

Department of Curriculum, Leadership, and Technology

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The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments and academic disciplines. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification options. The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

- Doctor of Education with a Major in Curriculum and Instruction (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/edd-curriculum-instruction>)
- Doctor of Education with a Major in Leadership (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/edd-leadership>)
- Education Specialist Degree with a Major in Educational Leadership (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/eds-educational-leadership>)
- Master of Education with a Major in Educational Leadership (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-educational-leadership>)
- Education Specialist Degree with a Major in Instructional Technology (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/eds-instructional-technology>)

- Master of Education with a Major in Instructional Technology (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-instructional-technology>)
- Certification in Educational Leadership (Performance-Based) (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/certification-educational-leadership-performancebased-building-level-system-level>)
- Certification in Library Media (Certification Only) (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/certification-library-media>)
- Certificate in Online Teaching (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/certificate-online-teaching>)
- Online Teaching Endorsement (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/online-teaching-endorsement>)

Curriculum and Instruction

CIED 7060. Curriculum, Instruction, and Technology Integration. 3 Hours.

An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

CIED 7601. Course Management Systems for E-Learning. 3 Hours.

The study and ethical practice of facilitating online learning through integrated course management systems.

CIED 7602. Resources and Strategies for E-Learning. 3 Hours.

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

CIED 7603. Design and Delivery of Instruction for E-Learning. 3 Hours.

Prerequisites: CIED 7601 and 7602. Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

CIED 7604. Pedagogical Aspects of Race and Culture in Education. 3 Hours.

Identification of problems related to race, culture, and schooling, with review of the academic literature, proposed pedagogical solutions, and approaches to addressing diversity in the classroom, with emphasis on the students' areas of certification.

CIED 9100. Curriculum Design, Implementation, and Evaluation. 3 Hours.

Application design, implementation, and evaluation of curricula to promote student learning.

CIED 9200. Instructional Planning, Implementation, and Evaluation. 3 Hours.

Advanced planning, implementation, and evaluation of instruction to facilitate student learning.

CIED 9210. Instructional Design. 3 Hours.

Advanced study of theory and practical application of designing instruction.

CIED 9220. Instructional Development and Production. 3 Hours.

Prerequisite: CIED 9210. Advanced study of theory and practical application of developing and producing instruction.

CIED 9280. Application of Research Methods in Learning and Development Settings. 3 Hours.

Prerequisite: CIED 9220. Study and application inquiry in the learning and development domain. Creating and extending knowledge related to the discipline will be emphasized.

CIED 9300. Using Assessment to Maximize Student Learning. 3 Hours.

Advanced design and development of multiple sources of assessment to maximize student learning.

CIED 9400. Review of Academic Discipline and Pedagogy Literature. 3 Hours.

Advanced analysis and synthesis of pedagogy related to the literature of the academic discipline documented through application of conventions of academic writing using the Publication Manual of the American Psychological Association.

CIED 9500. Curriculum and Instruction Implementation and Evaluation. 3 Hours.

Prerequisite: CIED 9400. Application of formative and summative data collection, analysis, and reporting techniques for planning and conducting evaluations of curricula and instruction.

CIED 9600. Dissertation Topic Conceptualization. 3 Hours.

Prerequisite: Completion of major courses and approval of advisor. Seminar for the development of the dissertation topic.

CIED 9700. Race, Culture, and Schooling. 3 Hours.

Identification of problems related to race, culture, and schooling and an exploration of some of the proposed solutions. Issues of diversity and multicultural education will frame the course, and the focus will be on the education of African American students.

CIED 9900. Special Topics in Curriculum and Instruction. 1-3 Hours.

Advanced study of specific contemporary issues in curriculum and instruction. Course may be repeated under different topics.

CIED 9999. Dissertation in Curriculum and Instruction. 1-6 Hours.

Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

Instructional Technology

ITED 7040. Thinking and Learning with Computers. 3 Hours.

Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical, and practical reasons for using computers as thinking tools.

ITED 7050. Distance Education. 3 Hours.

Introduction to distance education technologies and their utilization as instructional delivery systems.

