

# EDUL - EDUCATION: LEADERSHIP

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## **EDUL 6116 Applied Educational Research (3-0-3)**

Candidates will develop expertise as educational leaders critically examining the use of data in policies aimed at improving student outcomes. Major Topics include use of district-state wide assessment data to inform instruction, the ethical use of data, and teacher evaluation.

### **Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Ed Leadership - Tier I or Ed Leadership - Tier II. Enrollment limited to students in the College of Educ Health Prof college.

## **EDUL 6128 Instructional Strategies for Student Success (3-0-3)**

This course will examine how leaders supervise, monitor, and evaluate instructional strategies and principles that are essential to developing and administering curricular programs. It will explore scope and sequence, measurability, differentiation, and the alignment of the written and taught curriculum.

### **Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Educ Leadership - Online, Ed Leadership - Tier I, Curr Instr in Accom Teaching, Teacher Leadership, Teacher Leadership or Teacher Leadership.

## **EDUL 6129 Supervision of the Learning Environment (3-0-3)**

This course focuses on leadership skills necessary to ensure learning takes place, including learning strategies, modern technologies, barriers to learning, and effective teaching. Candidates will identify and evaluate the elements of a positive learning environment and examine the basic concepts of teacher supervision and evaluation as defined by the peer observation protocol.

### **Restriction(s):**

Enrollment limited to students major in Educational Leadership, Educ Leadership - Online, Ed Leadership - Tier I, Curr Instr in Accom Teaching, Teacher Leadership, Teacher Leadership or Teacher Leadership.

## **EDUL 6138 Continuous Improvement in Schools (3-0-3)**

This course provides the aspiring leader with the tools to develop a vision of continuous improvement for schools focusing on the School Improvement Plan and its relationship to increasing student performance.

### **Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Educ Leadership - Online, Ed Leadership - Tier I, Ed Leadership - Tier I Add on, Curr Instr in Accom Teaching, Teacher Leadership or Teacher Leadership.

## **EDUL 6149 Assessment and Program Evaluation (3-0-3)**

This course provides an overview of assessment and evaluation as an inquiry process. The course will review the philosophy and practice of assessment and evaluation in higher education. The course will further examine the usefulness and appropriateness of various program evaluation methodologies (quantitative and qualitative), theories of evaluation usage and practice, and theories of valuing in college student affairs.

### **Restriction(s):**

Enrollment is limited to Graduate Level level students.

## **EDUL 6165 The Principalship (3-0-3)**

This course serves as an overview of the leadership aspect of the principalship. Emphasis is placed on the school principal's role in creating student success. Aspiring school leaders will develop an understanding of the importance of the role principals play in creating learning organizations. Emphasis is given to interpersonal and group communication skills and providing candidates current pedagogical knowledge for improving achievement for a diverse student population. The reciprocal relationship between school climate/culture and student achievement is explored.

### **Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Ed Leadership - Tier I or Ed Leadership - Tier I Add on.

## **EDUL 6178 Creating Student Success (3-0-3)**

This course emphasizes the school principal's role in creating student success using the professional learning community process. Aspiring school leaders will develop an understanding of the importance of the role that principals play, collaboration, support, and continuous improvement for student achievement. Emphasis is placed on providing the candidate current pedagogical knowledge about improving achievement for a diverse student population.

### **Restriction(s):**

Enrollment limited to students major in Educational Leadership. Enrollment limited to students in the College of Educ Health Prof college.

## **EDUL 6185 School Law and Ethics (3-0-3)**

This course is designed to enhance the understanding and practice of the aspiring Tier I school leader (assistant principal or district leader who does not supervise school principals) by investigating public policy as related to the school environment and to promote the success for all school stakeholders through ethical behaviors in all situations.

### **Restriction(s):**

Enrollment limited to students major in Educational Leadership, Curriculum and Leadership, Ed Leadership - Tier I or Ed Leadership - Tier I Add on.

## **EDUL 6189 School Culture and Diversity (3-0-3)**

This course is a study of issues, trends, and best practices in school culture development. It will aid the aspiring school leader in enhancing and supporting student achievement through the development of a positive school culture strong in diversity and appreciation of all its people. Special emphasis is given to administrator's roles, responsibilities, and innovations in curriculum and instruction improvement through creating and sustaining positive school climate and culture.

### **Restriction(s):**

Enrollment limited to students major in Educational Leadership.

## **EDUL 6195 Technology In the Learning Environment (3-0-3)**

This course is designed to enhance the understanding and practice of aspiring Tier I school leaders (assistant principals or district personnel not supervising school principals) regarding the usage of and issues facing technology in schools.

### **Restriction(s):**

Enrollment limited to students major in Educational Leadership.

