Educational Leadership, Ed.D.

COLLEGE OF EDUCATION (http://www.temple.edu/education)

About the Program

The Educational Leadership Ed.D. program prepares students to assume senior leadership positions in schools, districts, colleges, and universities or to become faculty members in colleges or universities. Two concentrations are offered: K-12 Education and Higher Education. The program is designed to provide a rich intellectual and theoretical background combined with many applied experiences. Students are encouraged to identify their own interests and to build a program and research agenda that leads directly to the development of leadership and scholarly capacity in their specific area of interest. The creation of equitable opportunity and access is the core commitment of both tracks.

Time Limit for Degree Completion: 7 years

Campus Location: Main and Fort Washington, with a significant number of courses offered at the Harrisburg campus

Full-Time/Part-Time Status: Students may matriculate either full-time or part-time. Most courses are offered in the evening to accommodate working professionals. The length of time to complete the doctoral degree program varies depending on the number of courses taken each term.

Interdisciplinary Study: Up to 33 credits may be completed outside of Educational Administration.

Accreditation: The program is accredited by the University Council for Educational Administration (UCEA).

Areas of Specialization: Concentrations are offered in K-12 or Higher Education.

Job Prospects: Graduates typically become senior administrators in public or private schools; administrators in state or federal agencies; and administrators or professors in institutions of higher education.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. Students completing certification courses before being admitted to the program are NOT guaranteed admission.

Financing Opportunities: The College of Education offers financial support to qualified full-time, degree-seeking students who submit a complete admission application by the priority application deadline. Funding offers may include tuition remission and graduate student employment. Recipients of financial support from the College of Education should submit a tuition deposit by the priority deposit deadline to confirm their offer.

Admission Requirements and Deadlines

Application Deadline:

Fall: December 1 (Priority)

Applications are accepted for the Fall term only. Applicants should submit all required application documents by the priority application deadline for funding consideration. Those with applications completed after the priority deadline will be reviewed for admission, but are not eligible for funding consideration.

APPLY ONLINE to this graduate program.

Letters of Reference:

Number Required: 2, with a third submitted at the applicant's discretion. Please submit the "Reference Report for Graduate Study," found at http://www.temple.edu/grad/admissions/documents/Web_GRAD_REFERENCE_REPORT.pdf.

From Whom: Letters of recommendation should be obtained from college/university faculty members and others who can provide insight into the applicant's academic competence.

Master's Degree in Discipline/Related Discipline: A master's degree is not required, although the Ph.D. program requires 48 credits post-master's in a relevant field. Thus, applicants without a master's degree are required to complete 30 credits beyond those required for the Ph.D.

Bachelor's Degree in Discipline/Related Discipline: All applicants must present credentials that are the equivalent of the appropriate baccalaureate degree at Temple University. Official transcript(s) showing all undergraduate and graduate coursework must be submitted. A minimum GPA of 3.0 on a 4.0 scale is expected at both the undergraduate and graduate levels, although applicants may be admitted if other compelling evidence of academic potential is presented.

Statement of Goals: The personal statement is an important factor in the admissions process. Written in autobiographical style, it should explain your reasons for pursuing a doctoral degree in Educational Leadership in a thorough and thoughtful manner. The statement should address the following:
• How have your personal, academic, and professional experiences shaped your research interests, and how might a doctoral program in Educational Leadership help you explore those interests?
• How does the doctoral program at Temple fit your individual interests, needs, and future goals, and which faculty member’s research best matches your own interests?
• What academic/professional goals would the program help you to achieve following graduation?

Standardized Test Scores:

GRE or MAT: Official scores are required to be reported from either the GRE or the MAT test taken no more than 5 years prior to submitting an application.

TOEFL score (international applicants only): 79 iBT or 550 PBT minimum.

Resume: Current resume required.

Writing Sample: The academic writing sample should be a paper written for a class within the last five years. If a recent paper is not available, an op-ed piece on an educational issue of the applicant’s choosing should be composed. The op-ed should be 3 to 5 pages and of the sort that might appear in The New York Times, Philadelphia Inquirer, or Education Digest.

Program Requirements

General Program Requirements:
Number of Credits Required Beyond the Master’s: 48
Number of Credits Required Beyond the Bachelor’s: 78

Required Courses:

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Total Credit Hours: 48

1 Concentrations are offered in K-12 Education and Higher Education.
2 Of the 6 credits overall, a minimum of 2 credits of EDUC 9999 Doctor of Education Dissertation must be taken.

Internship: A part-time internship at the district, building, or instructional level is required.

