

EDUCATION LEADERSHIP (EDL)

EDL 600 Empowering Change Agents (3 credits)

Empowering Change Agents for Social Justice and Global Impact is an immersive course designed to be a profound catalyst for self-reflection, purposeful dialogue, and in-depth analysis. Its central mission is to cultivate leaders in K-12 schools and other diverse organizations who exemplify critical consciousness and an unshakable commitment to advancing justice. The primary goal of this course is to establish a comprehensive foundation rooted in historical, theoretical, and practical insights. This foundation equips participants with the tools needed to engage in discerning evaluations of organizations and leadership practices, empowering them to become global change agents and visionary leaders capable of effecting profound inclusive organizational transformations.

Restrictions: Enrollment is limited to Doctoral or Graduate level students.

EDL 604 History of Museum Education (3 credits)

The history of museums dates back to the 18th century. But the idea that museums should be devoted to education—a notion rooted in democratic ideals, especially in the U.S.—did not really take hold until the Progressive Era. This course traces that history, looking at the development of various museum pedagogies over the course of the past century. How are approaches to museum education impacted by shifting societal values, by economic factors, and by trends in technology?

Restrictions: Enrollment is limited to Graduate level students.

EDL 605 Critical Contemp Ed Issues (3 credits)

Current educational problems, trends and issues will be identified and addressed, especially as they relate to the different constituencies, organization and structure of both public and private schools, as well as to American society as a whole. Issues include, but are not restricted to: equal educational opportunity, educational choice and multicultural education. Emphasis will be placed on the values associated with the issues treated.

Restrictions: Enrollment is limited to Graduate level students.

EDL 610 Public Speaking & Presentation (3 credits)

This course focuses on the theory and practice of creating and conducting effective presentations to a variety of audiences (e.g., educators, public, children, adult learners). Emphasis will be placed on the skills needed to develop informative and engaging verbal stories and visual presentations, as well as the elements of public speaking.

Restrictions: Enrollment is limited to Graduate level students.

EDL 615 Museum Operation & Professions (3 credits)

This course is an introduction into the organization, management, and professions of museums in the U.S. After a brief introduction to museum history, theory and practice, students will learn about various types of museums and major aspects of museum operations. A key component of this course is immersive, on-site learning experiences that take advantage of the museums available in the Philadelphia region, especially the Frances M. Maguire Art Museum. These include guest lectures from museum staff as well as field trips to local institutions. The course is organized broadly into the major initiatives and functions of museums today, with the goal of providing critical insight into current museum practices and professions.

Restrictions: Enrollment is limited to Graduate level students.

EDL 620 Object-based Learning (3 credits)

Historical objects offer us a concrete view into other times and places. In this course, we will study—and practice—effective strategies for teaching and learning directly from objects, whether they are works of art, historical artifacts, or scientific specimens. With both the physical and digital classroom in mind, we will focus on several student-centered, inquiry-based methods that allow for individual discovery and socially constructed learning. In addition, we will explore engagement activities that move beyond the question-and-answer format.

Restrictions: Enrollment is limited to Graduate level students.

EDL 625 Inclusive Practice in Museums (3 credits)

Designing inclusive experiences for diverse audiences is vital for making museums welcoming spaces for learning. In this course, we will learn about the multiple audiences that museum educators need to engage— including students from a variety of cultural and socio-economic backgrounds, students with disabilities, and English language learners. Among the strategies we will discuss for effective and inclusive engagement are Universal Design for Learning, decolonizing theory, and anti-racist, anti-bias education.

Restrictions: Enrollment is limited to Graduate level students.

EDL 630 Museum Education Internship (3 credits)

The internship component requires fieldwork hours in a museum and a bi-weekly seminar component. Internship structures include: (a) embedded within students' current employment at a museum or educational site and would be unpaid due to their employment status, (b) graduate assistantship (limited quantity, competitive application) at the Barnes Foundation or the Maguire Art Museum, or (c) executive style internship over appropriate number of evenings or weekends. Additional requirement is attendance at synchronous online seminar classes to debrief and reflect on internship experiences. Seminar faculty oversees academic elements of course; onsite supervisor provides mentoring in practical components.

Restrictions: Enrollment is limited to Graduate level students.

EDL 655 Interpersonal Relations (3 credits)

A study of the dynamics of interpersonal, intragroup, and intergroup relations. Emphasis will be placed on the teaching/learning process as well as the counselor/client relationship. A variety of instructional approaches, including lectures, discussions, and group activities will be utilized to develop interpersonal skills.

Restrictions: Enrollment is limited to Graduate level students.

