

DRAFT Matrix of Proposed Courses
Watson School of Education
Ed.D. in Educational Leadership and Administration
Last Updated 11/01/2006



Course #:	Title and ISLLC/21 st Century Leadership Standards Addressed	Objectives:	Products:
EDN 601	Introduction to Doctoral Studies ISLLC Standards: 1, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 4, 5, 7, 8, 9, 10, 11, 12	<ol style="list-style-type: none"> 1. Orient to doctoral studies and learning the 12-steps of the program 2. Use logic and informed reasoning skills 3. Apply theoretical models and grounded conceptual frames to analyze change 4. Improve personal reading speed/comprehension and enhance writing skills 5. Exhibit leadership dispositions and effective communication strategies 6. Analyze data and making data-driven decisions 7. Develop clearly defined research questions 8. View educational problems/challenges from the classroom, school, district, state, national and international levels 9. Steer educational reform/systemic educational change and reform practices 10. Review the educational, political, social, economic and environmental issues facing southeastern region of North Carolina 	<ol style="list-style-type: none"> 1. Review of selected dissertations and research designs 2. Clearly defined research questions 3. Selected seminal readings and responses 4. Shadowing educational leaders summary and reflection
EDN 621	Curriculum, Instruction and Assessment ISLLC Standards: 1, 2, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ol style="list-style-type: none"> 1. Determining interim curriculum alignment measurements (formative assessments) 2. Designing assessment rubrics for summatively evaluating curriculum alignment at the classroom, local school, state, district, national, and international levels 3. Conducting a K-12 district-wide curriculum alignment audit 4. Proposing high quality staff development and maximization of resource allocation to support effective curricular alignment among all stakeholders 5. Preparing appropriate written and oral correspondence related to the results of the curriculum alignment audit for teachers, parents, the district office, the school board and other constituents 	<ol style="list-style-type: none"> 1. A summary of the impact of an aligned curriculum on public agencies, health care, economics, productivity, B-16 education, and responsible citizenship in the local community, the state, our nation, and the global economy. 2. A curriculum alignment audit assessing a school district's compliance with NCLB mandates, state accountability standards, and local curricular requirements 3. Staff development and budget recommendations to support effective curriculum alignment 4. A written, oral and multimedia plan to communicate the results of curriculum audit to teachers, parents, the district office, and board

ISLLC Standards: Standard 1: Vision; Standard 2: Culture; Standard 3: Management of a safe and orderly learning environment conducive to learning; Standard 4: Collaboration and diversity; Standard 5: Integrity, fairness and ethics; Standard 6: Influencing larger contexts <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

21st Century Leadership Standards: 1: Learning communities; 2: Leadership; 3: Resources; 4: Data-driven; 5: Evaluation; 6: Research-based; 7: Design; 8: Learning; 9: Collaboration; 10: Equity; 11: Quality Teaching; 12: Family Involvement <http://www.ncpublicschools.org/profdev/guidelines/>

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EDN 623	<p>Accountability</p> <p>ISLLC Standards: 1, 2, 3, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<ol style="list-style-type: none"> 1. trace the historical evolution of accountability efforts in public education in the United States and selected other countries 2. study, critique and evaluate the current and projected international, federal and state student accountability measures in terms of content, knowledge and abilities 3. develop the essential system-wide leadership skills in research and resource management 4. explore data collection and analytical methodologies to support intervention programs, instructional strategies, support services 5. compare and contrast national and international issues, trends and exemplary models, particularly in working with high need populations 6. develop a systemic framework for understanding accountability across the continuum from early childhood through higher education, including schools, social, civic and governmental organizations 	<ol style="list-style-type: none"> 1. Accountability timeline—tracing the historical derivations of accountability in the topic area of the candidate (i.e. NCLB subgroups, specific content areas/age levels) 2. Case study of current issue in accountability related to topics generated in EDN 601, 621 and 641. 3. Development of a framework for rethinking systemic options for accountability given historical, contemporary and comparative models and in light of current/pending regulations and laws 4. Presentation to the superintendent and school board about the candidate's framework for rethinking current approaches in order to serve all students successfully