Culminating Events:

Preliminary Examination:
The preliminary examination tests understanding and application of administrative principles and theory. All areas of Educational Leadership are presented in the examination. The exam consists of vignettes, essay questions, and cases. It is taken during the final semester of coursework. The examination is offered on two consecutive Saturdays in the middle of the Spring semester. The student must submit a formal application for the examination to the academic advisor.

All faculty members participate in writing questions. Each faculty member reads responses to items which they prepared or are in their areas of expertise. An item may be scored "outstanding," "satisfactory," or "fail." As a group, the faculty review the student’s scores and determine the final rating for her/his examination.

Proposal with Oral Defense:
The dissertation proposal demonstrates the student’s knowledge of and ability to conduct the proposed research. Minimally, the proposal should contain the context and background surrounding a particular research problem; a survey and review of literature which, though not necessarily exhaustive, is at least sufficient to provide the reader with enough information to understand why research is being conducted; a detailed methodological plan for investigating the problem; and a proposed timeline to complete the dissertation. The Doctoral Advisory Committee must initially approve the student’s proposal. In addition, all proposals from students in the College of Education must be approved by the College’s Proposal Review Committee.

Dissertation with Oral Defense:
The dissertation is an original piece of scholarship that makes a contribution to the field of Educational Leadership. The methodology may incorporate quantitative and/or qualitative approaches.
The Doctoral Advisory Committee oversees all aspects of the student's dissertation, from the proposal to the oral defense. It consists of a minimum of three graduate faculty members. Two of the faculty members, including the Chair, must be from the Educational Leadership program. The third member must be from one of the other programs in the College of Education or Temple University. Committee makeup that differs from this rule must be approved by the Associate Dean for Academic Affairs and Graduate Studies of the College of Education and by the Graduate School.

The Dissertation Examining Committee evaluates the student's dissertation and oral defense. It consists of the three members of the Doctoral Advisory Committee, plus two additional faculty members. One of the additional faculty members must be from a program outside of Educational Leadership. In addition, the College's Associate Dean for Academic Affairs and Graduate Studies assigns one member of the Dissertation Examining Committee. The Dissertation Examining Committee votes to pass or fail the dissertation at the conclusion of the oral defense. The outcome of the defense is determined by a majority vote.

Students preparing to defend their dissertation must confirm a date and time with the Dissertation Examining Committee. Notification of the date and time must then be submitted on the appropriate College form to the Associate Dean for Academic Affairs and Graduate Studies no less than three weeks prior to the oral defense. This notification is then sent to the Graduate School and posted in the Office of Student Services.

The announcement of the oral defense is sent to the Graduate School by the Associate Dean no less than 10 days prior to the defense. A copy of the announcement is then sent to each member of the Dissertation Examining Committee and posted on the bulletin board in the Office of Student Services.

A change in dissertation advisor must be done in consultation with the program coordinator. A change in committee member must be done in consultation with the advisor. Complete details about the dissertation process are provided in the College of Education Dissertation Handbook, which is available from the Office of Student Services.

Contacts

Program Web Address:
http://education.temple.edu/leadership/doctoral

Department Information:
Educational Leadership Program
College of Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
educate@temple.edu
215-204-8011

Mailing Address for Application Materials:
College of Education Office of Enrollment Management
150 Ritter Hall Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

Department Contacts:
Admissions:
Office of Enrollment Management
educate@temple.edu
215-204-8011