EDL 660 Strategic Leadership for K-12 (3 credits)

This course offers a deep dive into utilizing various outcome measures and techniques to assess practices, programs and gauge achievement at multiple organizational levels. The focus of this course extends to outcome assessment at the individual, school district, and organizational levels. Particular emphasis is placed on equipping leaders with the knowledge and skills required for standards-based reform, fostering 21st-century skills and dispositions, and serving as champions for data-informed decision-making within diverse organizational settings.

Restrictions: Enrollment is limited to Graduate level students.

EDL 665 Transformational Leadership (3 credits)

This course offers a thorough examination of leadership theory and its practical application across K-12 and other diverse organizational systems. Students will develop a strong foundation in leadership theory and practice, emphasizing research skills in organizational theory, strategic planning, and instructional leadership at the building level. Through a deep dive into real-world implementations, students will be equipped for leadership roles in various settings, gaining the skills to assess administrative and organizational structures and fostering a comprehensive understanding of strategic planning within these systems. Additionally, coaching is emphasized as a core component of this course, integrating leadership theory with hands-on skills to cultivate practical interpersonal skills and leadership strategies. Students will enhance their abilities to lead and inspire within K-12 and other diverse organizational contexts by exploring practical applications and engaging in coaching techniques.

Restrictions: Enrollment is limited to Graduate level students.

EDL 670 Strategic Human Resources (3 credits)

This course offers an insightful journey into the vital realm of human resources, representing one of the most substantial investments for a district, school or organization. The course centers on a fundamental inquiry: How can leaders foster inclusive workplace practices and navigate their workforce's changing demands while promoting professional growth? Employees are our most valuable asset. In today's changing landscape, retention strategies are more essential than ever. To tackle this pivotal question, the course is structured around three overarching conceptual domains: mission/vision, cultivating a culture of learning, and harnessing social capital. Within these domains, participants will be able to engage in practical exercises, such as staff recruitment, hiring, and retention strategies, the design and evaluation of professional development programs, and the facilitation of teacher leadership and learning communities. A critical standout component of this course is its unique integration and hands-on application of coaching techniques, particularly emphasized in the dual-course components (EDL 665/670). This intentional focus on coaching serves as a crucial element, offering students essential mentorship and guidance through coaching exercises and practical support, creating a purposeful environment for skill application and learning.

Restrictions: Enrollment is limited to Graduate level students.

EDL 675 Curriculum Develop & Practice (3 credits)

This course is designed to include the theories of curriculum, instruction, and the design of instructional systems. Emphasis will be placed on the translation of theory into practice. The use of evaluative techniques in the evolution and reform of instructional systems will be examined in detail. Focus on curriculum implementation in public and private schools will be emphasized.

Restrictions: Enrollment is limited to Graduate level students.

EDL 680 Navigating the Dynamics of Law (3 credits)

This course comprehensively explores the legal dimensions surrounding educational institutions and their broader context. This course delves into the main legal-educational issues currently shaping the nation, specifically focusing on policy development and execution. Notably, it dedicates significant attention to key legal areas, including contract law, negligence, sexual harassment, and legislation concerning students with disabilities. Furthermore, it scrutinizes due process, collective bargaining, equal protection, establishment clause, and the legal rights and responsibilities of administrators, faculty, and students. The course goes beyond mere legalities, emphasizing the ethical considerations intertwined with school law.

Restrictions: Enrollment is limited to Graduate level students.

EDL 685 Instructional Design Contemp (3 credits)

This advanced course is tailored for graduate-level students and offers an in-depth exploration of curriculum and facilitation development's theoretical, historical, and psychological foundations. It emphasizes the practical aspects of designing, implementing, and assessing curriculum, training, and facilitation within a contemporary educational context. With a focus on promoting equity and inclusivity, this course is designed to empower educational leaders in various settings. It is structured around three central themes: equity-minded curriculum design, data-informed leadership, and empowerment and capacity building.

Restrictions: Enrollment is limited to Graduate level students.

EDL 690 Equity Allocation: Bridging (3 credits)

Explore economic theory and education intersections, exploring market principles, equitable resource allocation, and strategic partnerships across K-12 and other diverse industries. This course examines educational enterprises, with in-depth content covering K-12 school finances, revenue procurement characteristics, taxation for education, budget management effectiveness, capital outlays, equity in school funding, adequacy considerations, funding's impact on student performance, vouchers, and labor market dynamics.

Restrictions: Enrollment is limited to Graduate level students.