ITED 7070. Decision-Oriented Research, Evaluation, and Professional Learning. 3 Hours.

The study and implementation of needs assessment and program evaluation to inform the content and delivery of best practices in technology-based professional learning. This course includes an introduction to field research methods and data analysis.

ITED 7080. Technology and Learning Standards. 3 Hours.

Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia Performance Standards.

ITED 7090. Applications for Instructional Technology. 3 Hours.

Technology applications and integration training using tutorials.

ITED 7100. Foundational Theories in Instructional Technology. 3 Hours.

Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.

ITED 7110. Foundations and Learning Theories. 3 Hours.

The historical foundations and evolutionary development of the field of Instructional Technology. It investigated philosophical, neurological, and practitioner aspects of prominent learning theories underlying teaching and learning.

ITED 7200. Information Sources and Uses. 3 Hours.

Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Topics include legal issues, accessibility, and diversity in learner characteristics.

ITED 7201. Information Resources and Services. 3 Hours.

Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluation resources in various formats, building media center collections, delivering traditional and electronic services.

ITED 7202. Bibliographic Organization. 3 Hours.

Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, database maintenance and evaluation.

ITED 7203. Administering School Media Centers. 3 Hours.

Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services and programs.

ITED 7204. Literature for the P-12 School Librarian. 3 Hours.

A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading for pleasure, information, and lifelong learning; addresses curriculum integration and collaboration; promotes diversity through collection development; and supports classroom reading instruction and awareness of current trends in literature for children and youth.

ITED 7210. Instructional Design Models and Practices. 3 Hours.

An examination of prominent instructional models to enable instructional designers to select the most appropriate model for their audience and instructional content. Special attention is paid to the ADDIE/ISD model and its use in diverse settings.

ITED 7299. Internship in School Media Centers. 3 Hours.

Prerequisite: Approval of advisor. Supervised field experiences in administering P-12 school media centers.

ITED 7300. Instructional Technology for Teaching, Learning, and Assessment. 3 Hours.

Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment.

ITED 7302. Needs Assessment. 3 Hours.

Application of research and evaluation skills to a field-based needs assessment; investigation of non-instructional solutions with attention to performance improvement. The course includes the use of job task analysis, consideration of organization cultures, and application of team building skills.

ITED 7310. Instructional Strategies. 3 Hours.

Selecting, implementing, and evaluating instructional strategies for training room environments based upon the learning goals, nature of the content, abilities of the learners, and affordances of the teaching environment.

ITED 7399. Internship in Technology Applications. 3 Hours.

Prerequisite: Approval of advisor. A faculty-supervised field experience in an instructional technology setting.

ITED 7400. Digital Learning Environments. 3 Hours.

Creation, support, and effective management of digital learning environments. Includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.

ITED 7410. Adapting Traditional Instruction to Online Environments. 3 Hours.

Adapting face-to-face instructional content to online delivery platforms (Web and mobile). The course uses industry-standard software for creating, integrating, and publishing the adapted content for the online environment, preparing students to take industry-recognized certification exams.

ITED 7500. Vision and Planning for Instructional Technology. 3 Hours.

Introduction to leadership principles in an instructional technology context. The course includes theory and practice in strategic planning, the change process, and funding strategies.

ITED 7510. Digital Learning Environments. 3 Hours.

An examination of the computer hardware and software needed for building, hosting, delivering, and participating in online learning. Topics covered include how computer hardware and software work; how to evaluate and select equipment for acquisition; and network infrastructure and security.

ITED 7600. Introduction to Discipline-Based Best Practices Literature. 3 Hours.

Introduction to analyzing discipline-specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.

ITED 7610. Instructional Graphics. 3 Hours.

A study of techniques for creating, editing, and producing professional quality graphics for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in image editing and graphic design.

ITED 7710. Instructional Video and Audio. 3 Hours.

A study of techniques for creating professional quality videos for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in video editing and production.

ITED 7810. Project Training Management. 3 Hours.

An examination of factors and processes affecting project management, preparing students for the Certified Associate in Project Management (CAPM) exam.