Courses
EDAD 5027. Research-Based Practices. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5063. Educational Reform. 3 Credit Hours.
This course identifies current education reform interventions that are provoking change. Additionally, the federal legislation targeting school reform and the implementation of federal programs locally, as well as the politics of federalism in education, are examined.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5300. Intro Issues Sch Ldship. 3 Credit Hours.
This course introduces students to the program's goals and theoretical foundations to help them assess and reflect on their own learning needs as they continue through the program. The course surveys the effective leaders, leadership styles, organizational theory, and decision-making literature(s) from across disciplines to orient students to the school context and examine the role and potential of the individual school leader. Particular attention will be paid to the impact of the leader's values, knowledge, skills, and behaviors on teaching and learning for adults and children within the school and school community.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDAD 5301. Leadership for Learning. 3 Credit Hours.
This course allows students the opportunity to engage in rigorous work designed to challenge traditional paradigms of school leadership and to explore values and beliefs underlying leadership needed for school reform in pre K-12 schools today. Students will be exposed to concepts from current research in developing professional learning communities, collegiality, instructional leadership, data driven decisions and assessment. Coursework includes interactive case studies, team projects, and guest speakers.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5302. Contexts for Sch Reform. 3 Credit Hours.
This course will focus attention on schools foundation within a distinctly American cultural, constitutional, and legal framework, particularly the internal system-based and external legal, policy, and political environments that affect school policy and practice. TA survey of milestones in contemporary education history/reform, with specific attention to the education of diverse groups provides historical context. Students will examine and apply to practical cases 1) federal, state, and local laws, policies, and regulations and the implications of these for school leadership; 2) literature and case studies on education reform efforts at both the district and school levels, including the forces that influence the outcomes of education reform historically and at the present time; and 3) the school and district as complex systems, as well as strategies used to manage change across system levels.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5303. Ldshp in Diverse Context. 3 Credit Hours.
This course will examine the issue of diversity in schools in all its dimensions to better understand the challenges of creating schools that ensure the fair and equitable treatment, opportunity, and successful educational outcomes for all students. The course will survey the history and current policy and practice contexts for serving historically under-served/under-performing student populations (e.g. high-poverty students, minorities, English-language learners, and students with disabilities). The range of issues presented by diverse student populations and their impacts on the role of the school leader will serve as the foundation of this course. Emphasis will be on better identifying and addressing the needs of particular students through the use of assessment, research, and data; accessing a variety of available resources (e.g. research, technical assistance); identifying models of effectiveness; and leading school change to meet the needs of all children and close the achievement gap(s) so that all children achieve at high levels.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5304. Sch Operations, Mgmt, Tech. 3 Credit Hours.
Effective school leaders must effectively lead all aspects of the internal and external school environment. This course provides an introduction to the various operations responsibilities of the principal-plant, budget, human resource, technology, labor and public relations management-and strategies for better aligning school resources (e.g. time, space, teachers, materials) to the vision for improvement. The course will review relevant laws, policies, and standards of practice and progress monitoring in each area. Across topics, students will be supported in developing a data-driven lens that will help them to reflect on and critically assess factors related to implementation progress, particularly the extent to which people and/or processes are affect improvement work.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5305. Knowledge Sch Improve. 3 Credit Hours.
Availability of considerable amounts and types of research and data does not guarantee accurate interpretation or use. This course will help students to become skillful users of information to enabling them to make intelligent, timely decisions-to be effective and creative problem solvers. In particular, the course will help students to organize and use data to identify those aspects of their school's performance most critical in helping them to reach state standards; sense and diagnose problems and their root causes before they measurably impact performance; read and interpret education research to identify reliable, actionable information on effective programs in support of school progress toward those standards; thoughtfully plan for and implement applications of research with fidelity to the model(s); continuously monitor progress and evaluate outcomes of specific strategies; and intelligently marshal resources based on these assessments and articulated goals. In addition to the development of specific functional/technical skills, the program will help participants to develop specific habits of mind-orientation toward inquiry; reflection; quality problem solving; and performance-focused, continuous improvement.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5306. Change Leadership. 3 Credit Hours.
A required set of skills for tomorrow's educational leaders is the ability to initiate and sustain continuous improvement and results. This course will explore a variety of literature, research-based practices, and case studies to help students to recognize conditions/variables (e.g. resources, culture, organizational dynamics and changes) in school and community contexts, and how to effectively and strategically navigate the landscape towards school improvement. Particular emphasis will be on helping students develop as reflective, ethical leaders.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5307. Clin Exp in Sch Ldship. 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Administrative I certificate (school principal, K-12). In order to be recommended for the Pennsylvania Administrative I certificate, the student must complete both Educational Administration courses 9189 and 9289 (3 semester hours each). This course is designed to meet all of the PIL Standards. This year long internship along with a 20 hour internship in each course in the principal certification program will give a university student a total of 360 hours of field experience. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5308. Clinical Experiences in School Leadership 2. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5402. Action and Collaborative Research Seminar. 3 Credit Hours.
Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5503. The Principalship. 3 Credit Hours.
The principal's responsibilities in the organization and administration of a school are examined.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5505. Introduction to Educational Administration and Supervision. 3 Credit Hours.
An overview of educational administration is provided. This is a required first course for educational administration majors.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5513. Supervision. 3 Credit Hours.
The focus is on the principles, programs, and practices for improvement of the teaching-learning process and setting.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5517. Emotions, Diversity and Democratic Leadership. 3 Credit Hours.
This course introduces students to relevant literature on emotional intelligence, leadership and diversity and to the practice of leading diverse groups. Students learn foundational capacities in emotional intelligence, uncovering common motivations for collaboration, and developing trust in a diverse group. The course also focuses on factors that support and prevent collaboration in various educational settings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5531. The School Superintendent: Chief Educator and Chief Executive I. 3 Credit Hours.
This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. This is the first of a two-part course and a prerequisite for Part II. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the systems approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

Pre-requisites:
EDAD 5531 Minimum Grade of C May not be taken concurrently.

