

## Department of Educational Leadership and Technology

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### Master of Education Degree in Educational Administration

The Department of Educational Leadership and Technology offers the Master of Education degree in Educational Administration. This degree is designed to help students improve their competencies in the field by developing new skills and in-depth knowledge, which are requisites for assuming roles of increased responsibility and leadership.

#### General Procedures

Graduate faculty are designated as advisors to assist students with developing a course of study in accordance with each student's area of concentration. Faculty advisors work with students throughout their program to help them prepare for meeting program requirements, such as a comprehensive exam and practicum.

To receive full admission to any degree program offered in the Department of Educational Leadership and Technology, an applicant must meet all standards established by the College of Graduate Studies and all departmental program requirements.

To remain in good standing, students who have full admission status are expected to maintain a 3.0 GPA. Students whose GPA does not meet the minimum may not enroll for additional work without special permission from the department head.

Consideration for accepting transfer credits will be given only after a student has full admission to graduate study. Credits transferred from an approved institution must meet the guidelines outlined in Limitations on Transfer and Correspondence Courses in General Requirements for the Master's Degree.

#### Comprehensive Examination

The following comprehensive examination procedures apply to the concentrations offered in the Department of Educational Leadership and Technology. There are four concentrations of which students select one: EC-12 Leadership, Principal Certification; Higher Education Leadership; or Educational Technology Leadership.

#### Administration and Application Dates

Examinations will be administered according to guidelines established by the requirements of each concentration area. Examinees must have filed a degree plan and completed course requirements to be eligible to take the comprehensive examination.

#### Examination Schedule

Examination schedules vary by area of concentration. A faculty advisor notifies students of examination opportunities and may include days, times, locations, and requirements as they progress toward earning the master's degree in educational administration.

#### Procedures

Students are provided information specific to the comprehensive examination in their concentration area. Information also included guidelines for completing and submitting the examination.

Students are expected to have a passing score in order to be eligible for graduation. Passing scores are established according to concentration criteria and explained to students during their program of study.

### Educational Administration Degree and Certification Requirements

The Educational Administration programs at Tarleton State University are designed to prepare effective educational leaders. Students may pursue a concentration in EC-12 Leadership; Principal Certification; Higher Education Leadership; Educational Technology Leadership; Post-Master's Principal Certification; or Post-Master's Superintendent Certification. Semester credit hour requirements are as follows: EC-12 Leadership, Principal Certification (33 semester hours); Higher Education Leadership (30 semester hours); Educational Technology Leadership (30 semester hours); Post-Master's Principal Certification (24 semester hours); Post-Master's Superintendent Certificate (15 semester hours).

Tarleton's Master of Education degree in Educational Administration and the accompanying certification programs are designed to prepare administrators for a variety of roles and responsibilities. The Principal's Certificate qualifies one to hold campus-level administrative positions. The Superintendent's Certificate qualifies one to become a district superintendent. Higher Education Leadership and Educational Technology Leadership graduates are prepared to hold a variety of leadership positions in higher education and EC-12. The programs are designed to support the continuing professional development of career-oriented individuals and to help them be knowledgeable decision-makers, capable of providing leadership to districts, campuses, other educational organizations, and communities.

## Typical Curriculum for M.Ed. in Educational Administration

Following is the typical curriculum for the Master of Education (M.Ed.) Degree in Educational Administration. A student who wishes to complete this degree and qualify for the principal's certificate should ask his/her academic advisor for information about additional requirements for the principal's certificate. Students specializing in higher education will complete 12 hours of the leadership core, and 18 hours of higher education courses for a total of 30 semester credit hours.

### Master of Education Degree in Educational Administration

#### Required Courses

EDAD 5301	Research in Educational Leadership	3
EDAD 5355	Leadership of Diverse Learning Communities	3
<b>Total Hours</b>		<b>6</b>

#### Additional Required Courses for Concentrations

##### Higher Education

ELHE 5300	Higher Education History	3
ELHE 5301	Higher Education Student Services	3
ELHE 5302	Higher Education Finance	3
ELHE 5303	The Comprehensive Community College	3
ELHE 5304	Higher Education Leadership	3
ELHE 5305	Higher Education Politics and Policy	3
EDTC 5339	Leading Technology Innovation in Education	3
ELHE 5399	Practicum in Higher Education Leadership	3
<b>Total Hours</b>		<b>24</b>

##### Principal Certification\*

EDAD 5300	Foundations in Educational Leadership	3
EDAD 5307	Leadership of Programs and Procedures in Supervision	3
EDAD 5309	Legal Issues in School Leadership	3
EDAD 5316	Instructional Leadership	3
EDAD 5339	Processes of Educational Leadership	3
EDAD 5342	Leaderships of Campus Resources	3
EDAD 5345	Leadership of Curriculum Systems	3
EDAD 5398	Principal Practicum I	3
EDAD 5399	Principal Practicum II	3
<b>Total Hours</b>		<b>27</b>