ITED 7900. Special Topics in Instructional Technology. 1-3 Hours.

In depth study of specific issues in instructional technology. Course may be repeated under different topics.

ITED 7910. Program Evaluation. 3 Hours.

Approaches to conducting evaluations of educational/training programs. The course addresses political, ethical, and practical issues as well as the necessary steps and strategies for a planning program evaluation.

ITED 8100. Theories, Models, and Perspectives of Instructional Technology. 3 Hours.

Modeling and facilitation of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.

ITED 8200. Instructional Design for Training and Education. 3 Hours.

Applications of systematic design principles to address an identified need in a training or learning context. The course addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.

ITED 8299. Internship School Media Center. 3 Hours.

Field experience in administering P-12 school media centers supervised through distance technology.

ITED 8300. Technology Tools for Training and Education. 3 Hours.

Application of various technologies and products for instructional development. The course includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.

ITED 8400. Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration. 3 Hours.

Research, review, and application of commercial, and educational technology. This course includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments.

ITED 8500. Leadership in Instructional Technology. 3 Hours.

The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments, to design and communicate a strategic plan, and to demonstrate leadership in securing resources needed to implement the plan.

ITED 8600. Professional Development and Program Evaluation. 3 Hours.

The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.

ITED 8900. Special Topics in Instructional Technology. 1-3 Hours.

Special Topics in Secondary Education.

ITED 8960. Discipline-based Best Practices Literature. 3 Hours.

Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing using the Publication Manual of the American Psychological Association.

ITED 8970. Action Research Methods and Planning. 3 Hours.

Application of the ethics and principles of action research. This course includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.

ITED 8999. Action Research Project. 3 Hours.

Implementation of research-based interventions to improve instructional practice and maximize learning. The students will use digital tools and resources to collect systematically and analyze data, interpret results, and communicate findings.

Educational Leadership

LEAD 7010. Ethics and Issues in Educational Leadership. 3 Hours.

Study of ethics with emphasis on its application to contemporary issues in the field of educational leadership. Interest in educational leadership based on empirical literature.

LEAD 7020. Developing Leadership Capacity in Schools and Communities. 3 Hours.

An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

LEAD 7100. School Leadership. 3 Hours.

An examination of the application of the processes of interpersonal relations and effective leadership skills and their relationship to successful school programs.

LEAD 7110. Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement. 3 Hours.

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7120. Instructional Leadership and Supervisory Practices for Improved Teaching and Learning. 3 Hours.

An examination of the knowledge and the development of the skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7130. Technology Leadership for School Improvement. 3 Hours.

Instruction and supervised practice leading to educational leadership candidates' application of technology skills designed to foster school improvement and student achievement.

LEAD 7200. Principles of Curriculum and Instruction for Educational Leaders. 3 Hours.

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7210. Ethics and Law. 1 Hour.

Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.

LEAD 7220. Human Resources Leadership for School Improvement. 3 Hours.

An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; and administration of school personnel policies and practices.

LEAD 7230. School and System Fiscal Management and Budgeting. 3 Hours.

A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

LEAD 7300. Fiscal and Facilities Management for Educational Leaders. 3 Hours.

Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.

LEAD 7310. Leadership for Community and Public Relations. 3 Hours.

An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed with a focus on conflict management skill acquisition.

LEAD 7400. Legal Issues for Educational Leaders. 3 Hours.

An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in depth reviews of case law showing the evolution of courts as educational policy makers.

LEAD 7420. Ethical and Legal Issues for Leadership. 3 Hours.

An overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.

LEAD 7500. Human Resource Management and Development.. 3 Hours.

Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.

LEAD 7650. Leadership Issues in Higher Education. 3 Hours.

The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

LEAD 7700. Supervision of Instructional Programs. 3 Hours.

Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7800. Organization and Governance of Higher Education. 3 Hours.

An introduction to the organization of post-secondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post-secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.

LEAD 7810. Finance and Budgeting in Higher Education. 3 Hours.

This course considers all sources of financing of higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.

LEAD 7820. Assessment and Evaluation in Higher Education. 3 Hours.

