

Educational Leadership

Ed.D. in Educational Practice and Leadership (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/edl/edl-edd/>)

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. F.

EDL 502. Technology and Information Systems. 3 Credits.

This course provides an understanding of selected PK-12 computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer for analyzing school improvement data, as a tool for decision-making and planning, and for carrying out communication functions of administration at the building and district levels. On demand.

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. Leading K-12 Classroom Assessment and Grading. 3 Credits.

This course provides educators, school leaders, and instructional support staff with an understanding of how to design and use classroom assessments so they are an aligned part of the instructional process to inform both teachers' corrective action and student learning improvements. This course also explores how to implement effective classroom grading policies and practices so that reported grades are more fair, accurate, and meaningful for students. S,SS.

EDL 513. Leading K-12 Curriculum and Instruction. 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 instructional content as needs and conditions change. F.

EDL 514. Supervision and Professional 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. On demand.

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. S.

EDL 517. Social, Cultural, Political, and Community Dimensions of Schools. 3 Credits.

This course analyzes and reviews research and curricular programs and provides an understanding of social, cultural, political, economic, philosophical, and psychological factors that influence schooling. Through reflections, discussions, and research papers (or school improvement plans), this course will help students develop knowledge, skills, and values about transformative education, including content integration, knowledge integration, equity pedagogy, prejudice reduction, and empowering school culture. Students, as educational researchers, practitioners, or policymakers, will apply perspectives and strategies to analyze educational issues, make professional decisions, and transform school systems. S.

EDL 519. Principalship. 3 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 course emphasizes the National Educational Leadership Prep (NELP) professional/accreditation standards including 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 co-curricular programs within the school, and the principal's role in working with staff. F.

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. 3 Credits.

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

EDL 526. Business Management in Education. 3 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. On demand.

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. 3 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. S, even years.

EDL 532. K-12 Educational Program Evaluation. 3 Credits.

Introduction to school and district leadership expectations in program planning and evaluation, highlighting leaders' responsibilities to utilize the program evaluation cycle to improve teaching and learning, and assuring that schools and districts meet state and national accountability standards. Focuses on planning educational programs, monitoring and evaluating program effectiveness, and reaching decisions related to continuing, restructuring, or terminating programs based upon empirical evidence collected through the program evaluation process. F.

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. 3 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. F,S.

EDL 572. Educational Systems and Planning. 3 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. SS.

EDL 573. Advanced Leadership Theories. 3 Credits.

A study and critique of selected theories and research in leadership behaviors including topics such as leadership theories and leading changes in K-12 educational settings. Specifically, this course reviews advanced leadership theories - integrated through practice and theory. Students will learn theoretical perspectives and empirical research drawn from the social sciences relating to educational organizations and administrative leadership with an emphasis on application of theory to practice. S,SS.

EDL 574. Organizational Theory for Educational Leaders. 3 Credits.

Reviews leadership and organization theories, structures, and behaviors-integrated through practice and theory. You will learn theoretical perspectives and empirical research drawn from both classic and modern organizational theories and institutional theory with an emphasis on application of theory to practice. F.

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. Superintendent 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. Prerequisite: 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. Prerequisite: Consent of advisor and instructor. Repeatable.

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

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

EDL 995. Scholarly Project. 2-3 Credits.

The Scholarly Project is designed to enable the student to investigate a topic related to the major field of study. The study analyzes and discusses information and ideas already in the literature of the field and is designed to ensure that a student can investigate a topic, and then organize and write a scholarly paper on the investigation. F,S.

EDL 996. Continuing Enrollment. 1-12 Credits.

Repeatable. S/U grading.

EDL 997. Independent Study. 1-4 Credits.

Independent Study. Repeatable to 4.00 credits.

EDL 998. Thesis. 1-9 Credits.

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EDL 999. Dissertation. 1-12 Credits.

Repeatable to 12.00 credits.