EDL 695 Internship I: Leaders/Action (3 credits)

EDL 695 is the first part of a two-semester professional internship that provides the candidate the opportunity to apply the practical skills needed to lead in PK-12 schools as principals and/or curriculum supervisors. Candidates collaborate with a site mentor and faculty advisor to develop these skills in a manner that draws on the candidates' personal strengths and helps to develop the competencies required of practicing leaders. Particular attention is paid to the meeting of theory and practice as well as the creation of more just and equitable schools that serve the needs of all students.

Restrictions: Enrollment is limited to Graduate level students.

EDL 696 Internship II: Leaders/Action (3 credits)

EDL 696 is the second part of a two-semester professional internship that provides the candidate the opportunity to apply the practical skills needed to lead in PK-12 schools as principals and/or curriculum supervisors. Candidates collaborate with a site mentor and faculty advisor to develop these skills in a manner that draws on the candidates' personal strengths and helps to develop the competencies required of practicing leaders. Particular attention is paid to the meeting of theory and practice as well as the creation of more just and equitable schools that serve the needs of all students.

Prerequisites: EDL 695

Restrictions: Enrollment is limited to Graduate level students.

EDL 700 Edu Ldrship Special Topics (3 credits)

This course will address current issues in the field of Educational Leadership. Course content will be determined by instructor.

EDL 800 Prof Sem: Doctoral Studies (3 credits)

This course serves a multifaceted purpose including: introduction to the doctoral program mission and expectations; community building among students, faculty, and alumni; facilitation of interpersonal skills needed in inclusive cultures; development of organizational and study skills for success in doctoral work; and initial review of academic writing, including the structure of scholarly writing, APA style, and critical consumption of knowledge.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 805 Quantitative Research I (3 credits)

This course provides students with empirical research experience through a variety of quantitative measures and techniques. The first half of the course focuses on functional familiarity with the evaluation of quantitative research reports, research design, methods of data collection, statistical analysis and interpretation of data, and the reporting of research findings. The second portion of the course emphasizes a continuation of instruction on quantitative research and statistical analyses specific to work in Statistical Package for the Social Sciences (SPSS) software. The course culminates in the complete process of constructing a quantitative research study.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 820 Interdisciplinary Ldsh Theory (3 credits)

This course provides an interdisciplinary space for discussing the concept of leadership and its practical application in organizations. This course is therefore grounded in the "scholar-practitioner" model, whereby theory is applied in practice within a cycle of reflection and action.

The purpose of this course is to establish a historical, theoretical, and practical basis for understanding leaders and leadership and will strive to provide various disciplinary lenses to help leaders better understand themselves and their organizations.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 822 Collaborative Data Discourse (3 credits)

This course prepares candidates in the Principal Leader Certificate to understand the role of educational data in improving the learning conditions of K-12 students. Students in this class will analyze and interpret quantitative and qualitative data and will be expected to develop the capacity of their own staff to generate and interpret this data. Students will also be expected to establish collaborative processes within their own schools to analyze data and to determine the most appropriate data-based actions to improve students learning.

EDL 824 Coaching: Support Action Learn (3 credits)

This course focuses on developing the coaching skills of school administrators and on fostering their own capacity to coach their building and program level teams. The course will introduce students to coaching skills and strategies such as listening, observing, questioning, giving and receiving feedback, and reflecting. Students in the course will receive input from teacher and peers regarding their own development of these skills and will be expected to articulate the processes they will establish to sustain healthy coaching relationships among their school teams.

EDL 826 Coaching New Principals (3 credits)

This course provides students with the opportunity of applying what they learned in EDL 822 & EDL 824 by developing the coaching capacity of newer school leaders. In this year-long coaching experience, students will be assigned a current and less experienced school administrator and will be expected to coach this person on using data for continuous school improvement. This course requires students to reflect critically on their own coaching skills and the impact that their coaching practices have on the people and teams being coached.

EDL 828 Case Study Writing and Portfol (3 credits)

Students in this course are expected to demonstrate their ability to affect school systems by documenting an action research project at their school. Presented as a case study, this project will exemplify the student's leadership competencies and their ability to develop collaborative processes within their own school teams to sustain student improvement. This case study will be included in the portfolio students are expected to build throughout the program and that will be presented at reviewed at the end of this class.

