

# EDL-Educational Leadership

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## **EDL 601. Foundations of Instr. Ldrshp. 3 Hours.**

The purpose of the course is to provide a strong foundation in strengthening knowledge and skills in instructional leadership. The student will be prepared to become an instructional leader who engages the school community in developing a shared mission, vision; will explore various leadership theories and application; and will review the purpose and process of leadership for continuous school improvement. Requires admission to either EDL Master's or Post-Master's Certification program.

## **EDL 602. Fld Exp: Found of Inst Ldrshp. 1 Hour.**

Through observing, participating, and leading field-based experiences, Foundations of Instructional Leadership students will gain practical knowledge and skills needed to be effective school leaders. This course is for master's students in educational leadership and is taken in connection with EDL 601.

## **EDL 603. Data Driven Decision Making. 3 Hours.**

This course prepares the future school leader to effectively use and interpret data in all forms to lead and monitor continuous school improvement. Students will become conversant with strategies and techniques that enhance classroom instruction. The students will lead in a school improvement project, identifying and addressing student achievement gaps. This course is required for all students earning a Master of Arts in Educational Leadership. Other students interested in studying data-based decision making to improve student learning are welcome to enroll.

## **EDL 604. Fld. Exp. in Data Driven Dec.. 1 Hour.**

Through observing, participating, and leading field based experiences, Data Driven Decision Making for School Improvement students will gain practical knowledge and skills in using data and techniques to enhance leadership for learning in a school. This course is required for students earning their Master of Arts in Educational Leadership, but other students interested in studying data-based decision making for a school setting are welcome to enroll.

## **EDL 605. Residency in Inst. Leadership. 3 Hours.**

The purpose of the Residency in Instructional Leadership is to give future instructional leaders authentic experiences in a continuum of observing, participating, and leading in K-12 schools without the distraction of teaching responsibilities or other coursework requirements. Students are required to complete their residency, in a school with children present, over 10 days. Students are required to attend two Residency Seminars during the term. Residency is a requirement for eligibility for Alabama Class A certification in Instructional Leadership.

## **EDL 606. Supervision/ Ment. Inst. Staff. 3 Hours.**

The purpose of this course is to prepare the future school leader to utilize knowledge of human resources to accomplish school and system goals. This involves developing the ability to design and implement effective professional development and facilitate teaching that will impact student achievement. Emphasis is placed on the observation of classroom teachers and developing systematic feedback processes in order to facilitate improvement in classroom instruction. A final unit will assist the future leader in seeking mentoring opportunities.

## **EDL 607. Fld Exp. in Super / Mentoring. 1 Hour.**

Through observing, participating and leading field based experiences, students will gain practical knowledge and skills in implementing staff development, supervision of instructional staff, and creating mentoring opportunities for new teachers and oneself. This class is for students earning their Master of Arts in Educational Leadership.

## **EDL 608. Org. & Financial Mgt. 3 Hours.**

This course is designed to prepare instructional leaders to develop the knowledge and skills to apply financial procedures for public schools in Alabama. An emphasis on strategies to utilize student data as the impetus for allocating financial resources will be part of the curriculum. In addition, students will conduct a technology audit and explore guidelines for creating safe school facilities.

## **EDL 609. Fld. Exp. in Org & Finc Mgmt. 1 Hour.**

Through observing, participating, and leading field-based experiences, students will gain practical knowledge and skills in applying financial procedures, allocating resources and creating safe K-12 schools.

## **EDL 610. Legal & Ethical Foundations. 3 Hours.**

The purpose of this course is twofold: (1) Candidates will give a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and guidelines of the State Ethics Commission and (2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislatures and judicial requirements.

## **EDL 611. Fld. Exp. in Legal/Eth Found. 1 Hour.**

Through observing, participating and leading field based experiences assigned in EDL 610 Legal and Ethical Foundations of School Leadership, students will gain a working knowledge of legal and ethical principles necessary to employ in K12 school leadership.

## **EDL 612. Best Prac. Inst. Ldrshp. 3 Hours.**

The purpose of this course is to prepare instructional leaders who can create positive learning environments for all students. Special emphasis will be placed on using data to assess and improve student achievement. Students will explore the needs of diverse and underrepresented populations, including racial/ethnic minorities, students with special needs, LGBTQ students, and others. Students will also examine legal mandates for providing services to diverse student populations.

