

Educational Leadership (EDL)

Courses

EDL 210. Exploring Educational Leadership. 2 Credits.

This course offers students an opportunity to explore educational leadership in the university and education community through a variety of perspectives. As a framework to explore leadership concepts, the course focuses on the consciousness of self, congruence, commitment, critical thinking, and communication as factors that contribute to leadership development. On demand.

EDL 211. Educational Leadership Skills & Techniques. 3 Credits.

This course explores both the theoretical concepts and application of educational leadership from a standpoint of the self, groups, and the community. Framed within the context of the university and surrounding educational communities, students engage in skill development and technique building exercises through experiential activities including a service learning project. On demand.

EDL 299. Special Topics in Educational Leadership. 1-3 Credits.

This course explores a special topic that is not regularly included in the available course offerings such as a current issue or concept. The primary focus of the class may vary year-to-year. Repeatable to 3 credits. Repeatable to 3 credits. F,S.

EDL 501. Leadership and Organizational Behavior. 3 Credits.

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs.

EDL 502. Technology and Information Systems. 2 Credits.

This course provides an understanding of selected computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of administration at the building and district levels.

EDL 503. Seminar Educational Leadership. 1-4 Credits.

Repeatable to 4 credits. Repeatable to 4 credits. S/U grading.

EDL 511. Effective Administrative Communications. 3 Credits.

This course prepares aspiring school leaders to plan for their personal and professional development; understand and use the principles of interpersonal, oral, and written communication.

EDL 512. Research, Measurement, and Program Evaluation. 3 Credits.

This course provides school leaders with an understanding of how to determine what diagnostic information is needed about students, staff, and the school environment; examine the extent to which outcomes meet or exceed defined standards, goals, or priorities for individuals or groups; draw inferences for program revisions; interpret and understand research, measurements, and evaluations; relate programs to desired outcomes; develop equivalent measures of incompetence; and design accountability mechanisms.

EDL 513. Leading Curriculum and Learning. 3 Credits.

This course provides school leaders the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. Corequisite: EDL 535 or EDL 536 or EDL 537.

EDL 514. Supervision and Staff Development. 3 Credits.

This course provides school leaders with preparation in skills for instructional improvement, working with faculty and staff to identify professional needs. Classes are designed for in-depth study and practice planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development.

EDL 515. Education Law and Ethics. 3 Credits.

This course is designed as a beginning law course for school administrators. In addition to the acquisition of legal knowledge as it relates to P-12 education, students are introduced to ethical perspectives that frequently influence the legal decision-making process.

EDL 516. Education Finance and Policy. 3 Credits.

Includes such topics as the organization of and responsibility for education in the United States at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major areas of concern in the operation of local schools. The course includes an experiential learning assignment in which students complete a budget project.

EDL 517. Social, Cultural, Political, and Community Dimensions of Schools. 4 Credits.

This course provides school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education to the degree that they can apply their understandings to professional decisions. Students are expected to apply political concepts and strategies and approaches to collaboration in involving the community in decision making, building community support for integrating health and social services in support of students, and developing community support for school priorities. Throughout the course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society.

EDL 519. Principalship. 2 Credits.

This course provides school leaders with an understanding of the role of the building principal along with skills and techniques associated with the principalship. The topics include the principal's role in community and family relationships and collaboration, using community resources to support the academic and social needs of students and families, the development and application of policies related to students and staff, planning and delivering of curricular and cocurricular programs within the school, and the principal's role in working with staff. Students must also enroll in a one-credit field-based experience (EDL 520, 521 or 522) appropriate for their desired level of preparation for the principalship.

EDL 520. Middle School Principal Field Study. 1 Credit.

This course provides a field-based experience in the role of the middle school principal. Corequisite: EDL 519.

EDL 521. Elementary Principal Field Study. 1 Credit.

This course provides a field-based experience in the role of the elementary school principal. Corequisite: EDL 519.

EDL 522. Secondary Principal Field Study. 1 Credit.

This course provides a field-based experience in the role of the secondary school principal. Corequisite: EDL 519.

EDL 523. The Educational Plant. 3 Credits.

The purpose of this course is to provide a study of the planning, construction, modification, and maintenance of school buildings and complimentary facilities such as playgrounds, athletic fields and facilities, drop-off zones, and parking lots. This course will include appraisal of school facilities and techniques for developing and using input from the community and building and program audits.

EDL 524. Educational Personnel Administration. 2 Credits.

Study of selection, assignment, evaluation, development, and release practices for certified and non-certified school personnel; salary and contract administration in schools.

EDL 526. Business Management in Education. 2 Credits.

Study of the business function in educational organizations with emphasis on budget development and administration, accounting, purchasing, risk management, support services, and capital outlay.

EDL 527. Legal Issues in Education. 3 Credits.

