

## Graduate Education Administration Courses

### **EDAD 5086. Special Problems. 1-3 Credit Hours (Lecture: 1-3 Hours, Lab: 0 Hours).**

Open to graduate students who are capable of developing a problem independently. Problems are chosen by the student and approved in advance by the instructor.

### **EDAD 5088. Thesis. 1-6 Credit Hours (Lecture: 1-6 Hours, Lab: 0 Hours).**

Scheduled when the student is ready to begin the thesis. No credit until the thesis is completed. Prerequisites: completion of all other coursework required for the degree and consent of the major professor or approval of the department head.

### **EDAD 5300. Foundations in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 1 Hour).**

The purpose of EDAD 5300 Foundations of Educational Leadership is to introduce students to: campus-based educational administration and the context in which it currently operates; an initial description of the scope of the process of educational administration; and a review of the fundamental theories related to management, administration, and leadership. Other concepts to be explored in the course include: creating a shared mission and vision, exploring the Texas Principal Standards, identifying frameworks of educational organizations, examining educational policies at the local, state, and national levels, and developing a context for ethical leadership. Prerequisites: Admission to the Educational Administration program and the principal certification program.

### **EDAD 5301. Research in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of the fundamentals of research emphasizes research terminology, principal research designs, data collection methodology, psychometric qualities of measurement, research ethics, program evaluation, and distinguishing features of quantitative and qualitative research paradigms. The course focuses on the development and use of the research and evaluation skills necessary to become critical consumers and producers of research.

### **EDAD 5307. Leadership of Programs and Procedures in Supervision. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of programs and procedures in supervision emphasizes the application of appropriate supervisory practices in hiring, selection, and retention of teachers, as well as, the development and appraisal of teachers. Educational leaders develop an understanding of clinical and developmental supervision, teacher evaluation/appraisal, observation and feedback, and the evolving concepts of supervisory practice. Prerequisites: Admission to the principal certification program; Completion of EDAD 5300, 5316, and 5309 or approval of department head.

### **EDAD 5309. Legal Issues in School Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of legal issues emphasizes the relevant legal principles that affect the operation, organization, and administration of public schools. This course focuses on the ethical application of constitutional, statutory, administrative, and case law. Prerequisites: Completion of EDAD 5300 and EDAD 5316 or approval of the department head.

### **EDAD 5310. Special Education Law. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Legal framework for special education in the United States; consideration of federal constitutional provisions, federal and state statutes, federal and state judicial decisions and rules and regulations for the various federal and state agencies which affect special education.

### **EDAD 5316. Instructional Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

EDAD 5316: Instructional Leadership The purpose of EDAD 5316 Instructional Leadership is to help aspiring school administrators develop an understanding of the instructional leadership, coaching, and team building skills necessary to become effective campus principals. The course will require students to develop knowledge and skills of facilitating high-quality instructional practices, creating a school mission, vision, and culture to support teacher growth and student achievement, utilizing data-driven decision making, and implementing instructional coaching to support staff development and teacher growth. Prerequisites: Admission to Educational Leadership and Principal Certification Program prerequisite is completion of EDAD 5300 or approval of the department head.

### **EDAD 5317. Public School Financial Management. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The principles of school finance, budgeting, and accounting procedures. Prerequisite: Mid-Management Certification or approval of department head.

### **EDAD 5318. Adm Law and Personnel Administration. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A comprehensive study of public school law as it relates to contractual and at-will personnel. Emphasis is placed on advertising, interviewing, selecting, and evaluating personnel. Special attention is given to Equal Employment Opportunity guidelines, Federal Right to Privacy Act, employee contracts, and records. Additional attention is given to employee induction and student records. Prerequisite: Mid-Management Certification or approval of department head.

### **EDAD 5319. The School Superintendency. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A detailed study of the multiple roles and responsibilities of the chief school administration, including the leadership role with the community, school board, professional staff, and students. Some observations and activities in the public schools and community will be required. Prerequisite: Mid-Management Certification or approval of department head.

