

# Education Leadership (EDL)

## Courses

### **EDL 400 Organizational Leadership and Change Management 3 Credits**

Theory development relating to individuals and organizations emphasizing leadership, decision-making, motivation, and change. Analysis of existing leadership approaches focusing on demonstrating the application theories to administrative practice.

### **EDL 404 The Principalship I 3 Credits**

Roles, responsibilities, and operational tasks of principals in the first half of the school year; engagement in practical application of the knowledge, theories, systems, and processes with an emphasis on fall semester responsibilities. Focus on applying the skills and knowledge of the course using problem based learning experiences drawn directly from internship. Must be completed during Principal Internship I (EDL 414).

### **EDL 405 The Principalship II 3 Credits**

Roles, responsibilities, and operational tasks of principals in the second half of the school year; engagement in practical application of the knowledge, theories, systems, and processes with an emphasis on budgeting, state testing requirements and closing the school down in the summer. Focus on applying the skills and knowledge of the course using problem-based learning experiences drawn directly from internship. Must be completed during Principal Internship II (EDL 415).

**Prerequisites:** EDL 400

### **EDL 408 Central Office Internship I 2 Credits**

Practical experiences in meeting the challenges inherent in the Superintendent and associated central office positions. Emphasis on the five basic functional office roles of the superintendent: CEO to the school board, human resource manager, instructional leader, financial manager, and director of community relations.

### **EDL 409 Central Office Internship II 2 Credits**

Practical experiences in meeting the challenges inherent in the Superintendent and associated central office positions. Emphasis on the budgeting process, state testing requirements and other priorities in the second half of a school year. Must have completed Central Office Internship I.

**Prerequisites:** EDL 408

### **EDL 414 Principal Internship I 2 Credits**

Practical experiences in meeting the challenges inherent in the principal positions during the first half of the school year. Emphasis on data based decision making, instructional leadership, and day to day operations. Must be completed with EDL 404.

**Corequisites:** EDL 404

### **EDL 415 Principal Internship II 2 Credits**

Practical experiences in meeting the challenges inherent in the principal positions during the second half of the school year. Emphasis on data based decision making, instructional leadership, and day to day operations. Must be completed with EDL 405.

**Corequisites:** EDL 405

### **EDL 420 Data Based Decision Making 3 Credits**

Theory, research, and processes associated with the design and management of school curriculum; implementation of effective instructional and assessment practices enhancing student learning. School leader's role in designing and implementing a comprehensive school improvement process, and using data to guide curriculum, instruction and assessment program.

### **EDL 421 Instructional Leadership 3 Credits**

Skills, competencies, and best practices of instructional leadership and student achievement. Includes framing and communicating school goals dealing with student learning, supervising and evaluating instructional practices, coordinating the curriculum to student outcomes, monitoring student progress, creating a professional learning community, and engaging in reflective practice as a school leader.

### **EDL 422 Curriculum Management for the School Executive 3 Credits**

A survey of the methods used to facilitate a curriculum development process based on the theories and findings from research and practice. Application of concepts to practical problems in curriculum leadership to acquire skills in the change process for instruction innovation. Emphasis on current theory and research in standards, technology, and curriculum integration.

### **EDL 423 Leading Inclusive Learning Systems 3 Credits**

Issues facing school administrators as they develop and implement plans to address the needs of all students in their schools and districts. Addresses administrators' obligations for the development and monitoring of Individualized Education Programs for children and youth with disabilities as well as other duties encumbered by administrators.

### **EDL 424 Leadership: Self and Groups 3 Credits**

Exploration of the development and practice of leadership with experiential opportunities for application. Formal and informal authority, the practice of leadership, and individual and organizational dynamics are explored to improve the understanding of adaptive work in organizations.

### **EDL 425 Leading and Managing Change 3 Credits**

Practices and theories about reform, change, and decision making look at who you need to communicate with and why each entity needs to be managed differently. Identify the educational stakeholders, the current trends that effect change, and what precipitates the need for change in the educational system. Addresses the process of change as it relates to individuals, the school board, teachers, students, and the administration with special emphasis on leadership, decision-making, motivation, and the dimensions of change.

### **EDL 426 Introduction to Relational Leadership: Theory and Practice 3 Credits**

Theory development relating to individuals and organizations with special emphasis on the superintendents prolonged effective working relationship with the board of education, the administration, the professional and support staffs and the community. Implementation, follow through, and maintenance are emphasized relating to the interpersonal savvy a superintendent needs to effectively establish trust, build and mend relationships, guide decision-making, instill motivation, lead stakeholders and manage change.

### **EDL 428 Practicum in Supervision of Curriculum and Instruction I 2 Credits**

Supervised field experience in all aspects of district-wide curriculum and instructional activities. Requires monthly seminar meetings.

### **EDL 429 Practicum in Supervision of Curriculum and Instruction II 2 Credits**

Advanced supervised field experience in all aspects of district-wide curriculum and instructional activities. Requires monthly seminar meetings.

**Prerequisites:** EDL 428

### **EDL 430 Development and Administration of Special Education Programs 3 Credits**

Exploration of the research and practice of an effective special education program. Emphasis on curriculum development, field-based research, and data-based decision making program design and evaluation, and the relationship of the special education program to the pupil services program and the regular curriculum.

### **EDL 432 Special Education Law 3 Credits**

An overview of the relevant legislation, regulations, and case law concerning the education of students with disabilities in pre-k through secondary school.

### **EDL 434 Leadership and Management of Special Education Programs 3 Credits**

Introduction to the management practices related to effective leadership of special education programs including budget development and management, staffing, instructional practices, student assessment practices, and parent involvement.