## **EDL 613. Fld Exp in Best Practices for Inst Ldrshp for Diverse Populations. 1 Hour.**

Through observing, participating leading field based experiences, students will gain practical experience needed to meet the instructional needs of diverse populations, including racial/ethnic minorities, students with special needs, LGBTQ students, and others. This course is required for all students earning a Master of Arts in Educational Leadership.

## **EDL 614. Planning for Change. 3 Hours.**

This course explores the process and school leader's role in effecting organizational change. Course readings and discussions will help to develop student knowledge and skill bases in effecting change at the individual, organization, and systems levels and will examine key issues in planning for and effecting change among stakeholders groups throughout the school community.

## **EDL 615. Non-Thesis in Educational Leadership. 3 Hours.**

This course will prepare students for the degree of Master of Education in the preparation of a master's level thesis. The process of reviewing relevant literature and designing a research study will be examined. The course will culminate in the students' development of a proposal.

**EDL 617. Politics of Education. 3 Hours.**

Politics of Education. Education leaders learning to take action within the complex maze of political relations within schools, between schools and their communities, and within levels of government. Prerequisite: Admission to Master's level program in EDL or approval by instructor. 3 hours.

**EDL 618. Ethics and Leadership. 3 Hours.**

Ethics and Leadership. An examination of ethical issues and dimensions of ethical decision making. Prerequisite: Admission to Master's level program in EDL or approval by instructor. 3 hours.

**EDL 619. School-Based Problem Solving. 3 Hours.**

School-Based Problem Solving. An analysis and application of techniques for school-based problem solving.

**EDL 620. Public School Organization and Administration. 3 Hours.****EDL 621. The School Principalship. 3 Hours.****EDL 622. Clinical Supervision: Administrators and Supervisors. 3 Hours.**

Clinical Supervision: Administrators and Supervisors.

**EDL 623. School Finance. 3 Hours.**

In this course students will learn about the process of developing and monitoring a school budget. Various approaches to budget development will be examined, including line-item, zero-based, and program-based budgeting. The course will also explore multiple sources of revenue for schools, and the processes and guidelines for budget allocation, procurement, and expenditure.

**EDL 625. Education Management. 3 Hours.**

Education Management. An overview of education management techniques for the improvement of the education enterprise and student learning. Prerequisite: Admission to Master's level program in EDL or approval by instructor. 3 hours.

**EDL 626. Advanced Clinical Supervision: Admin and Supervisors. 3 Hours.**

This course will explore the role of school principals, assistant principals, and other instructional supervisory personnel in working with instructional staff to improve instruction to affect increased levels of learning for all students.

**EDL 630. School and Community. 3 Hours.****EDL 631. Education and the Political Environment. 3 Hours.****EDL 635. Survey of School Law. 3 Hours.****EDL 637. Legal Liability and the Educator. 3 Hours.****EDL 640. Introduction to Community Education. 3 Hours.****EDL 641. Community Education for School Administrators. 3 Hours.****EDL 642. Operation and Admin: Community Education Program. 3 Hours.****EDL 643. Community Resources Workshop. 3 Hours.****EDL 644. Instructional Supervision. 3 Hours.**

This course will explore the role of the school principal and other key school leaders in the process of guiding instructional staff toward improvement and excellence in instruction. Key instructional processes will be examined, including planning, pre-observation conferencing, observation of instruction, observational strategies and techniques, post-observation conferencing, and planning for professional improvement.

**EDL 660. Administrative Leadership I. 3 Hours.****EDL 661. Simulation in Educational Leadership. 3 Hours.**

This is a course designed to provide practice for prospective school administrators in observing teachers in the classroom. Emphasis is placed on developing the skill base of school leaders in observing, note-taking, and providing meaningful feedback to classroom teachers regarding the delivery of instruction and student response. Skills are also developed in assisting teachers in writing their own professional development plans based upon classroom observation.

**EDL 665. Supervision of Instruction in Elementary Schools. 3 Hours.**

This course focuses on the process of classroom observation and feedback for prospective school administrators planning for a career in elementary school leadership. Emphasis is placed on the development and use of observational strategies and techniques across content areas and on the development of instructional skills for teachers.