### **EDAD 5335. Edu Plan and Facility Development. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of present and future building and equipment needs of public school systems, including operations, maintenance, and planning for new facilities. Field work will be included in this course relating to various phases of planning and designing educational facilities. Prerequisite: Mid-Management Certification or approval of department head.

### **EDAD 5336. Instructional Development and School Improvement. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of research and state policy affecting instructional improvement on public school campuses. Special emphasis on results-based accountability systems, including curriculum planning and evaluation, professional development, student assessment, and analyzing student performance data at the campus level.

### **EDAD 5339. Processes of Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5339 Processes of Educational Leadership is to assist academic leaders in developing the utilization of communication skills, school culture development and professional learning communities to address campus improvement planning and create collaborative teams that result in long-term academic and social strategic performance improvement. The course will require students to (1) develop a general knowledge and understanding of multiple perspectives (2) create and frame professional learning communities (3) examine data driven instruction and observation feedback tools (4) develop and implement an effective professional development plan, (5) examine the components of a positive student and staff campus culture aligned with the school vision and (6) identify and evaluate integrated planning and decision-making. Prerequisites: Admission to Educational Leadership and Principal Certification Program prerequisite is completion of EDAD 5300 and EDAD 5316 or approval of the department head.

### **EDAD 5340. School-Community Relationships. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Systems of interpretation of schools to community publics. Promotion of effective school-community relations through media of communication.

### **EDAD 5342. Leaderships of Campus Resources. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5342 Leadership of Campus Resources is to develop the aspiring campus administrator's knowledge and skills in resource management, policy implementation, personal management, and school operations. Topics will include management of the fiscal resources, physical plant, campus budget, federal programs, and human capital (hiring, selection, and retention) within the framework of strategic planning. Prerequisites: Admission to Educational Leadership and Principal Certification Program and completion of EDAD 5300, EDAD 5316, EDAD 5309, and EDAD 5307 or approval of the department head.

### **EDAD 5345. Leadership of Curriculum Systems. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5345 Leadership of Curriculum Systems is to introduce the aspiring campus administrator to the processes supporting curriculum development, implementation, and evaluation. Emphasis will be placed high-quality instruction, curriculum alignment, teacher effectiveness, quality professional development, coaching, and ongoing supervision. Topics include: content area best practices, curriculum alignment, curriculum evaluation, assessment, instructional support, resource allocation, staff development, and personnel management. Prerequisites: Admission to Educational Leadership and Principal Certification Program and completion of EDAD 5300, EDAD 5316, EDAD 5309, and EDAD 5307 or approval of the department head.

**EDAD 5355. Leadership of Diverse Learning Communities. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5355 is to assist aspiring administrators in developing a campus culture that promotes awareness and appreciation of diversity, and advocates for all children by promoting continuous and appropriate development of all learners in the campus community. The course focuses on developing administrators who demonstrate ethical leadership by ensuring student access to effective educators, programs and services and by addressing barriers to ensure achievement of campus initiatives and goals. Prerequisites: Admission to Educational Leadership and Principal Certification Program and completion of EDAD 5300 and EDAD 5316 or approval of the department head.

**EDAD 5386. Special Problems. 1-3 Credit Hours (Lecture: 1-3 Hours, Lab: 0 Hours).**

Open to graduate students who are capable of developing a problem independently. Problems are chosen by the student and approved in advance by the instructor. Prerequisite: Full admission into the College of Graduate Studies and a graduate degree or certification program.

**EDAD 5390. Selected Topics in Educational Administration. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of different topics each semester with a focus on contemporary issues in Educational Administration and leadership. This course may be repeated for credit as the topic changes.

**EDAD 5397. Internship for the Superintendent. 3 Credit Hours (Lecture: 1 Hour, Lab: 7 Hours).**

Supervised professional activities in the area of the public school superintendency. Intern will be required to demonstrate competencies in the performance of appropriate professional duties as culminating experiences in the Superintendency Program. Prerequisite: Completion of the professional courses in the Superintendency Preparation program or approval of department head. Field experience fee \$50.