Study of the legal issues affecting educational organizations with emphasis on state and federal relationships to local institutions, school boards and other governing bodies, contracts, teachers' and students' rights, and tort liability of educational organizations and their officers. Consideration is given to legal research and policy analysis.

EDL 529. Special Education Law. 3 Credits.

A course designed to give participants a working knowledge of the legislative, judicial, and administrative changes which have revamped the areas of teaching and administering special education since 1974. It will provide information useful to administrators, practitioners, attorneys, parents, and advocates on topics including: student records, discipline, related services, due process, least restrictive environment, and appropriate education.

EDL 531. School District Leadership. 2 Credits.

A study of concerns and issues related to education leadership and administration at the district level, including relationships between the superintendent and the school board, community and school district staff.

EDL 532. Staff and Program Evaluation. 2 Credits.

A study of the evaluation of staff, including teachers, administrators, support personnel, and boards; and for purposes of accreditation, the evaluation of components that support the curriculum. Procedures, processes, and instruments will be identified and analyzed.

EDL 533. Collective Negotiations. 2 Credits.

A study of the collective bargaining process in the field of education. Includes topics such as contract language, planning for negotiations, bargaining strategies, impasse and arbitration, contract maintenance, grievance procedures, and results of the negotiations.

EDL 535. Administration of Elementary School Curriculum. 1-3 Credits.

Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator's understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of an elementary curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of elementary curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive K-5 grade level curriculum and its impact on learners. Corequisite: EDL 513.

EDL 536. Administration of Middle School Curriculum. 1-3 Credits.

Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator's understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of the middle school level curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of middle school level curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive 6-8 grade level curriculum and its impact on learners. Corequisite: EDL 513.

EDL 537. Administration of Secondary School Curriculum. 1-3 Credits.

Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator's understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of secondary curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of middle school level curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive 9-12 grade level curriculum and its impact on learners. Corequisite: EDL 513.

EDL 538. Auxiliary School Functions. 3 Credits.

Overview of school business and facilities management for educational administrators. Topics include: introduction to special area budgeting and accounting; insurance and risk management; forecasting; vendor relations; supervision of classified and support staff; management of support services, e.g., transportation, food service; facility operation and maintenance; and space utilization analysis, allocation; and cooperative community use of facilities.

EDL 571. School Community Relations. 2 Credits.

Study of the responsibility of classroom, attendance unit, and district personnel in public information efforts; design, use, and analysis of surveys; study of involvement of parents and other community members in resource, advisory, and decision-making activities; preparation of news releases and public information materials; study of relationships to media personnel.

EDL 572. Educational Systems and Planning. 2 Credits.

A study of the planning process including topics such as establishing goals; assessing needs; identifying resources; and generating, analyzing, and selecting alternatives. Processes and techniques in planning will be emphasized.

EDL 573. Administration and Organizational Behavior. 3 Credits.

A study and critique of selected theories and research in administration and organizational behavior including topics such as leadership; formal and informal structure; communication; change and intervention; motivation and morale; interpersonal relations and conflict management; small-group processes; and personality, values, and ethics. F.

EDL 574. Administration and Organizational Behavior II. 3 Credits.

A continuation of Administration and Organizational Behavior I. Provides the student with the opportunity to design and carry out an original field study project in organizational behavior, participate in critiquing studies designed and completed by fellow students, and engage in individualized study in a topic area related to behavior in organizations.

EDL 575. Education and Public Policy. 3 Credits.

A study of the development of policy issues, analysis of policy formation, implementation analysis, and structures and actors in policy activity.

EDL 579. Special Topics in Educational Leadership. 1-4 Credits.

Exploration of special topics in the study of educational leadership not regularly included in available course offerings. May be repeated for different topics. Prerequisite: Consent of instructor or advisor. Repeatable.

EDL 589. Superintendency Series. 1 Credit.

Repeatable.

EDL 593. Internship in Educational Leadership. 1-8 Credits.

This is a culminating experience primarily for Specialist Diploma and doctoral students. May be repeated. Prerequisites: Appropriate foundational, cognate, and major area coursework and consent of the advisor and instructor. Repeatable.

EDL 597. Readings in Educational Leadership. 1-4 Credits.

Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisites: Consent of advisor and instructor. Repeatable.

EDL 599. Individual Research in Educational Leadership. 1-4 Credits.

May be repeated. Prerequisites: Consent of advisor and instructor. Repeatable.

EDL 996. Continuing Enrollment. 1-12 Credits.

Repeatable. S/U grading.

EDL 997. Independent Study. 1-4 Credits.

Repeatable to 4 credits.

EDL 998. Thesis. 1-9 Credits.**EDL 999. Dissertation. 1-12 Credits.**

Repeatable to 12 credits.