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EDN 641	Research I ISLLC Standards: 1, 3, 5, 6 21 st Century Leadership Standards: 1, 2, 4, 5, 6, 7, 8, 9	<ol style="list-style-type: none"> 1. Structuring the basic components of research design 2. Selecting appropriate statistical methods for conducting research in education 3. Identifying overall and student subgroup performance on NCLB, state, and local academic achievement standards 4. Determining the validity and reliability of research studies 5. Evaluating the effectiveness of intervention programs and support services designed to address the specific needs of lower socio-economic, ESL, special education, and minority students. 6. Conducting literature reviews 7. Writing hypotheses and problem statements 8. Utilizing technologies to collect, analyze, interpret, and evaluate educational programs and practices 9. Exploring qualitative theories and methodologies 10. Reviewing the IRB process for approval of research studies 	<ol style="list-style-type: none"> 1. Submission of the appropriate paperwork for IRB approval at UNCW and at the district level as appropriate 2. A problem statement and hypothesis supported with a comprehensive review of the literature 3. A research design plan based on the structure and components of scientifically based inquiry. 4. A final exam narrative describing qualitative theory, philosophy, and methodology

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EDN 602	<p>Serving urban and rural communities</p> <p>ISLLC Standards: 1, 2, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12</p>	<ol style="list-style-type: none"> 1. Study the social, economic, cultural, environmental and political dynamics of southeastern North Carolina 2. Study the historical roots of current issues affecting education in southeastern North Carolina 3. Facilitate diversity awareness and success for all learners 4. Research successful local, state, national and international programs and partnerships that help overcome the ill effects of rural and urban poverty 5. Investigate teacher and administrator recruitment/support/retention in high need settings 6. Increase knowledge of world regions, cultures and accompanying global issues 7. Improve skills in working in cross-cultural environments 8. Investigate and design programs that infuse international content into existing programs; that build international school partnerships; and that increase knowledge about the world 9. Prepare for the school-based and international internships 	<ol style="list-style-type: none"> 1. A Multi-Media presentation summarizing a hands-on visit to a local or regional agency, business, court, jail, cultural center, government office, major, agricultural support branch, transportation center or processing center 2. A Case Study that examines a classroom, school, district or state level program designed to improve the learning of all children. Candidates will include urban, rural and international references, examples and data 3. Preparation for EDN 661 and 662, Educational Internship and International Internship

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EDN 606	Applying emerging technologies ISLLC Standards: 1, 2, 3 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<ol style="list-style-type: none"> 1. Develop a system-wide vision for educational technology 2. Practice advanced skills in data management 3. Employ features in software to support dissertation development 4. Study the implications of online learning 5. Explore the potential of technological trends for public education 6. Use ubiquitous handheld devices to improve communication and productivity 	<ol style="list-style-type: none"> 1. Analyze a current district-wide technology plan and prepare an audit with respect to the international technology standards, then present the findings to the school board or other audience 2. Present school-district data manipulated in Excel, SPSS and SAS and include integration of graphs, tables, charts, legends, keys, etc. 3. Using the dissertation manual, prepare a bibliography of references for the potential dissertation study using appropriate software, practice features in word processing that will enable successful formatting 4. Prepare a literature review on the emerging research on online learning and study one promising model 5. Lead discussions, forums, meetings, etc using ubiquitous handheld devices and prepare an executive summary of findings for the leadership team in your school district

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EDN 661	<p>Internship I Issues Affecting Diverse Rural and Urban Educational Communities</p> <p>ISLLC Standards: 1, 2, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<ol style="list-style-type: none"> 1. Experience and study the leadership styles, organizational systems, administrative processes and culture of a rural or urban school district and analyze how these factors affect education in that system 2. Study educational innovation and data-driven decision-making from a system-perspective 3. Shadow leaders through typical work-day assignments and perform authentic responsibilities 4. Compare change strategies, assessment tools and management approaches 5. Apply learning from EDN 602 6. Reflect upon experiences with fellow interns 	<ol style="list-style-type: none"> 1. Participation in a minimum of a full-time, two-week (or equivalent) intensive internship as approved by the program coordinator and guided by the university supervisor 2. Successful fulfillment of the internship contract as developed with the internship host, the program coordinator and the intern. The contract will connect EDN 602 and a specific data-driven issue chosen for observation and study 3. Participation in the internship reflective seminar component with appropriate written journals, live and online forums
EDN 662	<p>Internship II—Issues Affecting International Communities</p> <p>ISLLC Standards: 1,2, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<ol style="list-style-type: none"> 1. Experience the leadership styles, organizational systems, administrative processes and culture of an international site and analyze how these factors affect education in that country 2. Identify philosophical teaching and learning perspectives of international educators and describe how these philosophies impact classroom, district, and national educational decisions 3. Identify philosophical perspectives from which international educators identify leadership and how these philosophies are carried out in the school, district and national settings 4. Compare and contrast leadership styles, organizational systems, administrative processes and philosophical perspectives of American education to those at an international site 5. Having identified and explored a specific issue of local concern in an EDN 602 assignment, the student will explore this same issue in an international educational setting. 6. Observe and critically analyze educational practices in an international educational setting 	<ol style="list-style-type: none"> 1. During the international trip, students will be placed by the program coordinator in an educational setting to study a change initiative, collaborate with colleagues at the site about their systemic vision for change and to exchange feedback on the success of the American and international system's efforts to serve the needs of all learners. Students will prepare a paper that examines from an international perspective a specific local issue that has previously been studied in the Case Study assignment in EDN 602. Issues considered in the paper may examine factors influencing culture, philosophy, curriculum, operations, technology, teacher training, size, facilities, etc. Having identified what students have learned in the internship, they will write a proposal for implementing change related to the topic in light of the internship and include their growth as an educational leader as a