**EDAD 5398. Principal Practicum I. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5398 Principal Practicum is to provide supervised professional activities in the area of educational administration, including the role of elementary and secondary principal and central office administration. The university field supervisor will support principal candidates' development and demonstration of competencies of professional responsibilities according to state standards. As the culminating experience in the Principal Certification Program, students must take Principal Practicum II in the last semester in the program. Prior to enrollment students must have successfully completed Principal Practicum I. Prior to enrolling in Principal Practicum I, all students must submit the Request to Enroll in EDAD 5399 Principal Practicum form, which can be found on the Educational Leadership & Technology (EDLT) web page or requested from the EDLT office. Note: Principal candidates will also need to pass the state principal certification assessment in order to apply for the Principal Standard Certification. Additionally, practicum students must be employed in an educational setting during the entirety of the course. Lastly, the site supervisor who will be mentoring the principal candidate is required to hold current Texas principal certification. This is a two semester course: Principal Practicum I and Principal Practicum II; it must be taken in the fall and spring semesters consecutively. Prerequisites: Admission to Educational Leadership and Principal Certification Program and Completion of Application for Practicum I and completion of EDAD 5300, EDAD 5316, EDAD 5307, EDAD 5309 and EDAD 5399 or approval of the department head.

**EDAD 5399. Principal Practicum II. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The purpose of EDAD 5399 Principal Practicum II is to provide supervised professional activities in the area of educational administration, including the role of elementary and secondary principal and central office administration. The university field supervisor will support principal candidates' development and demonstration of competencies of professional responsibilities according to state standards. As the culminating experience in the Principal Certification Program, students must take Principal Practicum I in the last two semesters in the program. Prior to enrollment all students must submit the Request to Enroll in EDAD 5399 Principal Practicum form, which can be found on the Educational Leadership & Technology (EDLT) web page or requested from the EDLT office. Note: Principal candidates will also need to pass the state principal certification assessment in order to apply for the Principal Standard Certification. Additionally, practicum students must be employed in an educational setting during the entirety of the course. Lastly, the site supervisor who will be mentoring the principal candidate is required to hold current Texas principal certification. This is a two semester course: Principal Practicum I and Principal Practicum II; it must be taken in the fall and spring semesters consecutively. Prerequisites: Admission to Educational Leadership Program and Principal Certification Program and Completion of Practicum Application and completion of EDAD 5300, EDAD 5316, EDAD 5307, EDAD 5309 or approval of the department head.

**EDAD 6111. Critical issues in Educational Leadership. 1 Credit Hour (Lecture: 1 Hour, Lab: 0 Hours).**

This course is to provide an opportunity to study a current and identified administrative problem in a specific school district or combination of districts. Topics include, but are not limited to, future studies, brain-based learning, and strategic visioning and planning. With departmental approval this course may be repeated when the problems or topics differ. Must be taken three times concurrently with residency. Prerequisites: Doctoral Standing.

**EDAD 6310. Scholar-Practitioner Leader. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This foundation course explores the role of an educational leader as a scholar-practitioner. Scholar-practitioners use empirical evidence and practitioner expertise to inform effective strategies to improve academic environments within broader educational contexts. Prerequisite: Doctoral Standing.

**EDAD 6311. Scholarly Process in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The Scholarly Process in Educational Leadership course is designed to help prepare students to critically examine scholarly articles and other written works in the field of educational leadership and write effective papers for publication or presentation. Students address issues of academic and professional style. Topics may include effective writing techniques and strategies, writing to specific audiences, editing, proofreading, APA style, plagiarism, and academic honesty. Prerequisites: Doctoral Standing.