EDAD 5532. The School Superintendent: Chief Educator and Chief Executive II. 3 Credit Hours.
This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. The prerequisite is EDAD 5531: The School Superintendent: Chief Educator and Chief Executive I. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the systems approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5552. Issues in Higher Education. 3 Credit Hours.
The purpose of this seminar is to provide an introduction to the theory and practice of student affairs in American colleges and universities. This course looks at the responsive and adaptive nature of institutions of higher education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5601. The Two Year College. 3 Credit Hours.
This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in the United States.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5615. Gender Issues in Education. 3 Credit Hours.
This course is a graduate-level seminar intended to place gender at the center of the discussion of education, in general, and educational leadership, in particular. Although gender is at the heart of this course, considerable emphasis is also placed on the intersection of race and social class in education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5641. Finance and Business Management. 3 Credit Hours.
Basic principles of finance and administration with an emphasis on practical implications for the workplace constitute the framework for this course. Simulation of budgets and finance problems enhance understanding.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5651. School Plant. 3 Credit Hours.
The planning, construction, operation, and maintenance of the school plant is discussed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5652. Educational Policy: Decision Making. 3 Credit Hours.
This blended policy course focuses on public policymaking and its impact on K-16 institutions. Discussions of contemporary decision-making theories guide this course. Practical applications to education policy and decision making are detailed utilizing decision-making practices in budgeting, public administration, drug trafficking, and information systems.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5653. Educational Leadership as Civic Leadership. 3 Credit Hours.
This course aims to instill sensitivity in the students to the importance of civic leadership and an understanding of the potential for education leaders to engage systematically and productively with their various "publics" to promote the common good.

Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.

EDAD 5654. Leadership in Higher Education. 3 Credit Hours.
While many Educational Administration classes on leadership focus on the functional roles and hierarchical structures of leaders within the educational institutions, this class will focus on the development and expression of individual leadership qualities.

Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.

EDAD 5655. Higher Education Economics and Finance. 3 Credit Hours.
This course provides aspiring administrators and academics, interested in research and teaching in higher education, with a basic overview of economics and finance in higher education.

Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.