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			<p>result of the internship. Papers will be edited and published online</p> <ol style="list-style-type: none"> 2. Students will participate fully in all activities and record daily thoughts in a reflective journal. Journals will be submitted to instructor several times during the course. Journals may include written narratives, quotes, data, curriculum materials, drawings, charts, and artifacts such as photos, postcards and brochures 3. Following the international trip, students in small groups will prepare and present a multimedia product that disseminates information on the international internship. This product may be a brochure, a published article, a DVD or a PowerPoint presentation that will be shared with colleagues, community groups, other UNCW leadership cohorts, undergraduate classes, etc. 4. Students will present a summary of papers to colleagues using presentation tools

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SED 603	Special Education for Educational Leaders ISLLC Standards: 1, 2, 3, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ol style="list-style-type: none"> 1. Identify special education laws and regulations including IDEA and NCLB 2. Describe impact of special education laws on administrative issues, policies, and decisions 3. Analyze state and federal accountability mandates and their impact on students with disabilities 4. Analyze special education policy and procedures including family involvement, diversity, IEP development, due process, eligibility and placement decisions, service delivery, assessment, instruction, and discipline 5. Analyze inclusive educational practices for students, parents, teachers, and administrators 6. Synthesize related literature and research on current special education issues and trends 7. Analyze practices for developing, implementing, and evaluating special education programs 8. Describe evidence-based practices for educating students with exceptionalities 9. Compare and contrast special education and related service delivery models including early childhood and transition issues. 10. Define categories of exceptionality and describe related characteristics, causes, interventions, and implications 11. Generate strategies for fostering collaboration and communication among parents/caregivers, general and special educators, and related personnel 12. Identify administrative issues, policies, and procedures related to special education resources, facilities, personnel, and staffing. 	<ol style="list-style-type: none"> 1. Reaction papers for textbook and related readings as a basis for participation in class discussions 2. Analysis of special education practices based on observations, reflections, interviews, and literature review 3. Case study of a student with disabilities based on observations, reflections, and background review 4. Final exam presentations

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EDN642	Research II ISLLC Standards: 1, 3 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9	<ol style="list-style-type: none"> 1. Justifying research studies by educational practitioners 2. Developing quantitative and qualitative research designs 3. Integrating quantitative and qualitative methodologies 4. Developing appropriate data-collection instruments to identify performance measures relative to overall students and lower socio-economic, ESL, LEP, and minority student subgroups. 5. Conducting pilot tests of measurement instruments 6. Utilizing statistical software programs to analyze, interpret, and present research results 7. Identifying and conducting qualitative field studies 8. Preparing and presenting a draft dissertation proposal 	<ol style="list-style-type: none"> 1. An approved IRB protocol for conducting a research study 2. A pilot field study to support the investigation of a research problem or issue 3. A completed draft dissertation proposal which identifies a relevant educational problem or issue to be investigated submitted to the candidate's doctoral committee

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BUS 605	<p>Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management</p> <p>ISLLC Standards:</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<ol style="list-style-type: none"> 1. Study the literature on performance management/balanced scorecard/ metrics which describe methods used to assess organizational performance and progress towards organizational goals. Performance management will identify gaps in organizational performance that require organizational change/transformational leadership. 2. Brief review of organizational structure and organizational culture relative to their facilitation and/or impediment to change. 3. Focus on key “managerial challenges” in leading organizational change, i.e. transformational leadership. Discuss cases and readings that benchmark methods/guidelines for leading change. 4. Review models for decision making/strategy development. Discuss differences between visioning/futuring and strategic planning. 5. Discuss role of strategic human resource management in implementing change and obtaining organizational goals. Specific focus on recruiting, selection, motivation, compensation (financial and non-financial incentives), performance assessment and team building. Describe the mapping/synching of HR processes to organizational change processes. 6. Brief review of negotiation skills for dealing with internal and external stakeholders. 7. Discuss applicability of best business practices discussed above to a non-profit, government regulated and public educational domain. 	<ol style="list-style-type: none"> 1. Review “best practices” readings and cases on performance management, organizational change, decision making models, and strategic human resources. Knowledge and skills required for transformational leadership 2. Prepare a paper that identifies 4-5 major organizational challenges that face your organization now and/or will face your organization in the future. Develop a listing of relevant performance metrics (those required by regulation and those that are not) that will be used to assess your organization’s success in dealing with each challenge, i.e. what will be balanced. 3. Development of a strategic plan and process to address one or more of the challenges identified above (with specific focus on the organizational change guidelines, leadership, team performance, etc. necessary for success). 4. Prepare a job analysis for a specific job in your organization.