**EDAD 6312. Research Design and Critical Analysis. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course explores mixed methods research designs. Topics include evaluating the quality of empirical research, research design, sampling, data collection, ethical issues, and Institutional Review Board developments. Prerequisites: Doctoral Standing.

**EDAD 6313. Statistical Methods in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An introduction to descriptive statistics with an emphasis on inferential statistics. Includes correlation, one way and two way analysis of variance, and experimental design. Requires the use of a hand held calculator, computer, the Statistical Package for the Social Sciences (SPSS), and other statistical software. Prerequisite: EDAD 6312 C or better.

**EDAD 6314. Philosophy and Ethics in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course applies the concepts of ethics and philosophy to personal and professional decision-making relative to educational organizations, operations, and leadership. Prerequisites: Doctoral Standing.

**EDAD 6316. Investigating Problems of Practice in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Students identify and systematically investigate problems of practice in educational contexts. Prerequisites: Doctoral Standing.

**EDAD 6317. Educational Equity and Identity. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course identifies equity, diversity, social justice, and oppression issues embedded in complex educational problems of practice. Students evaluate models and theories of change to address issues of equity, diversity, social justice, and oppression in educational environments. Prerequisites: Doctoral standing.

**EDAD 6320. State and Federal Administrative Law. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course examines the legal and practical foundations of the modern administrative legal oversight in education. Topics include rationales for delegating laws to administrative agencies; the legal framework that governs agency decision-making; the proper role of agencies in interpreting statutory and regulatory law; and judicial review of agency action as applied to educational environments. Prerequisites: Doctoral Standing.

**EDAD 6321. Education Law and Policy. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A thorough investigation of policy making processes and the interrelationship between legal and policy making processes at the national, state, and local levels. An in-depth examination of legal principles and laws affecting the administration and management of educational organizations. Prerequisite: Doctoral Standing.

**EDAD 6322. Data Analysis and School Improvement. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Emphasis on the fundamentals of inferential data analysis with computer applications, which will enhance abilities in the classroom and in administrative responsibilities. This course will provide information, guidance, and models that will enable professional educators to develop effective evaluation and appraisal systems appropriate to their needs. Interpretation and application of assessment procedures and statistical concepts are emphasized in order for educators to facilitate decision-making and disseminate test results and educational evaluations to the community. Prerequisite: Doctoral Standing.

**EDAD 6323. Organizational Theory and Change in Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course focuses on the identification and application of organizational theories and behavior to the problems of practice in a variety of educational settings. Prerequisites: Doctoral Standing.

**EDAD 6324. Models and Theories of Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course will provide an exploration of key models and theories of educational leadership and examine the impact of each in diverse educational settings. Prerequisites: Doctoral Standing.

**EDAD 6325. Data Analysis. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Students develop knowledge and skills in mixed methods data analysis techniques. Students select and apply appropriate data analysis techniques to address a variety of research questions. Prerequisites: Doctoral Standing and Successful Completion of EDAD 6311, EDAD 6312, and EDAD 6316.

**EDAD 6330. Educational Policy and Governance. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course explores the legislative policy-making process and how it influences educational governance. It also examines the role of agencies and their relationships to educational administration. Prerequisites: Doctoral Standing.

**EDAD 6331. Advanced Data Analysis. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Techniques address the approach to data analyses required to examine the problem of practice. Various types of approaches to analyses applicable to the student's selected research topic will be practiced. Prerequisites: Doctoral Standing Successful Completion of: EDAD 6311: Scholarly Process EDAD 6312: Research Design and Critical Analysis EDAD 6316: Investigating Problems of Practice in Educational Leadership EDAD 6325: Data Analysis.

**EDAD 6335. Qualitative Research. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Introduction to qualitative research designs and their philosophical assumptions, and how these influence the research questions, data collection, data analysis, verification, and use of theory and literature. Students will be introduced to five approaches within the qualitative framework: narrative, case study, ethnography, grounded theory, and phenomenology. The course will also address ethical issues in qualitative research and strategies for reporting qualitative data. Prerequisite: Admission to the ELPS Doctoral Program.