An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

LEAD 7830. Law and Policy in Higher Education. 3 Hours.

This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.

LEAD 7840. History and Philosophy of Higher Education. 3 Hours.

A study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities related historical record and perspective to contemporary policy and practice.

LEAD 7850. Ethics and Standards in Higher Education. 3 Hours.

The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; and theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.

LEAD 7900. Internship in Educational Leadership I. 3 Hours.

Prerequisite: Consent of instructor required. A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7910. Internship in Educational Leadership II. 3 Hours.

Prerequisite: LEAD 7900. Supervised field experience designed for the student to demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7920. Leadership Field Experiences I. 3 Hours.

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7921. Internship Preparation in Higher Education Leadership. 3 Hours.

Prerequisite: Permission of Advisor. A supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

LEAD 7922. Internship in Higher Education Leadership. 3 Hours.

An advanced supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the post-secondary level.

LEAD 7930. Leadership Field Experiences II. 3 Hours.

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

LEAD 7999. Thesis in Educational Leadership. 1-3 Hours.

Prerequisite: Admission to M.Ed. Program in Educational Leadership and permission of advisor. Completion of an original research project in the student's major area under the direction of a department thesis committee. Graded Satisfactory or Unsatisfactory.

LEAD 8030. School Culture, Change and Organizational Dynamics. 3 Hours.

A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high-performing cultures.

LEAD 8140. Leadership for Creating an Effective Learning Environment. 3 Hours.

Instruction and supervised practice leading to candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

LEAD 8200. School Reform and Change. 3 Hours.

Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.

LEAD 8230. Financing and Managing Educational Facilities. 3 Hours.

An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.

LEAD 8240. Managing Resources for School Improvement. 3 Hours.

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance-based field experiences.

LEAD 8300. Social Context of Educational Leadership. 3 Hours.

A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

LEAD 8400. Organizational Theory for Educational Leaders. 3 Hours.

A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

LEAD 8510. Building Leadership for the 21st Century. 3 Hours.

An examination of the major functions of building-level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

LEAD 8520. Executive Leadership for the 21st Century. 3 Hours.

An examination of the executive leadership position in local school systems. Includes preparation for becoming an executive leader; planning and decision making; financial issues; employment processes; and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

LEAD 8610. School, Community, and Media Relations for Educational Leaders. 3 Hours.

This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

LEAD 8620. Leading a Professional Learning Community. 3 Hours.

Instruction and supervised practice leading to candidate's demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

LEAD 8630. Coaching and Mentoring for High-Performing Schools. 3 Hours.

A study of the knowledge and skills necessary to practice coaching and mentoring for high-performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

LEAD 8650. Personnel Issues and Considerations. 3 Hours.

Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.

LEAD 8660. Business and Finance. 3 Hours.

This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resource and allocation systems will be examined.

LEAD 8710. Directed Study in Educational Leadership. 1-3 Hours.

An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

LEAD 8900. Internship and Field-Based Research I. 3 Hours.

A supervised application of leadership competencies to the resolution of problems in an educational setting.

LEAD 8910. Internship and Field-Based Research II. 3 Hours.

Prerequisite: LEAD 8900. A supervised capstone field-based project involving school improvement.

LEAD 8920. Advanced Leadership Field-Based Experiences I. 3 Hours.

Graded Satisfactorily or Unsatisfactorily. A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop the skills to lead a school district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

LEAD 8930. Advanced Leadership Field-Based Experiences II. 6 Hours.

A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8940. Advanced Leadership Field-Based Experiences III. 6 Hours.

A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel. Graded satisfactorily or unsatisfactorily.

LEAD 8950. Advanced Leadership Field Based Experiences IV. 3-6 Hours.

Graded "Satisfactory" or "Unsatisfactory". A supervised application of leadership competencies to the resolution of problems in an educational setting. This course is designed for candidates adding either building level or system level leadership to an existing performance-based leadership certificate. Course may be repeated for credit.

LEAD 9000. Special Topics in Educational Leadership. 3 Hours.