##### Educational Technology Leadership

EDTC 5307	Adult Learners	3
EDTC 5338	Principles of Instructional Design	3
EDTC 5339	Leading Technology Innovation in Education	3
EDTC 5349	Educational Media and Technology	3
EDTC 5353	Designing Online Learning Environments	3
EDTC 5354	Facilitating Online Learning Environment	3
EDTC 5356	Social Media Use in Education	3
EDTC 5370	Intern/Service Learning Capstone	3
<b>Total Hours</b>		<b>24</b>

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## Admission to Educational Leadership Programs

Admission procedures for the Master of Education Degree in Educational Administration include the following steps:

- Admission to the College of Graduate Studies:  
Students must complete all requirements for admission to the College of Graduate Studies listed in the current University catalog.
- Admission to the MEd in Educational Administration program or Post-Master's Principal Certification:  
Students will submit a program application prior to receiving advising or registering for course work that will include all teacher service records and copies of teaching certificates. Program applications will be due by Nov 1 for projected spring enrollment, April 1 for summer enrollment, and July 1 for fall enrollment.
- Recommendation for Certification:*  
Recommendation for certification by Tarleton State University will be forwarded to the State Board for Educator Certification only after the student has successfully completed the designated course of study, two years of creditable teaching experience as a classroom teacher (see TAC § 241.25), and has earned a passing score on the Texas State Principal Certification Examination, and has submitted a Request for Certification Recommendation form. Students will be allowed to register for the certification examination when program requirements have been met and approval for testing has been given by a department representative. Students who fail to register and take the principal certification examination within 24 months after the date of completing the requirements listed in this paragraph must request permission from the department head prior to registering for the certification examination. The department head may require additional study to ensure that the student is current in the knowledge and skills in the learner-centered proficiencies. The additional study may include, but is not limited to, additional course work.
- Students who fail to complete the certification examination, satisfactorily, must receive permission from the department head prior to registering for a subsequent attempt. The department head may require additional study to ensure that the student is current in the knowledge and skills in the learner-centered proficiencies. The additional study may include, but is not limited to, additional course work.  
Students should regularly visit with advisors and the Educator Preparation Services Office for updates and changes in the certification process.

## Post-Master's Principal's Certificate

A master's degree is a prerequisite for this certificate. Students seeking post-master's principal certification must take 15 semester hours of prescribed coursework and 6 semester hours of designated EDAD coursework in the practicum. A practicum is required for the certificate.

### Post-Master's Principal's Certificate

#### Required Courses

#### Required EDAD Courses

EDAD 5300	Foundations in Educational Leadership	3
EDAD 5309	Legal Issues in School Leadership	3
EDAD 5316	Instructional Leadership	3
EDAD 5339	Processes of Educational Leadership	3
EDAD 5399	Principal Practicum II (due to the nature of the new exam the practicum is being moved to a two-semester course)	6
EDAD 5398	Principal Practicum I	3
EDAD 5307	Leadership of Programs and Procedures in Supervision	3
EDAD 5342	Leaderships of Campus Resources	3
EDAD 5345	Leadership of Curriculum Systems	3

#### Total Hours

30

### Admission to the Principal Practicum as Post-Master's Certification

Students pursuing the Principal's Certificate normally complete their master's degree requirements before completing the practicum.

- The student must enroll each semester until the practicum is satisfactorily completed.
- Application for admission to the principal practicum must be submitted to the Coordinator of M.Ed./Principal Certification Programs no later than June 15 preceding the fall of enrollment for the internship and October 15 preceding the spring internship. (See Forms for Application)
- Students must complete the educational administration core or be enrolled in the last of five core courses prior to enrolling in the internship.

The principal practicum courses typically are a one-semester course each; however, the courses may be repeated so that the student can satisfactorily complete practicum requirements. No more than 6 semester hours of practicum course work can be used to satisfy certification plan requirements.

### Admission to the Superintendent's Certificate Program

For admission to the Superintendent's Certificate Program, students must have earned the principal certificate;

- have been admitted to the College of Graduate Studies according the requirements of the current University catalog
- submit copies of official teacher and administration certificates
- formally apply with the Coordinator of the Superintendent Certification Program for admission to the Superintendent's Certificate Program

Admission to the program does not guarantee recommendation for certification. To be recommended for certification, students must meet all program requirements and, satisfy the requirements for recommendation for certification.