**EDAD 6340. Foundations of Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Foundations of Higher Education emphasizes the origins and specialized purposes of colleges and universities. The organizational structure, governance and administrative functions of higher education are reviewed, compared, and critiqued. With its roots embedded in religion and, more recently in the European university model, American higher education institutions will be studied from an historical perspective. The course will also cover selected contemporary issues facing today's universities, both public and private, with a link to historical, sociological and theoretical underpinnings.

**EDAD 6341. Administrative Leadership in Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Administrative Leadership in Higher Education emphasizes a thorough investigation of higher education administration theory applied to the practice of performing academic duties combined with an in-depth examination of organizational influences that form the academic, political, legal, governmental, financial, and local framework involved in the administration and management of educational organizations.

**EDAD 6342. Fin and Resource Management in Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Finance and Resource Management in Higher Education emphasizes higher education's resource acquisition, allocation and management practices. A comprehensive examination is made of the financing of higher education with significant attention given to resource acquisition, allocation, budgeting processes, and reporting standards. Business management functions in higher education such as audits, salary administration, risk management, campus security, informational resources, and human resources are discussed and analyzed.

**EDAD 6343. Teaching and Assessment in Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Teaching and Assessment in Higher Education emphasizes the exploration of basic organization, structure, development and delivery of college curriculums. The process of teaching and learning through the development and evaluation of student learning and instructional outcomes is investigated. The relationship between the curriculum and basic model of teaching, research and service are introduced with a culminating review of the academic accreditation and institutional benchmarking process and procedures.

**EDAD 6344. Student Service in Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Student Services in Higher Education emphasizes the exploration of basic organization, structure, and delivery of campus support services for students in higher education. Student populations in colleges and universities will be explored. Student campus life will be studied including but not limited to such topics as housing, student rights, student governance, student health services, food services, campus safety and security, student organizations, and student programming.

**EDAD 6345. Comparative Higher Education Systems. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Comparative Higher Education Systems emphasizes post-secondary educational systems, structures, and organizational issues in tertiary educational systems outside the United States. The course will address topics such as internal and external governance of post-secondary institutions, access to higher education, student affairs, academic personnel, curriculum, instruction, and educational reform in higher education systems in selected countries. Prerequisite: Doctoral standing or approval of department head.

**EDAD 6347. Trends and Issues in Higher Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The study of Trends & Issues in Higher Education emphasizes the critical examination of emerging and timely topics and trends that are important to the operation and development of higher education. Using a variety of survey research methods and literature reviews, new and current environmental challenges encountered by institutions of higher education are investigated. Strategies of how to identify and monitor trends and issues are studied. The impact and interaction of external and internal trends and issues on higher education are examined.

**EDAD 6351. Accountability in Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course provides students an opportunity to make personal and professional decisions relative to academic and fiscal accountability systems. These decisions impact school organization, operation, and leadership in an academic, fiscal, and cultural sense.

**EDAD 6352. Human Resource Administration for Educational Leaders. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course focuses on essential human resource skills and knowledge that educational leaders use to implement strategies and policies related to staff management. Prerequisites: Doctoral Standing.

**EDAD 6353. Constituent Relations In Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is designed to examine strategic public relations planning, research, and evaluation techniques for educational leaders. The course connects theory to practical applications in the context of planning, implementation, and evaluation of effective communication with community constituents.

**EDAD 6354. Finance for School Leaders. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Public educational funding is examined as a requirement of school leaders in compliance with federal, state, and local school laws and policies. Educational finance is examined according to various finance theories and models, such as political, legal, economic, and social issues. Prerequisites: Doctoral standing.

**EDAD 6380. Superintendent Leadership and Communication. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is designed to give students a comprehensive view of communication while leading a learning organization at the district level. Emphasis will be placed on the scope and importance of effective communication in education, and the role of communication in establishing favorable workplace outcomes. This course offers an opportunity to learn and apply practical principles of interpersonal communication. The course will examine basic communication concepts, theories, and practices relevant to transferring meaning between two or more people. A field experience will be required as part of the course. Prerequisite: Principal or Mid-management certification or approval of department head.

