COURSE DESCRIPTIONS

**COM 6610 | Applied Strategic Communication Practices (3)**
This course focuses on creating an effective communications plan that develops a powerful brand and defines the essential vision and message of the organization. Available communications methodologies will be explored and evaluated along with a special emphasis on the use of technology in strategic communications and messaging. Candidates will have the opportunity to explore strategic communication from the role of the superintendent as chief communicator. *Spring, Year 2*

**EDU 7171 | Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness (3)**
This course focuses on creating an understanding of how to develop and support the organizational change process. Candidates will study formal and informal leadership skills through discussions of the dynamics of intrinsic and extrinsic motivation. Strategies for influencing personnel and creating a personal plan for growth and self-development that includes cultivating a support network for growth as a school leader will also be covered. *Fall, Year 1*

**EDU 7172 | Leading in an Age of Accountability: Roles, Responsibilities & Functions (3)**
This course explores the scope of the superintendent and other educational leaders. An examination of the roles and responsibilities of the district leaders as defined by law, policy and public expectations will be emphasized. Topics including school board/superintendent relations, building an administrative team, and developing a shared vision that is supported by educational staff and stakeholders will be addressed. *Fall, Year 1. Three day shadowing of the district superintendent or educational designee required.*

**EDU 7173 | Meeting the Challenge: Strategic Planning for 21st Century Schools (3)**
This course will begin with an examination of the Guiding Mission for N.C. Public Schools adopted by the N.C. State Board of Education in 2006. Specifically, the impact of this mission, to *Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century* will provide the foundation for discussions involving district strategic planning. An examination of the processes and mechanics of creating and implementing a strategic plan will be highlighted. Various planning models that facilitate empowerment of local school and community leaders in the planning and implementation processes will be shared. Attention on developing a shared vision, team-building strategies, aligning district and school-based plans as they relate to the broader N.C. Mission will be emphasized. *Spring, Year 1*

**EDU 7174 | Exemplary Teaching and Learning Practices for Extraordinary Schools (3)**
This course focuses on the fundamentals of pedagogy and how the superintendent and other district leaders can serve as instructional change agents in the teaching and learning process. Candidates will explore research-based best practices related to student learning and identify effective K-12 teaching practices. Current educational initiatives will be discussed such as the Core Essentials Standards, STEM, Race to the Top, and Virtual Schools. The impact of policy on class organization, grouping, class size and instructional methodologies will also be emphasized. *Spring, Year 1*

**EDU 7175 | Using Data to Inform Learning, Teaching, and Leadership (3)**
This course focuses on improving instruction through the proper use of formative and summative evaluations and monitoring processes to enhance effective program implementation. Specific focus on the use of Professional Learning Communities (PLC’s) as the guiding framework for collaboration will be presented. Candidates will be introduced to the skills that district leaders must possess in order to successfully promote shared decision-making to address students’ needs and improve learning. *Summer, Year 1*

**EDU 7176 | The Nature of Organizational Cultures and Shared Leadership (3)**
This course is designed to assist candidates in their understanding of how complex organizations work. An exploration of formal and informal organizational dynamics including how to develop a collaborative culture for creating shared leadership and decision making to solve educational challenges will be emphasized. *Summer, Year 1*

**EDU 7271 | Political Systems: Effects on Governance and Operations (3)**
This course will focus on the variety of political forces that are exerted in a public school district’s decision-making process and gaining a broader understanding of the school district as a political system. Cases will be used to explore how the school district functions by using political systems analysis. Attention will be given to the uniqueness of the superintendent/board relationship and the superintendent’s role as chief executive officer in a complex political system. *Fall, Year 2*

**EDU 7272 | Community and Public Relations (3)**
This course will focus on how to locate key community constituencies and leaders. Candidates will learn the steps in developing a plan for communication that nurtures strong relationships with community constituents and their leaders. Students will be exposed to successful cases of improved public and community relations. They will learn how to assess community support along with both defining/refining the district’s mission and message. This will also include effectively gauging and dealing with opposition to district initiatives. *Fall, Year 2*
EDU 7273 | Intercultural Communication Skills for Contemporary School Leaders (3)
This course examines the range of communication issues that are prevalent within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds. A focus on language, social attributes, and an understanding of culture and customs when delivering public, written, and electronic messaging will be explored. 
*Spring, Year 2*