**EDL 666. Supervision of Secondary Instruction. 3 Hours.**

This course focuses on the process of classroom observation and feedback for prospective school administrators planning for a career in secondary school leadership. Emphasis is placed on the development and use of observational strategies and techniques across content areas and on the development of instructional skills for teachers.

**EDL 670. Theories in Educational Leadership. 3 Hours.**

In this course leading theories pertaining to the process of learning, instruction, and leadership will be explored. The course involves readings of several key theorists in leadership, discussion of those theories, and emphasizes the practical application of those theories to the everyday professional work of school administrators.

**EDL 671. Practicum in Elementary Instructional Supervision. 3 Hours.**

In this course, pre-service elementary school administrators will be required to observe classroom teachers in the act of delivering instruction. Emphasis is placed on developing specific observational skills and techniques in observing classroom instruction, note-taking, and the provision of timely and meaningful feedback for elementary classroom teachers in order to improve their instructional skills and to affect increased levels of learning for all students.

**EDL 672. Practicum in Secondary Instructional Supervision. 3 Hours.**

In this course, pre-service secondary school administrators will be required to observe classroom teachers in the act of delivering instruction. Emphasis is placed on developing specific observational skills and techniques in observing classroom instruction, note-taking, and the provision of timely and meaningful feedback for secondary classroom teachers in order to improve their instructional skills and to affect increased levels of learning for all students.

**EDL 675. Administration and Supervision of Student Teaching. 3 Hours.**

In this course, pre-service school administrators will explore best practices in coaching and mentoring student teachers. Key issues of concern to the effective development of pre-service teachers will be addressed, including processes of planning for instruction, classroom management, conferencing with parents, building a familiarity with curriculum and instructional delivery, and planning for a professional interview.

**EDL 685. Workshop in Administration and/or Supervision. 1-3 Hour.****EDL 690. Internship in Educational Leadership. 1-6 Hour.**

This course provides practical, hands-on experience for pre-service school administrators wherein they shadow practicing school administrators to observe the many demands and functions of the role. Students work directly in a school setting with a selected school administrator, and assume leadership in several leadership projects as collaboratively identified by the school administrator and student.

**EDL 691. Practicum in Educational Leadership. 3 Hours.**

Practicum in Educational Leadership.

**EDL 692. Individual Readings in Educational Leadership. 3 Hours.****EDL 694. Seminar in Educational Leadership. 1-3 Hour.****EDL 695. Community Education Seminar. 1-3 Hour.****EDL 696. Practicum in Community Education. 3-6 Hours.****EDL 698. MR Lev Non-Thesis Res. 3 Hours.****EDL 699. Thesis Research. 1-6 Hour.**

Advanced Research in Educational Leadership.

**Prerequisites:** GAC M

**EDL 701. Organizational Leadership and Decision Making I. 3 Hours.**

This course provides an introduction for school leaders in the process of facilitating shared decision-making. Basic concepts of organizational theory are explored with an examination of how these theories might be applied to practice in order to build school leaders' effectiveness in involving all stakeholder groups in making important school-based decisions.

**EDL 702. Organizational Leadership and Decision Making II. 3 Hours.**

This course provides an in-depth examination for school leaders in the process of facilitating shared decision-making. Selected organizational theories are explored more deeply with an examination of how these theories might be applied to practice to build school leaders' effectiveness in involving all stakeholder groups in making important school-based decisions. School leaders will develop expertise in the knowledge and application of a selected organizational theory as applied to decision-making.

**EDL 703. Theory and Practices of Supervision Leadership. 3 Hours.**

Specific leadership and supervisory or management theories will be explored with an emphasis on how these theories can help to guide and enhance school leaders' practice. An array of theories will be introduced, and students will select one or two theories to study more deeply. Students will be required to examine their own professional practice in terms of the selected theories and explore how the theoretical framework helped them understand their practice more deeply.

**EDL 704. Educational Law and Policy Development. 3 Hours.**

In this course, students will take an in-depth look at influential court decisions and legislation that affects the operation of schools and school districts in modern society. Furthermore, the processes, responsibilities and multiple roles in the development of school and school district policy will also be explored.

**EDL 705. The Management of Educational Programs and Services. 3 Hours.**

In this course, the process and responsibilities of operational leadership and management will be explored. Oversight resource allocation, facilities functions, transportation, food service, school-wide discipline and school safety are among several key topics to be examined.