### Superintendent's Certificate Program

#### Required Courses

EDAD 6380	Superintendent Leadership and Communication	3
EDAD 6381	Superintendent Leadership and Human Resources	3
EDAD 6382	Superintendent Leadership and Resource Allocation	3
EDAD 6383	Superintendent Leadership and Accountability	3
EDAD 6384	Superintendent Leadership Practicum	3

#### Total Hours

15

### Doctor of Education in Educational Leadership

Designed to prepare high quality scholar-practitioners for public school and higher education leadership, the Doctor of Education (Ed.D.) in educational leadership offers a rich theoretical knowledge base as the foundation for the development of visionary leaders for EC-12 and higher education environments. The Ed.D. consists of 54 semester hours of coursework and a 9 semester hour dissertation requirement combining an individualized program of study with specialized course work and research. Including the dissertation, the program is designed for students to complete the Ed.D. in three years.

The program operates as a cohort model. Students are admitted annually and then matriculate through the doctoral course work as a class, beginning in the summer semester. At the beginning of the program, the course work is similar for all students in the cohort, but as students progress through the program, their program of study becomes more individualized and focuses on a specific area of study.

### Admission

The admission process is a three-stage process. Stage 1 is the screening process, which includes submission of all appropriate documents by the advertised deadline. The required documentation includes:

- Application to the College of Graduate Studies;
- Applicants must provide official transcripts for all higher education coursework, including the transcript for your Master's Degree from an accredited institution. You must have completed a minimum of 18 hours of coursework in administration, management, or leadership or have equivalent experiences;
- You must provide four reference forms using either the printable PDF or electronic reference (<https://www.tarleton.edu/edlt/doctoral-application.html>). All references must be from individuals outside of the Department of Educational Leadership and Technology. At least two of the letters must be written by individuals who hold doctoral degrees.
- As a single PDF file, email your cover letter and resume/curriculum vitae to grad-docs@tarleton.edu. Your cover letter should be no more than 1 page in length and should include information, such as:
  - Goals for being in and completing the doctoral program
  - Professional experience, including leadership experience

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- Details of current work position
- Any personal details you would like to share

Stage 2 is the evaluation stage, which consists of a review of all information submitted in the screening process, review of a writing sample, and personal interviews. Information about how and when to complete a writing sample will be provided as the admission process continues.

Stage 3 is the selection stage of the admission process. During stage 3, the admissions committee determines which applicants are appropriate for admission to the doctoral program. Admissions are considered twice yearly;

- an early admission period in November (deadline: November 1) and
- the normal admission period in April (deadline: April 1).

Application information and instructions can be found at <https://www.tarleton.edu/graduate/index.html> (<https://www.tarleton.edu/graduate/>).

### Course Work

The doctoral program curriculum consists of 63 semester hours in educational leadership foundations, research tools as inquiry, concentration area in EC-12 Leadership or Higher Education Leadership, and dissertation. Students may choose to pursue principal or superintendent certification as their area of concentration. Thirty-nine semester hours consist of foundation and inquiry courses; fifteen semester hours consist of an area of concentration; and nine semester hours consist of dissertation work. Students pursuing a certification as their area of concentration must be admitted to those programs separate from admission to the EdD in Educational Leadership.

Students should work closely with their advisors so that an appropriate workload is established. Up to 15 semester credit hours of coursework from subsequent graduate coursework not applied to a graduate degree could potentially be applied to the doctoral degree pending advisor approval. Coursework taken more than 10 years previous to the date of graduation will not apply toward the degree.

### Doctor of Education in Educational Leadership

#### Required Courses

Foundation Courses <sup>1</sup>		24
EDAD 6310	Scholar-Practitioner Leader	
EDAD 6324	Models and Theories of Educational Leadership	
EDAD 6323	Organizational Theory and Change in Education	
EDAD 6330	Educational Policy and Governance	
EDAD 6320	State and Federal Administrative Law	
EDAD 6317	Educational Equity and Identity	
EDAD 6314	Philosophy and Ethics in Educational Leadership	
EDTC 6359	Leading Technology Innovation in Education	
Inquiry Courses <sup>2</sup>		15
EDAD 6311	Scholarly Process in Educational Leadership	
EDAD 6312	Research Design and Critical Analysis	
EDAD 6316	Investigating Problems of Practice in Educational Leadership	
EDAD 6325	Data Analysis	
EDAD 6331	Advanced Data Analysis	
Dissertation		9
EDAD 7088	Dissertation	
EDAD 7088	Dissertation	
EDAD 7088	Dissertation	
<b>Total Hours</b>		<b>48</b>