**EDL 436 School District Governance: Planning Policy, Ethics and Law 3 Credits**

Examines federal and state Department of Education policies, laws, and regulations governing educational practice, policy, ethics and programming at the district level. Topics include a study of policy-making and related policies in a district, the role of the educational community in developing a collaborative decision-making organization, equality of educational opportunity for all students, and how policy efforts are reshaped by federal, state and local systemic reform efforts.

**EDL 437 School District Resource Management 3 Credits**

Theoretical and practical foundation in school resource allocation from the superintendent district wide perspective. Trends in revenue and expenditures, staffing, and operations, including school board issues, are explored. The economics of education and school business administration are discussed in terms of the policies they affect and create.

**EDL 438 Practicum in Supervision of Special Education and Pupil Services Programs I 2 Credits**

Supervised field experience in all aspects of district-wide special education programs. Requires monthly seminar meetings.

**EDL 439 Practicum in Supervision of Special Education and Pupil Services Programs II 2 Credits**

Supervised field experience in all aspects of district-wide special education programs. Requires monthly seminar meetings.

**Prerequisites:** EDL 438

**EDL 440 Development and Administration of Pupil Services Programs 3 Credits**

Exploration of the research and practice of an effective comprehensive pupil services program. Emphasis on involvement of community agencies, field-based research, and data-based decision-making, program design and evaluation, and the relationship of the pupil services program to the regular and special education curriculum.

**EDL 442 Leadership and Management of Pupil Services Programs 3 Credits**

Overview of the management practices related to effective leadership of pupil services programs, including budget development and management, staffing, instructional practices, community agency partnerships, student assessment, legal issues, and parent involvement.

**EDL 450 Curriculum Design in a Global Society 3 Credits**

Exploration of global issues and their effects on what is taught in schools, specifically in international schools. Emphasis on the analysis of curriculum and the influence that culture plays in decision making.

**EDL 452 Comparative Education 3 Credits**

Survey of education practices abroad. Systems of articulation, social and legal foundations, and structure in government. Emphasis on the nature and purpose schools in various cultural contexts and the major problems and trends occurring throughout the world.

**EDL 461 Facilitating Organizational Inquiry 2 Credits**

Exploration into the use of reflective practice and inquiry for professional development and school improvement. Development of group facilitation skills for collective inquiry. Reflection and inquiry will serve as the foundation for development of an action research project.

**EDL 462 Transforming the Learner 2 Credits**

Exploration of the integration of social, personal, cognitive, and knowledge-building dimensions to support learning and literacy. Focusing on the metacognitive conversations with self and others essential for developing learning and leadership.

**EDL 463 Designing Systems of Action 3 Credits**

Implementation of action research project. Building understanding of how the project impacts and is influenced by school and community systems. Explores the application of learning theory as related to leadership. Continued development of leadership concept and tools.

**EDL 464 Sustaining Learning Communities 2 Credits**

Completion of action research. Design and facilitation of a symposium of inquiry results. Review the behaviors of leadership that sustain learning in the classroom, school, and community.

**EDL 467 Supervision and Professional Development 3 Credits**

Emphasis on establishing skills in human resource management and supervision, including staff selection, supervision models, assessment and feedback methods, managing a diverse workforce, and adult development related to professional growth options. This course is designed specifically for individuals enrolled in a supervisory certification program.

**EDL 468 Applied Learning Theory for School Leadership 3 Credits**

Overview of the foundations, principles, and theories of curriculum, teaching, and learning. Emphasis on historical perspectives, teaching and learning for understanding, and schools as professional organizations. The purpose is to provide prospective administrators with the background for developing a balanced and challenging school-wide curriculum, for supervising instruction, and for supporting school improvement.

**EDL 470 Special Topics in Educational Leadership 1-3 Credits**

Intensive study and discussion of a specialized area. Title will vary. **Repeat Status:** Course may be repeated.

**EDL 476 School Resources Management 3 Credits**

Theoretical and practical foundation in school resource allocation. Trends in revenue and expenditures, staffing, and operations are explored. The economics of education and school business administration are discussed in terms of the policies they affect and create.

**EDL 477 Seminar in School-Community Relations 3 Credits**

Analysis and development of the communication and public relations skills needed by educators in dealing with the public.

**EDL 479 School Law and Ethics 3 Credits**

Examination of legal and ethical issues in effective leadership in the public schools, including awareness, analysis and applications of judicial interpretations of the constitutions, statutes, regulations, and common law relating to educational issues.

**EDL 481 Policy and Politics in Public Education 3 Credits**

Analysis of the forces, factors, agencies, formal governmental systems and informal subsystems that influence educational policy in local districts and state and national governments.

**EDL 482 Practicum in University Teaching: Educational Leadership 1-4 Credits**

Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Educational Leadership. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair.

**Repeat Status:** Course may be repeated.

**EDL 485 The Superintendency 3 Credits**

A theoretical and historical examination of superintendents' leadership, school board/superintendent relations, and the array of duties and demands upon the superintendency.

**EDL 488 Program Evaluation 3 Credits**

The historical background, theory, methodology, and current practices of program evaluation in the human services area. Emphasis on conducting evaluations of educational programs and gathering data to make effective program decisions. Participants are required to design a program evaluation research plan.

**EDL 489 Doctoral Seminar in School Administration 3 Credits**

Analysis of the theoretical, empirical, and conceptual aspects of contemporary issues in educational administration and their implications for policy formulation and implementation in educational institutions. Must have official standing as a doctoral student in educational leadership.

**EDL 499 Dissertation 1-15 Credits**