: EDLD 6012.* **(3, Sp-2)**