EDAD 5661. Personnel Administration. 3 Credit Hours.
This course examines the principles, policies, and processes of personnel administration in school systems. It may satisfy an elective in programs leading to the Master of Education degree, principal's certification or central certification in Pennsylvania, and the Doctor of Education degree.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5671. Public Relations. 3 Credit Hours.
This course provides an introduction to school public relations, policies, and practices.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5711. Politics of Education. 3 Credit Hours.
This course draws its intellectual base from research and theory in political science and public policy. Additionally, these disciplines provide the frameworks used to interpret the political dynamics among actors in schools, universities, governmental agencies, and other organizations.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5715. Instructional Leadership. 3 Credit Hours.
This course focuses on the principles and practices directed toward the improvement of the relationship between the individual and the organization, as well as the development of a positive organizational climate.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5742. Pro-Seminar in Ed Policy. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5746. Management of School Fiscal Affairs. 3 Credit Hours.
The focus is on basic accounting principles, records, and reports appropriate for school fund financial management and bond accounting, cash management, and encumbrance systems.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5771. School Law. 3 Credit Hours.
This course focuses on the legal principles within which public education functions. Court cases and school codes are analyzed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5772. Law and the Administration of Higher Education. 3 Credit Hours.
This course emphasizes the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5895. School Violence: Risk Prevention. 3 Credit Hours.
This seminar provides descriptive analyses reflective of the differing perspectives of students, teachers, principals, and parents, and various concerns and issues. This interactive class examines successful school violence prevention programs, how they are influenced by school policy, and how they are administered.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8067. Case Study Research Approaches. 3 Credit Hours.
Case study methods for clinical investigations and field studies in school are presented.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8093. Administration Research Seminar. 3 Credit Hours.
This course is intended to assist students in the dissertation proposal process. It focuses on the dissertation topic and key questions; the literature review for the proposal; the methodological plan for the research; and a timeline for moving toward the proposal defense.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8461. Ethical Educational Leadership. 3 Credit Hours.
This course focuses on ethics, primarily from an analytical perspective. It is designed to explore the moral and ethical dimensions of the work of educational leaders, in particular, school superintendents and special education practitioners dealing with an over-representation of diverse learners. The hope is to assist these leaders to resolve ethical dilemmas in more reflective, intelligent, and principled ways.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8535. Profile Demo Ethical Lds. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8635. Current Issues in Educational Policy. 3 Credit Hours.
This course studies illustrative, important educational policy issues in order to understand the issues themselves and to develop a framework for policy analysis. The policy analysis will focus on the application of policy to educational administration practice. Issues studied will come from PreK-12 and higher education at the federal, state, and local level.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8636. Research for Change. 3 Credit Hours.
Educational leaders, particularly superintendents, are increasingly being held accountable for student performance and achievement, but also for how data are collected, presented and used to monitor students' progress and to inform other decision-making in school districts. The purpose of this course is to help participants acquire the abilities to critically consume, evaluate and produce research and evaluation information that leads to change in leadership. This course focuses on developing skill sets to critique research and to conceptualize, design and conduct practitioner-based research projects specifically related to the practice of educational leadership. Emphasis will be placed on understanding how educational research contributes to knowledge about effective professional practices related to student performance and achievement. Research design, data collection and analysis procedures, coupled using data to inform leadership decision will be explored through lecture, class discussion, readings, small work group activities and individual/team projects. Individual and team projects are the primary vehicles for applying analytical tools and research procedures for change in leadership. In addition, the course addresses professional and ethical standards for best practice in developing, implementing and using research information. The framework and content for this course are based on standards developed by the Pennsylvania Inspired Leadership program. Ideally, research helps educational leaders question, explore, analyze, and summarize problems of interest. Methods, designs and data analysis procedures are selected to match a specific research topic, question or context. In order to make these choices wisely, educational leaders should have exposure to and knowledge of a variety of tools and procedures. In general, this course examines the logic and procedures of research and evaluation of educational issues with a heavy emphasis on application (i.e., use of data sources, sub-group analysis for decision making). This course (structured in a research workshop format) offers a doctoral-level survey of research and evaluation methods in education focused on decision-making. The course will cover both the theory and practice of research for change in educational leadership settings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 8775. Understanding Organizational Dynamics in Educational Settings. 3 Credit Hours.
Educators who wish to exercise leadership need to understand their organizations in sophisticated ways. In an era marked by turbulence, rapid change and a rising chorus of seemingly conflicting perspectives, this may appear to be an elusive goal. Yet, those are the conditions in which we find ourselves. If we faced a simple task, it might do to use one point of view. But how do we know that others share our particular way of looking at things? How do we know that we have the clearest way of understanding our organization? Is there even one possible best way? It seems most appropriate and wise to try to see organizations from several vantage points and through the theoretical thinking of many scholars. The purpose of this course is to help you understand organizations in newer, more complex ways and to further your ability to use this enhanced perspective to move your organization along.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8785. Collective Negotiations. 3 Credit Hours.
The negotiations process in relation to the chief school administrator's responsibilities is discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8787. Administration of Higher Education. 3 Credit Hours.
The development and scope of higher education, the principal organizational components of colleges, and contemporary problem areas are emphasized.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8905. Advanced Seminar I. 3 Credit Hours.
Intensive group work on selected administrative topics is undertaken.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8935. Values, Ideology & Education. 3 Credit Hours.
This course assists students in identifying the cultural forces, institutional features, policy network activities, and interest groups influencing education policy decision making in governmental arenas and other organizations.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8941. Planning in Higher Education. 3 Credit Hours.
The planning process in the college and university context is presented.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 9189. Field Experience. 3 Credit Hours.
Practical administrative experience in one's own school system is undertaken.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 9285. Internship in Administration (Part I). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDAD 9286. Internship in Administration (Part II). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. PA requires 360 hours of field experience. In order to be recommended for the Letter of Eligibility certificate, the student must complete two semesters of an Internship. During each semester the candidate should spend 120 hours beyond their regularly scheduled duties for a total of 240 hours (EDAD 9285 and EDAD 9286). These are each 3 semester hours. The remainder of the experience hours are found in the other courses and add up to an additional 120 hours. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDAD 9289. Secondary Field Experience. 1 to 6 Credit Hour.
Practical administrative experience in one's own school system is undertaken.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.
EDAD 9982. Independent Study. 1 to 6 Credit Hour.
Coursework is conducted on an individual basis with approval of the advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EDAD 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.
Candidates who have successfully completed the preliminary examination must register continuously during the Fall and Spring terms until the dissertation has been accepted.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student
Repeatability: This course may be repeated for additional credit.