**EDAD 6381. Superintendent Leadership and Human Resources. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is designed to assist with the recruitment, hiring, dismissal, and supervision of Texas public school employees. State laws regarding hiring and dismissal will be covered. A comprehensive study of public school law as well as performance management and interpersonal conflict of employees as it relates to contractual and at-will personnel. Emphasis is placed on advertising, interviewing, selecting, and evaluating personnel. Special attention is given to Equal Employment Opportunity guidelines, Federal Right to Privacy Act, employee contracts, and records. Additional attention is given to employee induction and student record. A field experience will be required as part of the course. Prerequisite: Principal or Mid-management certification or approval of department head.

**EDAD 6382. Superintendent Leadership and Resource Allocation. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course requires participants to describe and synthesize federal, state, and local revenues as they relate to school district budgeting and finance through empirically based research and direct resources based upon needs assessment from the district improvement plan (DIP) to support goals and objectives identified from the DIP. A detailed study of the multiple roles and responsibilities of the chief school administration, including the leadership role with the community, school board, professional staff, and students. Some observations and activities in the public schools and community will be required. A field experience will be required as part of the course. Prerequisite: Principal or Mid-management certification or approval of department head.

**EDAD 6383. Superintendent Leadership and Accountability. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is designed to assist educational leaders in developing and applying leadership accountability skills in public school organizations. The focus of this course is on the appropriate use of leadership accountability skills within the framework of theory and research to enhance the organizational effectiveness and improve organizational culture. Emphasis is placed on the identification and use of accountability skills supported by the Texas Education Agency as an integral part of Texas superintendent certification preparation program. Accountability leadership is one of the essential administrative functions for the operation of effective learning organizations. In this course, students will have the opportunity to view the accountability process as it pertains to improving student performance. A study of research and state policy affecting instructional improvement in public school systems. Special emphasis on result-based accountability systems, including curriculum planning and evaluation, professional development, and student assessment processes. A field experience will be required as part of the course.

**EDAD 6384. Superintendent Leadership Practicum. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course involves superintendent certification program students participating in supervised professional activities in the area of district-level public school superintendent and central office administrator practices. The practicum is required to demonstrate competence in the performance of appropriate professional duties while in a district-level leadership position. No more than 3 semester hours of internship course work can be used to satisfy certification plan requirements.

**EDAD 6385. Advanced Seminar in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Design of research and inquiry in various areas of educational administration; application of models and research procedures from the social and managerial sciences to policy issues in educational organizations. Prerequisite: EDAD 6331 C or better.

**EDAD 6386. Problems in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Open to doctoral students who wish to collaboratively develop a problem with a doctoral faculty member. Culminating project will be disseminated as a presentation, publication, or in another appropriate scholarly venue/format as determined by the doctoral faculty member. Prerequisite: Full admission into the doctoral program and approval of advisor.

**EDAD 6390. Selected Topics in Educational Leadership. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of different topics each semester with a focus on contemporary issues in educational leadership. This course may be repeated for credit as the topic changes. Prerequisite Course(s): Admission to the doctoral program in Educational Leadership.

**EDAD 6399. Extended Internship in Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Supervised activities in a governmental, organizational, or higher education setting. During the extended internship, the student will be required to demonstrate competencies appropriate to the professional setting of the internship. Prerequisite: Doctoral Standing. Field experience fee \$50.

**EDAD 7088. Dissertation. 1-6 Credit Hours (Lecture: 1-6 Hours, Lab: 0 Hours).**

Scheduled when the student is ready to begin the thorough and scholarly investigation of a topic acceptable to the dissertation committee. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to the field. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisite: Doctoral Standing and successful completion of the doctoral qualifying examination.