**EDUL 6227 Obtaining and Using Resources Wisely (3-0-3)**

The learner will investigate the methods of obtaining and utilizing resources equitably to improve student achievement for a diverse student population. Emphasis will be on the utilization of funds at the local building level.

**Restriction(s):**

Enrollment limited to students major in Educational Leadership or Teacher Leadership.

**EDUL 6235 Adult Learner Instructional Strategies (3-0-3)**

The candidate will investigate adult motivation and coaching. How to facilitate, implement, and sustain research-based instructional strategies, authentic instructional pedagogy, thematic curriculum and creative effective school learning communities will be a major focus.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**EDUL 6245 Organizing and Managing the Learning Environment (2-2-3)**

Investigates theories and models of organization, fiscal applications, and operations. Provides training for building trust with faculty and establishing a safe and orderly learning environment for teachers and students.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**EDUL 6255 Collaboration for Improved Student Achievement (2-2-3)**

The candidate will investigate community-school collaborations. Teacher-Leaders will learn how to build and be a part of a viable team that focuses on high achievement for all students. Candidates develop a community involvement plan that includes all stakeholders of a local school. Thirty (30) clock hours of field experiences are required to meet with stakeholders from a community to conduct assessments of the school program.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**EDUL 6275 Public Policy and Ethics (3-0-3)**

Investigates public policy as related to the school environment. Investigates the promotion of success for everyone in the school environment through ethical behavior in all situations.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**EDUL 6279 Capstone Experience: Leadership for Improving Student Achievement (2-2-3)**

Overview of the knowledge, dispositions, and performances needed by all educational leaders to promote increased student achievement and school improvement.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 6691 Internship for School Leaders (0-5-1)**

The Internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement between the candidates and faculty, administration, staff, parents, and community leaders over an extended period of time.

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 6692 Internship for School Leaders (0-6-1)**

The Internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement between the candidates and faculty, administration, staff, parents, and community leaders over an extended period of time.

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 6693 Internship for School Leaders (0-6-1)**

The Internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement between the candidates and staff, faculty, administration, parents, and community leaders over an extended period of time.

**Repeatability:** Repeatable for credit up to 2 times or 3 hours.

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 6697 Internship For School Leadership (0-(4-12)-(2-6))**

The Internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

**EDUL 6698 Internship for School Leadership (0-(4-8)-(2-4))**

The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Ed Leadership - Tier I or Ed Leadership - Tier I Add on.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

**EDUL 6699 Internship for School Leadership (0-2-1)**

The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

**Restriction(s):**

Enrollment limited to students major in Educational Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

**EDUL 7105 School System Strategic Plan (2-2-3)**

Investigates factors involved in developing and implementing a school system strategic plan; focuses on the many entities that should be included, the use of data in developing this plan and methods of assessing its success.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

**EDUL 7106 Curriculum Design for School System Improvement (2-2-3)**

Investigates strategies and procedures for designing and implementing curricula that lead to continuous school system improvement. Focus will be on designing the scope and sequence of the curriculum to fit the appropriate situation.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

**EDUL 7107 School System Reform and The Change Process (2-2-3)**

Investigates how redirecting effort can change the focus of school system reform. Focuses on identifying the dynamics of change and how to lead stakeholders through this process.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7108 Applications of Neurological Research to Student Learning (3-0-3)**

Prerequisites: Admission into the Doctoral Degree Program. Advanced critical examination of research and theories relevant to effective teaching, including neurological underpinnings of effective instructional practices, brain-based instruction, learning style theories, multiple intelligence theory, emotional intelligence theory, and other relevant research-based and theoretical frameworks.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7201 Planning for Continuous School and System Improvement (2-3-3)**

Investigates factors involved in developing and implementing a school system strategic plan; focuses on promotion of the vision and mission, school culture creation, communication with stakeholders, and continuous school improvement. Includes 45 hours of supervised residency.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7202 Leadership Fundamentals for Team Building and Communication (3-0-3)**

Practical guidance on the team building and communication processes to help develop both individual and collective capacity of teachers and staff. Students will monitor, evaluate, and revise plans to optimize student learning.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7203 Data Driven Strategies for Developing Professional Learning Communities (2-3-3)**

This course guides the leader in gaining effective tools and leveraging data and research insights to inform educational and strategic decisions in an increasingly complex and data-driven world. The school leader understands the importance of establishing and maintaining relationships with all stakeholders. Includes 45 hours of supervised residency.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7204 Enhancing Instructional Capacities for the Learning Community (2-3-3)**

Investigates strategies and procedures for enhancing instructional program capacity, promoting effective assessments and pedagogy, and ensuring a learning environment for the success of diverse learners. Includes 45 hours of supervised residency.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7209 Organizational Theory: Implications for Student Performance (2-2-3)**