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EDN 643	Research III ISLLC Standards: 1, 3, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8	<ol style="list-style-type: none"> 1. Developing advanced skills in quantitative and/or qualitative research design linked to the proposed dissertation study 2. Based on pilot study data and the current literature refine the draft dissertation proposal based on scope, parameters and manageability 3. Utilizing advanced features of statistical software programs to analyze, interpret, and present research results 4. Finalize revisions to Chapters I-III of the dissertation proposal based on refined methodologies 5. Gain approval of the dissertation proposal 	<ol style="list-style-type: none"> 1. Completed pilot study 2. Approved dissertation proposal including Chapters I, II and III 3. Refined IRB protocol

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EDN 622	<p>Supervision theories and applications</p> <p>ISLLC Standards: 1, 2, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<ol style="list-style-type: none"> 1. Study the Joint Committee on Standards for Educational Evaluations' <i>Personnel and Student Evaluation Standards</i>, examine current practices related to a particular aspect of these standards, and identify implications for school system level leaders 2. Develop a comprehensive plan for supporting and evaluating teachers (particularly those new to the profession), administrators, support staff and other district-level personnel 3. Create networks and practices that stimulate professional development across education roles and career cycles 4. Study successful system-wide supervision models across North Carolina, the United States and the world 5. Explore emerging technologies and the role they can play in supporting best professional practice in supervision 6. Review local school board contractual issues, state board of education policies and regulations, related state and federal laws governing supervision and evaluation 7. Prepare an analysis of the forms, levels and approaches currently taken toward supervision in a selected school district and propose changes given the literature, theory and models presented in the course 	<ol style="list-style-type: none"> 1. Analysis of the <i>Personnel Evaluation Standards</i> with selected illustrative cases and implications for practice at the school and school system level 2. Development of a comprehensive formative and summative teacher evaluation plan that demonstrates the alignment between school-level practices and district-wide accountability, ethical and legal practices, and professional development responsibilities 3. Description of a plan for evaluating other school personnel (administrators, support personnel, and other district-level personnel) 4. Report on and analysis of data gathered through field-based interviews and observations of supervisory practices 5. Project report on current educational issues surrounding value-added models that link evaluation of students to the performance of teachers describing existing best practices in US and other selected countries

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EDN 663	Business Internship ISLLC Standards: 1, 3, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9	<ol style="list-style-type: none"> 1. Experience and study the leadership styles, organizational systems, administrative processes and culture of a business setting and analyze how these factors affect education and training in that business. 2. Study strategic resource management including recruitment, retention and support. 3. Explore innovative training and employee/customer education models. 4. Shadow leaders through typical work-day assignments and perform authentic responsibilities. 5. Perform a leadership role in the area of the student's expertise connected to their research interests. 6. Compare change strategies, assessment tools and management approaches 7. Apply learning from BUS 605 and prepare for BUS 634 assignments. 8. Reflect upon experiences with fellow interns. 	<ol style="list-style-type: none"> 1. Participation in a minimum of a full-time, two-week (or equivalent) intensive internship as approved by the program coordinator and guided by the university supervisor. 2. Successful fulfillment of the internship contract as developed with the internship host, the program coordinator and the intern. The contract will connect BUS 605 and the one or more challenges identified for the project in that class. The challenges will be observed, studied, and summarized in a paper. The papers will be shared with colleagues. 3. Participation in the internship reflective seminar component with appropriate written journals, live and online forums. Students will include interviews and observations related to forthcoming assignments in BUS 634. 4. As the result of examining a specific challenge(s) at the internship site, the development and presentation of an appropriate multimedia product that illustrates a change initiative for one's own workplace.