**EDL 706. Current Issues in Community Education. 3 Hours.****EDL 707. International Aspects of Community Education. 3 Hours.****EDL 708. Administration Leadership II. 3 Hours.****EDL 709. Theories of Educational Leadership. 3 Hours.****EDL 710. Mentoring for Educational Leadership. 3 Hours.**

In this course, students will develop their knowledge base and skill sets in mentoring instructional staff in the development of their own practice as classroom instructors. Concepts of mentoring as a key process in professional development of teachers will be examined. Specific mentoring skills and strategies will be emphasized. Students will be required to examine current mentoring program goals and processes as well as practice their own skills in mentoring.

**EDL 711. Collaborative Problem Solving. 3 Hours.**

This course is designed to introduce candidates to the analysis and application of strategies for school-based problem solving. Course content will include: an introduction to the basic tenets of change in schools, learning to use quality tools (TQM), shared decision-making/group processes/ effective teaming/mentoring & cognitive coaching in professional development, using data to make decisions, and practical applications of problem-solving in schools.

**EDL 711L. Collab Probl Solv: Fld Exper. 1 Hour.**

The field experience consists of investigating the processes of collaboration and change that are currently implemented in the candidate's own school district.

**EDL 711R. School-Based Problem Research. 1 Hour.**

The action research consists of identification of a project, usually within the candidate's own school district, that will require collaboration with a selected problem-solving team at one's school site.

**EDL 712. School System Administration. 3 Hours.****EDL 713. Leadership of Special Education Programs. 3 Hours.****EDL 714. Advanced School Business Management. 3 Hours.****EDL 715. Non-Thesis Research in Education Leadership. 3 Hours.****EDL 716. Workshop in Administration and/or Supervision. 1-6 Hour.****EDL 717. Leading Change Through Action Research. 3 Hours.**

The purpose of this course is to strengthen knowledge and skills in the areas of effective leadership and systemic organizational change. This course will teach participants the skills and strategies to prepare for and introduce change in their schools through an identified school-based problem solving project. Candidates will be required to lead a collaborative effort of analyzing and applying strategies and quality tools in addressing a school-based problem, preferably one that is impacting student achievement. Course content will include: an introduction to quality tools (TQM), shared decision-making, group processes, effective teaming, and using data to make decisions.

**EDL 717L. Field Experience for Leading Change Through Action Research. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 717-L. The Field Experience Course is taken concurrently with the core course.

**EDL 718. Essential Skills for Organizational Leadership. 3 Hours.**

This course is designed to strengthen knowledge and skills essential to effective leadership in the school setting. Candidates will increase their understanding of and skills in utilizing participatory /shared decision making; using data focused on student learning to drive the decision making process; communicating high expectations for student learning; and enhancing human resource development. Candidates will demonstrate the ability to analyze various situations involving community and stakeholder relationships through the structural, human resource, political, and symbolic frames and devise appropriate courses of action based on this analysis of school programs.

**EDL 718L. Field Experience for Essential Skills for Organizational Leadership. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 718-L. The Field Experience Course is taken concurrently with the core course.

**EDL 719. Mentoring & Coaching Skills for School Leaders. 3 Hours.**

In an era of ensuring highly qualified teachers through embedded, research-based staff development, the role of supervision and mentoring has taken on an unprecedented role in successful schooling. Supervision and mentoring are at the *heart* of schooling. In addition, future school leaders need to understand their own mentoring needs, and be comfortable with seeking a mentor for themselves. In this course, candidates will conduct a comprehensive critical examination of mentoring concepts, both for personal development and for instructional supervision of classroom teachers. The skills of supervision through cognitive coaching will be learned and practiced. Implications for individual and group development and the improvement of instruction are emphasized. The field experience, EDL 719L will involve candidates seeking a mentor for themselves, as well as engaging in mentoring a new teacher.

**EDL 719L. Field Experience for Mentoring & Coaching Skills for School Leaders. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 719-L. The Field Experience Course is taken concurrently with the core course.

**EDL 720. Proposal Writing. 3 Hours.**

In this course, students enrolled in the Doctorate of Education program work closely with their course instructor to develop their proposal for dissertation research. The content and structure of the proposal and dissertation are examined, including conducting a comprehensive review of the relevant literature and the techniques and strategies of data collection, analysis, and development of conclusions and implications related to research findings. The anticipated culminating field project is the development and defense of the proposal for doctoral dissertation research.