Prerequisite: Admission into Doctoral Degree Program. Current organizational theory as applies to development of learning community, implementation of distributed leadership models, application of Georgia School Keys and The Georgia Assessment of Performance on School Standards (GAPSS) for improvement of student performance.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7211 Legal and Constitutional Issues in American School Law (2-3-3)**

Investigating ethical principles and creating a safe, secure, emotionally protective, and healthy environment for all learners is the essence of this course. Participants will engage in the application of a case study approach to resolving current legal issues at the school/system level. Includes 45 hours of supervised residency.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Curriculum and Leadership, Ed Leadership - Tier II or Ed Leadership - Tier II Add on.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7212 Managing Resources for Schools and Systems (3-0-3)**

This course focuses on managing resources for schools in a time of scarcity and the allocation of funds for ensuring effective and efficient management of the school or district. This course emphasizes equity of funding to promote the success and wellbeing of every student.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Curriculum and Leadership or Ed Leadership - Tier II.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7213 Cultural Congruence in a Multicultural Society (3-0-3)**

This course examines a community's diverse populations (e.g., cultural, ethnic, social, and special needs). Candidates develop means for engaging stakeholders in the promotion of continuous school/system improvement.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership, Curriculum and Leadership or Ed Leadership - Tier II.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7214 Facilitative Leadership: Shaping School and System Culture (2-3-3)**

This course focuses on how school leaders can understand, evaluate and facilitate change for continuous school improvement, and how redirecting effort can change the focus of school system reform. Participants are led to identify the dynamics of change and how to lead stakeholders through this process. Includes 45 hours of supervised residency.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7555 Selected Topics in Leadership ((1-4)-0-(1-4))**

The field of educational leadership is rapidly changing. To respond to that, a leadership faculty member may conduct a course from time to time dealing with salient issues.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7681 Supervised Residency - A (0-6-3)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Includes 100 hours of supervised residency. (S/U grading)

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**EDUL 7682 Supervised Residency - B (0-6-3)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Includes 100-140 hours of supervised residency. (S/U grading)

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7683 Supervised Residency - C (0-6-3)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Includes 140-170 hours of supervised residency. (S/U grading.)

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7684 Supervised Residency - D (0-6-3)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Includes 100-140 hours of supervised residency. (S/U grading.)

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7691 Supervised Residency for Leaders A (0-12-1)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Students must record and report a minimum of 175 hours residency work in a school/system setting for this supervised residency course. (S/U grading)

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 7692 Supervised Residency for Leaders B (0-11-1)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Students must record and report a minimum of 175 hours residency work in a school/system setting for this supervised residency course. (S/U grading)

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 7693 Supervised Residency for Leaders C (0-12-1)**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving student achievement. Students must record and report a minimum of 175 hours residency work in a school/system setting for this supervised residency course. (S/U grading)

**Restriction(s):**

Undergraduate Level level students may **not** enroll.

**EDUL 7698 Internship for School Improvement (0-(1-12)-(1-6))**

Identify, plan and implement major activities in leadership that provide related on-the-job experiences that focus on improving the teaching-learning environment. (S/U grading)

**Repeatability:** Repeatable for credit up to 98 times or 6 hours.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.

Enrollment is limited to Graduate Level level students.

**EDUL 7793 Organizing and Implementing a Framework for a Data Driven Learning Community (2-2-3)**

Course makes explicit practices needed to reduce the achievement gap for diverse student populations. Candidates utilize data to drive the organizational improvements needed for today's new generation leadership team. Emphasis is placed on connection between school and system learning communities.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.  
Enrollment is limited to Graduate Level level students.

**EDUL 7794 System Level Policy, Governance, and Ethics (2-2-3)**

Investigates school system accountability within the framework of public policy and ethical standards. Focuses on characteristics of effective practices with an emphasis on effective school research.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.  
Enrollment is limited to Graduate Level level students.

**EDUL 7796 Team Building and The Communication Process (2-2-3)**

Focus on knowledge and skills in building collaborative teams involving all stakeholders in the decision making process and effectively communicating internally and externally.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.  
Enrollment is limited to Graduate Level level students.  
Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.

**EDUL 7797 Budget Alignment to School System Mission (2-2-3)**

Financing educational programs and the budgeting process. Focuses on the allocation of funds that promote the school system mission and goals.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.  
Enrollment is limited to Graduate Level level students.

**EDUL 7899 Independent Study (0-0-(2-4))**

Prerequisite: Departmental approval. A specialized investigation of a problem in educational leadership proposed by the student under the direction of an educational leadership faculty member.