EDU 7274 | Budgeting and Finance of Public School Operations (3)
This course assists candidates to understand the process for developing a district budget and the relationship of the budget to strategic plan priorities. Focus will be placed upon legal requirements, time constraints, the need for transparency and staff and public participation in the process. Candidates will examine federal, state and local funding and grant and proposal processes for funding operating and capital improvement budgets. Attention will be paid to establishing public trust through effective communication about district fiscal matters and collaborative and ethical practices. 
*Summer, Year 2*

EDU 7275 | Human Resources: Approaches to Enhance School Effectiveness (3)
This course will focus on identifying human resource needs, staffing formulas for allocation of personnel, legal and policy requirements for hiring, discipline and termination of personnel. Additional areas of emphasis will include the role of the human resource division in promoting the mission of the organization, school or district as it impacts the monitoring of human resource functions. 
*Summer, Year 2*

EDU 7371 | Educational Reform in the United States: Innovative Practices to Change America’s Schools (3)
Beginning with an in-depth discussion of articles such as A Nation at Risk, candidates will explore notable attempts at major educational reform including outcomes-based education, No Child Left Behind (NCLB) and various alternatives to public education. National and International models of school reform will be presented. This course serves as a prerequisite for candidates beginning the capstone experience. 
*Fall, Year 3*

EDU 7372 | Law and Policy: Governance of 21st Century Schools (3)
This course focuses on assisting candidates to understand how law and policy may permit or prohibit district action. A focus on gaining an understanding of the Constitutional foundations of schooling and the rights of citizens, the process of policy analysis, development and implementation and relationships, and responsibilities of school personnel and school boards as defined by law and policy will be highlighted. 
*Fall, Year 3*

EDU 7373 | Research Analysis in Education (3)
This course will allow candidates to understand the criteria for selecting credible research organizations. A variety of research reports and findings on educationally relevant issues and problems will be addressed as candidates learn to match research findings with local and practical district issues. Applications of research analyses including identifying practical school problems; creating research summaries/briefing papers that form the beginning of research-based interventions; and the creation of a review of relevant professional literature related to the identified problem will be required. 
*Spring, Year 3. Pre-requisite: Methods Course in Educational Research or EDU 5030.*

EDU 7374 | Applications of Research for Solving Problems of Practice (3)
Research application will focus on the draft of a preliminary proposal for the capstone project. The proposal will identify the selected problem/issue that will be addressed by the capstone project and will include relevant research and the plan for putting research toward solving problems of practice. The course is designed to assist candidates with the development of a capstone project proposal. 
*Spring, Year 3*

EDU 7300 | Practices in Executive Leadership I: Organizing for Problem Solution (3)
This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the capstone project which will include leading the design committee in the work of producing a plan to address the problem/issue identified in the capstone proposal. 
*Summer, Year 3. 150 Hours Required. Pre-requisite: The approval of the capstone proposal by the University Doctoral Committee. Credit/No Credit*

EDU 7300a | Practices in Executive Leadership I: Organizing for Problem Solution Continuation (0)
If continued work is needed to fulfill activities/capstone requirements as determined by the design committee.

EDU 7400 | Practices in Executive Leadership II: Collaborating for Problem Solution (3)
A continuation of Internship I. Candidates will participate in seminars as the capstone proposal is developed and the design team assembled. Final approval of the capstone project is required at the conclusion of EDU 7400 - Internship II as a prerequisite for enrolling in the capstone experience. 
*Summer/Fall, Year 3/4. 150 Hours Required. Pre-requisite: EDU 7300. Credit/No Credit*
EDU 7400a | Practices in Executive Leadership II: Collaborating for Problem Solution Continuation (0)
If continued work is needed to fulfill activities/capstone requirements as determined by the design committee.

EDU 8300 | Capstone Project: Implementation of Problem Solution (3)
The capstone experience represents the final culminating project in which candidates complete an in-depth analysis of research related to solving a problem of practice in her/his district. The candidate will lead a site-based team in the formation of a comprehensive implementation strategy for addressing the problem of practice. At the conclusion of the capstone project, the candidate will defend her/his work to a university committee which includes the district superintendent or designee. Fall or Spring Year 4. Pre-requisite: EDU 7371, completion of Comprehensive Exam and concurrent enrollment in EDU 7300/7400. Credit/No Credit

EDU 8400 | Capstone Project: Evaluation of Problem Solution (3)
A continuation of the capstone experience requiring candidates to complete the design and implementation of a district-level intervention or other appropriate initiative. Final defense and satisfactory performance on the Comprehensive Oral Examination is required. Fall or Spring Year. Pre-requisite: EDU 8300

EDU 8400a | Capstone Project: Evaluation of Problem Solution Continuation (0)
Required course fee registration for candidates who need additional time to complete the capstone project.