**EDL 721. Administration of Staff Personnel. 3 Hours.****EDL 722. Current Issues in Educational Leadership. 3 Hours.****EDL 723. Administration of Educational Programs and Services. 3 Hours.**

Administration of Educational Programs and Services.

**EDL 724. Educational Leadership Seminar II. 1-3 Hour.****EDL 725. Current Issues and Problems in School Administration. 3 Hours.**

This is a seminar type course that explores current issues affecting the profession of school leadership. Various topics of concern will be presented and discussed. Multiple guest speakers with expert knowledge of selected issues may be invited to present in this class. Students will be required to reflect carefully about their own positions relative to select issues and problems.

**EDL 726. Advanced Clinical Supervision Administrator/Supvis. 3 Hours.****EDL 727. Leading the Adult Learning Community. 3 Hours.**

This course is divided into the following conceptual units: a. Teachers as Adult Learners b. Understanding Adult Learning Theories c. Applying Adult learning Theories to Professional Learning Communities d. Creating Collaborative Teams to support learners e. Shared Leadership to improve academic achievement of diverse learners f. Developing and Utilizing Shared Leadership Strategies The purpose of this course is to prepare candidates with the ability to and the knowledge of skills and strategies required to Lead the Adult Learning community in schools. An in-depth analysis of adult learning theories and strategies to develop shared leadership capacity in school communities will provide the impetus of this course. Candidates will learn about characteristics of adult learners and various theories of how adults learn, develop, and interact in professional learning communities. The second focus of this course is how to develop and implement shared leadership in schools.

**EDL 727L. Field Experience for Leading the Adult Learning Community. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 727-L. The Field Experience Course is taken concurrently with the core course.

**EDL 728. Management of the Learning Organization. 3 Hours.**

The purpose of this course is to strengthen knowledge of and skills in essential management functions within the school or district setting, as noted in specified ISLLC and Alabama Administrative Code Standards. The course will focus on practices and procedures that are vital to the efficient and effective operation of a school or a school district.

**EDL 728L. Field Experience for Management of the Learning Organization. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 728-L. The Field Experience Course is taken concurrently with the core course.

**EDL 729. Advanced Research in Educational Leadership. 1-6 Hour.****EDL 730. Advanced Focus on the Principalship. 3 Hours.****EDL 731. Law, Ethics, and Policy for Educational Leaders. 3 Hours.**

The purpose of this course is twofold: 1) Candidates will gain a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and the guidelines of the State Ethics Commission. 2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislative and judicial requirements. Candidates will be able to demonstrate an understanding of legal and ethical principles related to underrepresented populations within the school setting. Candidates will be able to demonstrate a knowledge and application of the ethical principles stipulated in the Alabama Educator Code of Ethics and accompanying legal precepts. Candidates' ability to make sound legal and ethical decisions will be enhanced through a better understanding of board policies and politics as well as through reflection on and clarification of personal values and beliefs.

**EDL 731L. Field Experience for Law, Ethics, and Policy for Educational Leaders. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school in the area of law, ethics, and policy. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 731-L. The Field Experience Course is taken concurrently with the core course.

**EDL 732. Leadership of Special Programs. 3 Hours.**

Leadership of Special Programs coalesces the knowledge of and ability to lead special programs within a school site. Candidates will apply leadership skills in developing a comprehensive home school collaborative project and a comprehensive technology integration project. In addition, candidates will develop curriculum which will align state standards unique to career and technical education. Emphasis will be placed on models of communication, problem solving, conflict resolution and team building principles and skills. Focus will also be placed on best practices in the development of community information, networking, public relations, and media. The technology portion of this class will focus on the total integration of technology into a school community.

**EDL 732L. Field Experience for Leadership of Special Programs. 1 Hour.**

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 732-L. The Field Experience Course is taken concurrently with the core course.

**EDL 735. Professional Leadership. 3 Hours.**

Provides an overview of key issues related to professional leadership from the perspective of the teacher leader. Special emphasis will be given to the following course themes: Alabama Educator Code of Ethics, ethical and professional conduct, school law and policy, and adult learning.