#### Additional Required Courses for Concentrations

##### EC-12 Education Leadership - \*Includes Superintendent and Post-Master Principal Certification Options

EDAD 6351	Accountability in Education	3
or EDAD 6380	Superintendent Leadership and Communication	
or EDAD 5300	Foundations in Educational Leadership	
EDAD 6353	Constituent Relations In Education	3
or EDAD 6381	Superintendent Leadership and Human Resources	
or EDAD 5309	Legal Issues in School Leadership	
EDAD 6352	Human Resource Administration for Educational Leaders	3
or EDAD 6382	Superintendent Leadership and Resource Allocation	
or EDAD 5316	Instructional Leadership	
EDAD 6354	Finance for School Leaders	3
or EDAD 6383	Superintendent Leadership and Accountability	
or EDAD 5339	Processes of Educational Leadership	
or EDAD 5342	Leaderships of Campus Resources	
EDTC 6360	Facilitating Instructional Innovation in Education	3
or EDAD 6384	Superintendent Leadership Practicum	
or EDAD 5345	Leadership of Curriculum Systems	
or EDAD 5355	Leadership of Diverse Learning Communities	
<b>Total Hours</b>		<b>15</b>

#### Higher Education Leadership

EDAD 6340	Foundations of Higher Education	3
EDAD 6347	Trends and Issues in Higher Education	3
EDTC 6360	Facilitating Instructional Innovation in Education	3

EDAD 6342	Fin and Resource Management in Higher Education	3
EDAD 6343	Teaching and Assessment in Higher Education	3

**Total Hours** 15

### Educational Technology Leadership

EDTC 6360	Facilitating Instructional Innovation in Education	3
EDTC 6361	Visionary Planning to Transform Learning with Technology	3
EDTC 6362	Implementing Technology Strategy and Systems	3
EDTC 6363	Promoting Continuous Professional Learning	3
EDTC 6364	Empowering Technology Innovation and Change	3

**Total Hours** 15

### Educational Finance

EDAD 6342	Fin and Resource Management in Higher Education	3
EDAD 6354	Finance for School Leaders	3
FINC 6307	Financial Management	3
ACCT 6307	Governmental and Not-for-Profit Accounting	3
COBA 6101	Foundations of Accounting	2
COBA 6102	Foundations of Finance	2

**Total Hours** 15

<sup>1</sup> Enrollment in all courses in the educational leadership foundation require doctoral standing. Students will be required to take these courses with the cohort group. The foundation core consists of 24 semester credit hours.

<sup>2</sup> Enrollment in the fifteen semester hours of inquiry under the EDAD prefix require doctoral standing. Students will be required to take those courses with the cohort.

## Concentration

In the concentration area, students will work with his/her doctoral advisor to establish a program supportive of professional goals and doctoral objectives.

## Progress Checkpoint

As students near the end of their first year of study, they must submit documentation of progress toward becoming a scholar-practitioner and advancing a dissertation topic. Course work and information sessions during the first year of study provide guidelines in order for students to complete requirements needed to continue in the program.

## Dissertation

The dissertation consists of nine semester credits and is embedded in the course sequencing to be taken in three separate semesters. In the event students do not complete the dissertation within three years, they may continue in the program. However, students must be continually enrolled in dissertation credits each semester. Students must also make satisfactory progress toward completing their degree. Student may be removed from the program for non-continuous enrollment and/or not making satisfactory progress on their dissertation.

## Continuous Enrollment

Students are required to maintain continuous enrollment toward the doctoral degree for the duration of their program. This consists of enrolling in courses and/or dissertation work each semester, Fall, Spring, and Summer. Students who take a break from progress must submit a Leave-of-Absence request with their advisor and have approval from the head of the department.

## Transfer Course Work

With the approval and written request from the doctoral advisor, and at the discretion of the Dean of the College of Graduate Studies, students may transfer up to 15 semester credit hours toward the doctoral degree from another regionally-accredited university. Transfer course work may not be used to satisfy the educational leadership core requirements and must have been completed within the 10 years prior to the student's graduation date. Because of limitations on transfer for advanced standing, advisors should be consulted prior to making the request.

## 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 Fin Fiscal 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. Prerequisites: Full admission into the College of Graduate Studies and a graduate degree or certification program.

**EDAD 5389. Comparative Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A supervised course of comparative education through study abroad. During this course, students will travel internationally to compare educational policies, practices and outcomes in other countries. Upon completion of this course, students will be able to apply their comparative experience to a variety of areas of education including Educational Leadership, Educational Technology, and Curriculum & Instruction. Students will document pre-conceived ideas, a review of related literature for their comparative investigation, and a presentation of their findings.

**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. 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: Full admission into the doctoral program and approval of advisor.

**EDAD 6389. Comparative Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A supervised course of comparative education through study abroad. During this course, students will travel internationally to compare educational policies, practices and outcomes in other countries.

**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. Prerequisites: Doctoral Standing. 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. Prerequisites: Doctoral Standing and successful completion of the doctoral qualifying examination.