**Restriction(s):**

Enrollment limited to students major in Educ Leadership - Teach Cert, Educational Leadership or Curriculum and Leadership.  
Enrollment is limited to Graduate Level level students.  
Enrollment limited to students in a Doctor of Education or Specialist in Education degrees.  
Enrollment limited to students in the Department Prerequisite college.

**EDUL 8101 Management of Educational Organizations (3-0-3)**

This course emphasizes academic leadership concepts that relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in education. Special attention is given to teaching-learning environments and the factors that shape them. The course focuses on internal stakeholders, organizational structures, and processes, as well as intra-institutional relationships that exert pressure on the academic core and impact institutional priorities, strategies, and activities.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8102 Leading for Change (3-0-3)**

This course emphasizes the need for leaders to understand the importance of change and the inevitability of change in schools. The course illustrates means to use theory and practice to achieve personal and group goals through learning and social contributions.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8104 Supervision of Teaching and Learning (3-0-3)**

This course teaches what administrators need to know to supervise and provide leadership for improvement of teaching and learning opportunities including curriculum revision. Candidates analyze the consistency between philosophy, educational theory, and educational practice with specific focus on helping teachers help students. The course examines current thinking in the elementary grades and secondary subject matter disciplines by investigating current teaching, learning and curriculum issues.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8105 Leadership Theory (3-0-3)**

This course is designed to enable doctoral candidates to understand the foundational concepts and develop the analytical skills needed to be an effective leader in a variety of educational related settings. Candidates will explore their own leadership, personality, and cognitive styles and learn how these may affect the performance of others within the organization.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8109 Current Issues in Educational Leadership (3-0-3)**

This course is a survey of contemporary issues in the field of educational leadership. Candidates will research selected topics in order to gain a broad perspective of the field of leadership as it applies to education generally. Candidates will evaluate relevant data and draw conclusions based upon the data and class discussions.

**EDUL 8115 Educational Policy and Ethics (3-0-3)**

This course prepares educational leaders to understand what education policy is at the national, state, and local levels. Students are taught how education policy originates, how it is formally developed, and what factors influence its development. The course will include an extensive review of local school board policy development and the role that a code of ethics for educators plays in influencing policy development.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8120 Technology: Leadership, Management and Learning (3-0-3)**

This course prepares educational leaders for choosing and evaluating appropriate technologies which enhance and support the teaching and learning process as well as organizational management.

**EDUL 8126 Politics of Education (3-0-3)**

The myth that politics and education exist in separate worlds is examined in this course. Politics is a critical aspect of all educational endeavors. Participants will review the recent waves of educational reform in terms of their political implications for educational decision makers. Manifestations of overt political behavior and the politics at the federal, state and local levels will also be explored.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8127 Creating Resilient Leaders (3-0-3)**

Prerequisite: Acceptance into the Ed.D. Program. This course is designed to prepare leaders for increasing responsibilities to exercise direct and indirect supervision. Students enhance their leadership abilities and develop skills to manage people while leveraging diversity, develop subordinate leaders, manage conflict, display flexibility and resilience with a focus on the organizational mission.

**EDUL 8128 Educational Facilities, Development and Implementation (3-0-3)**

This course prepares educational leaders to evaluate and ensure school facilities support the teaching and learning process. Educational specifications, survey techniques, and information necessary to develop, oversee, and maintain school facilities will be addressed. Specific attention will be given to the importance of facilities to student health, safety, and academic performance.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8129 System Level Finance (3-0-3)**

This course applies principles of leadership to managing a public school district's fiscal, human, and material resources. Students will examine federal, state, and local funding sources for education.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8209 Organizational Theory: Implications for Student Performance (2-2-3)**

Prerequisite: Admission into Doctoral Degree Program. Current organizational theory as applies to development of learning community, implementation of distributed leadership models, application of Georgia School Keys and The Georgia Assessment of Performance on School Standards (GAPSS) for improvement of student performance.

**EDUL 8715 Doctoral Seminar in Curriculum and Leadership (3-0-3)**

This course explores the rationale for pursuing a doctorate in curriculum and leadership within the context of personal preferences, professional competencies, and organizational politics. Students are provided an orientation to the EdD Program in anticipation of the tremendous demand for performance. Participation skills, professional writing competencies, and analytical ability in a structural collegial environment are required.

**Restriction(s):**

Enrollment limited to students in a Doctor of Education degree.

**EDUL 8807 Directed Study in Educational Leadership (0-0-3)**

This course provides students an opportunity to examine a topic of interest related to issues confronting educational leaders in today's global environment within the context of dissertation research. This course may be repeated for up to 6 semester hours credit.

**Repeatability:** Repeatable for credit up to 1 times or 6 hours.