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EDN 604	Educational policy, governmental regulation and school law ISLLC Standards: 1, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ol style="list-style-type: none"> 1. Determine the effectiveness of policies and laws at local, state and national levels 2. Identify intervening variables that affect the implementation process 3. Apply different analytical frameworks in the study of law development and political processes 4. Analyze the origins of policies and laws at the local, state and federal levels 5. Differentiate the similarities and differences between political and legal issues in urban and rural school districts 6. Analyze the similarities and differences between policy and law formulation in the educational arena with those in other arenas, specifically business administration and public administration 7. Apply North Carolina educational laws and policies including: personnel, student discipline, negligence, health care, consolidation, liability and exceptional children 	<ol style="list-style-type: none"> 1. Case studies of policy and law issues at the local, state and federal levels 2. Selected required and optional readings 3. Written analyses of current legislation under consideration at the state and/or federal levels 4. Written, oral and multi-media presentations demonstrating the successful completion of the course objectives 5. Participation in a forum on current North Carolina school law with area legislators, state policy makers, legislative aides, lobbyists and school leaders

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BUS 624	<p>Strategic Planning, Budgeting and Project Management</p> <p>ISLLC Standards: 1, 3, 4, 5, 6</p> <p>21st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<ol style="list-style-type: none"> 1. Building on the material presented in BUS 605: Review alternative processes for integrating strategic planning and resulting organizational goals into a long-term and short-term budget development, i.e. capital allocation. 2. Discuss alternative financial and accounting systems necessary to support the process above. 3. Review key issues in reviewing financial reports, identify key cost drivers, etc. 4. Discuss capital budgeting for special projects. 5. Review project management methods relative to capital budget above. 	<ol style="list-style-type: none"> 1. Review “best practices” readings and cases on strategic develop, budget alignment and implementation methods, e.g. project management. Focus on the need for fit between strategy, budget and implementation to maximize obtainment of organizational goals. 2. Budgeting project (from strategic plan developed in BUS 605) to exemplify budgeting process. 3. Cases and worksheets will be used to assess financial reporting and expose students to cost drivers and other key financial metrics. 4. Readings and cases will be used to understand project management, e.g. new school/buildings and other initiatives. Develop flowcharts/process map for a major project.

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Course #:	Title and ISLLC/21 st Century Leadership Standards Addressed	Objectives:	Products:
EDN 607	Resource Access, Development and Implementation ISLLC Standards: 1, 3, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ol style="list-style-type: none"> 1. Developing internal and external resource plans to enhance the financial base of the unit 2. Incorporating a resource management plan (Financial and Human Resources) to ensure efficiency 3. Preparing and maintaining contact data source systems to incorporate into decision-making 4. Demonstrating an understanding of state and federal procedures and policies to ensure compliance 5. Preparing and submitting public/private proposals to establish appropriate procedures an process 6. Creating and aligning evaluation rubrics to monitor and evaluate progress 7. Implementing external funding procurement and policies to establish appropriate procedures and process 8. Establishing research sources and outcome modules to monitor both internal and external funds 	<ol style="list-style-type: none"> 1. Resource plans 2. Project evaluation rubrics 3. Funding/organization goal alignment document 4. Result effectiveness model
EDN 644	Doctoral Research and Capstone Seminar ISLLC Standards: 1, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8	<ol style="list-style-type: none"> 1. Assist candidates in the data gathering and analysis phase of their dissertation 2. Provide peer review, editing and research support to colleagues who are each developing dissertations 3. Prepare for the dissertation defense 4. Develop a curriculum vitae 5. Submit conference presentation proposals 6. Review explore writing for publication opportunities 7. Participate in mock job interviews 	<ol style="list-style-type: none"> 1. Dissertation chapters I, II and III refined 2. Draft curriculum vitae 3. Mock interviews and defense 4. Submitted conference proposals 5. Job search process initiated

EDN 691	Directed Independent Study	To be determined based upon dissertation proposal developed by the candidate and approved by the dissertation committee.	To be determined by instructor and student. Signed DIS contract filed with Graduate School.
EDN 695	Special Topics in Educational Leadership	To be determined based upon special topics syllabus developed by instructor and approved by Program Committee and Department Chair.	To be determined based upon special topics syllabus developed by instructor and approved by Program Committee and Department Chair.
EDN 699	Dissertation ISLLC Standards: 1, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8	To be determined based upon dissertation proposal developed by the candidate and approved by the dissertation committee.	Successful progress, completed dissertation and successful oral defense.
EDN 698	Research ISLLC Standards: 1, 4, 5, 6 21 st Century Leadership Standards: 1, 2, 3, 4, 5, 6, 7, 8	Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.	To allow additional time and faculty support for the completion of the dissertation, as determined by the committee chair.