Advanced study focusing on public school improvement and/or the improvement of school leaders through student-designed projects, research or practica that address the program's conceptual framework.

LEAD 9010. Seminar in Organizational Leadership. 3 Hours.

Theoretical and practical knowledge base for leadership and the skills and processes needed to drive organizational improvement. Emphasis will be placed on leadership for meeting the needs of diverse organizational communities.

LEAD 9020. Planning and Change for Leaders. 3 Hours.

Theoretical and practical aspects of planning and change will emphasize on the knowledge and skills necessary when planning for continuous organizational improvement in an efficient, effective, and systematic manner.

LEAD 9030. Leadership Problems: Interdisciplinary Analysis. 3 Hours.

The focus of this course is on the application of interdisciplinary analysis and leadership skills to the resolution of educational problems and issues.

LEAD 9040. Organizational Theory, Culture, and Leadership. 3 Hours.

A review of research from high-performing organizations. The course examines the performance of organizations related to organizational theory, culture, and leadership in such organizations.

LEAD 9900. Special Topics in Leadership. 3 Hours.

Advanced study of specific contemporary issues in leadership. May be repeated under different topics.

LEAD 9999. Dissertation in Leadership. 1-6 Hours.

Investigation and completion of a field-based project on a leadership or leadership-related issue. Development and defense of the dissertation proposal and the dissertation. The course must be taken each fall and spring semester until the dissertation is completed. The number of hours must be approved by the dissertation chair. A minimum of 9 hours must be taken.

Research

RSCH 7100. Research Methodology in Education. 3 Hours.

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

RSCH 8000. Advanced Research Methodology. 3 Hours.

This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.

RSCH 9800. Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research. 3 Hours.

Research design for quantitative, qualitative, and mixed methods research in education. Philosophical foundations, research techniques, and fundamentals of each approach are presented. Basic statistics are reviewed from descriptive to ANOVA. This course is a foundation for all other advanced courses in research.

RSCH 9810. Program Evaluation in Learning Environments. 3 Hours.

Prerequisite: RSCH 9800. An examination of theories across the program evaluation spectrum and their application in learning environment. The course addresses financial, ethical, and logistical issues related to planning and conducting robust, professional evaluations.

RSCH 9820. Qualitative Research Methods in Education. 3 Hours.

Prerequisite: RSCH 9800. Study and application of qualitative research methodology in educational settings.

RSCH 9830. Advanced Qualitative Research Methods. 3 Hours.

Prerequisite: RSCH 9820. An investigation of advanced approaches to the conceptualization, design, implementation, and representation of qualitative research and their application.

RSCH 9840. Quantitative Research Methods in Education. 3 Hours.

Prerequisite: RSCH 9800. Study and application of quantitative research methodology educational settings.

RSCH 9850. Advanced Quantitative Research Methods. 3 Hours.

Prerequisites: RSCH 9840. Develop the skills to identify an appropriate statistical technique to interpret results for independent research and to critically evaluate contemporary social research using advanced quantitative methods. This advanced course covers complex analyses used in education and data-driven decision making. Topics include multivariate analysis of variance and covariance, repeated measures ANOVA, log linear regression, factor analysis, discriminant analysis, canonical correlation, and an introduction to structural equation modeling and hierarchical linear modeling.

RSCH 9860. Advanced Mixed Method. 3 Hours.

An investigation of practical and philosophical foundations for the design and implementation of mixed method research.

RSCH 9871. Planning for Dissertation. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". Research seminar for the planning of the doctoral dissertation topic.

RSCH 9872. Dissertation Topic Conceptualization. 3 Hours.

Prerequisites: RSCH 9820 and 9840. Corequisites: RSCH 9830, 9840 or 9860. Research seminar for the development of the doctoral dissertation topic.

RSCH 9900. Special Topics in Research. 3 Hours.

Advanced study of specific contemporary issues in research. May be repeated under different topics.

RSCH 9999. Dissertation Research. 1-6 Hours.

Research associated with the development and completion of the dissertation in Leadership or Curriculum and Instruction including the preparation of the dissertation proposal and the final dissertation. May be repeated for credit.