**EDL 735L. Field Experience/Professional Leadership. 1 Hour.**

Field-based experience to accompany EDL 735.

**EDL 735R. School Based Problem Research Project/Professional Leadership. 1 Hour.**

Action-research project to accompany EDL 735.

**EDL 746. Practicum in Instructional Leadership. 1 Hour.**

Course required in the Ed.S. program for candidates who completed the Class A Administrative Certification before 2009, before program redesign. The practicum in Instructional Leadership allows for authentic leadership experiences in K-12 schools. The Practicum consists of developing projects and documents/artifacts, throughout the four-semester Educational Specialist Program, that outline leadership experiences in all areas of the Alabama Standard for Instructional Leaders.

**EDL 748. Current Issues and Problems in School Administration. 3 Hours.**

Current Issues and Problems in School Administration.

**EDL 750. Issues and Problems in School Finance. 3 Hours.**

This is a seminar type course that explores current issues affecting the financing and funding of schools both locally and across the nation. Issues such as equity and adequacy in school funding will be examined. Key legislation issues will also be explored. Multiple guest speakers with expert knowledge of selected school finance issues may be invited to present in this class. Students will be required to reflect carefully about their own positions relative to select issues and problems in school finance.

**EDL 752. Advanced Educational Planning. 3 Hours.****EDL 755. Advanced School System Administration. 3 Hours.**

An advanced course for practicing school leaders examining the various aspects of leadership of a school district from the level of the principalship and beyond. This course explores systems theory and systems thinking relative to the various systems enacted in the leadership of a school district.

**EDL 756. Advanced Educational Law. 3 Hours.**

An advanced course for practicing school leaders examining the various aspects and implications of educational state and national level case law and policy governing and related to leadership of a school district from the level of the principalship and beyond.

**EDL 758. Problems in Supervision. 3 Hours.**

This is a seminar type course that explores current issues regarding the effective supervision of schools in the context of recent legislation and challenges. Issues such as developing school culture and strategic planning, supervision of instruction, and addressing the demands of an increasingly diverse clientele will be examined. Professional standards and expectations for school leaders as supervisors will also be explored. Multiple guest speakers with expert knowledge of selected school supervision issues may be invited to present in this class. Students will be required to reflect carefully about their own positions relative to select issues and problems in the supervision of schools.

**EDL 760. Advanced Administrative Leadership. 3 Hours.**

This is a seminar type course that explores current issues regarding the effective administration and leadership in schools and school districts. Issues such as standard-based leadership; developing school and district mission, vision, values, and goals; clinical supervision and professional development of instructional and supervisory staff to address student achievement; and addressing the demands of an increasingly diverse clientele will be examined. Multiple guest speakers with expert knowledge in school leadership roles may be invited to present in this class. Students will be required to reflect carefully about their own positions relative to leadership in schools and school districts.

**EDL 762. Futurism in Community Education. 3 Hours.**

**EDL 766. Advanced Clinical Supervision for Admin/Supervisor. 3 Hours.**

This course is designed to provide building principals and district-level administrators a chance to examine, in depth, best practices in clinical supervision of classroom teachers and school administrators. Emphasis is placed on how to help teachers and school-level leaders improve their practice in leading for high levels of student achievement. Although it is not a pre-requisite, this course is designed to build topics covered in EDL 626.

**EDL 770. Advanced Administrative Leadership. 3 Hours.**

**EDL 772. Advanced Technology of Educational Planning. 3 Hours.**

**EDL 792. Directed Study in Educational Leadership. 3 Hours.**

**EDL 796. Individual Readings in School Law. 3-6 Hours.**

**EDL 797. Doctoral Internship in Educational Leadership. 1-12 Hour.**

**EDL 798. Non-Dissertation Research. 1-12 Hour.**

This course is for doctoral students in educational leadership who have completed their preliminary course work but who have not yet attained candidacy (i.e., developed or defended their proposal for doctoral/dissertation research).

**EDL 799. Dissertation Research. 1-12 Hour.**

This course is for doctoral students in educational leadership who have completed their preliminary course work, passed their comprehensive written exam, and have successfully defended their proposal for doctoral/dissertation research and who, upon the recommendation of their dissertation committee, are entered into doctoral candidacy through the Graduate School. A minimum of 12 hours of EDL 799 is required for the EdD program.

**Prerequisites:** GAC Z