EDL 830 Critical Ldsh: Social Justice (3 credits)

This course explores how historical relations of power have shaped current leadership practices in institutions such as schools, universities, health organizations, or non-profits. By engaging students in critical conversations on how social constructions of race, class, ethnicity, and gender have articulated notions of leadership that have further marginalized already disempowered groups, the course will pay particular attention to issues of knowledge, representation and identity. Ultimately, the course offers new analytical tools to create new spaces of possibilities in leadership grounded on the notions of justice, solidarity and allyship.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 835 Qualitative Research I (3 credits)

This course provides an overview of qualitative research approaches, including an examination of foundational research paradigms and a variety of qualitative research methods and techniques. Students will gain a functional familiarity with the evaluation of qualitative research reports, research design, data collection methods, analysis, interpretation, and reporting of research findings.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 840 Mixed Methods Research (3 credits)

This research method course continues the development of students' understanding of educational research methodology and techniques. The central focus of the course is the opportunity for students to design, implement, and assess mixed methods research within an authentic educational context. Students will develop relevant research skills, including project management, analytical skills, research communication, and writing skills.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 843 Curriculum and Instruction (3 credits)

This course develops professional skills required to effectively teach in higher education, post-secondary education, and clinical settings. Topics include: curriculum design (employing theories of models of learning design), syllabus construction, lesson planning, instructional delivery, classroom/learning management, and assessment. A framework of inclusive learning environments is embedded throughout each topic area.

Restrictions: Enrollment is limited to Doctoral level students.

EDL 844 Teaching Practicum (3 credits)

Grounded in the scholar-practitioner model, this course calls on students to apply knowledge gained from their doctoral coursework to practical teaching situations in higher education, clinical, or community settings. The student is systematically moved from participant-observation to teaching experiences under the mentoring of an experienced and effective professor, professional developer, or clinician. Practicum experiences can take place across different colleges/schools, centers, and units at Saint Joseph's University.

Restrictions: Enrollment is limited to Doctoral level students.

EDL 845 Historical, Political, & Legal Contexts of Leadership: K-12 (3 credits)

This course presents an interdisciplinary approach to key historical events and documents shaping American society and education, specifically by overviewing how policy development, laws, and court decisions shape education. The course will highlight tensions around power, particularly between majority and non-majority perspectives on past, current, and present issues facing K-12 education.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 846 Hist/Pol/LegalContxt Ldsh: HE (3 credits)

This course overviews key historical, political, and legal elements that shaped and continue to shape institutions of higher education. The course will highlight tensions around power, particularly between majority and non-majority perspectives on past, current, and present issues facing higher education. Options available for students interested in social sector careers include applicable topics for papers, projects, and readings.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 850 Learning Design&Env: K-12 (3 credits)

This course examines elements of design that shape the learning and working experiences of individuals in schools. Through an overview of learning theories (e.g., pedagogical design, student and adult learning theories, communities of learners), architectural, space, and facilities theories, and legal/policy regulations, this course facilitates the practical application of creatively and effectively designing, creating, and managing learning environments for the growth of all schools and all learners. Across this course's content, students will study how physical, organizational, and socially constructed environments shape student, adult, and organizational learning.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 851 Learning Design&Env: HE (3 credits)

This course examines elements of design that shape the learning and working experiences of individuals in institutions of higher education and social sector organizations. Through an overview of learning theories (e.g., pedagogical design, student and adult learning theories, sense of community) and architectural, space, and facilities design theory, this course facilitates the practical application of creatively and effectively designing, creating, utilizing, operating, and renovating learning environments and educational facilities. Across this course's content, students will study how physical, organizational, and socially constructed environments shape student and adult learning and their sense of community.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 855 Scholar-Practitioner Sem: K-12 (3 credits)

The course has a twofold purpose: First, students will engage in culminating assessments that demonstrate their knowledge and practical application of program objectives, content, and skills. Second, students will engage in sessions around effective leadership practices, diversity, equity, and inclusion initiatives, career advancement, and other special topics.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 856 Scholar-Practi Sem:Higher Ed (3 credits)

This course has a twofold purpose: First, students will engage in culminating assessments that demonstrate their knowledge and practical application of program objectives, content, and skills. Second, students will engage in sessions around effective leadership practices, diversity, equity, and inclusion initiatives, career advancement, and other special topics.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 860 Strat Plan,Eval,Fiscal Resour (3 credits)

This course examines the foundations of educational planning and assessment in a project-oriented course with an emphasis on assessing needs, identifying environmental changes, establishing goals, drafting strategic plans, setting metrics to measure success, identifying resources (i.e., human capital, financial, others), and implementing strategic plans. In addition to strategic planning, this course analyzes the role of assessment and evaluation in terms of institutional effectiveness, achievement of plan goals, and government compliance requirements, as well as funding strategies and fiscal resource allocation. An overarching goal is to explore the role of internal, external, cultural, social, political, and cultural factors in education planning and assessment. This course maintains modules in which students are divided for a portion of the course by area of concentration (e.g., K-12, Higher Education, Other Social Sector Areas).

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 865 Comm & Research Dissemination (3 credits)

This course studies effective written and verbal communication for professional settings, as well as the dissemination of research findings to scholarly, practitioner, policymaker, and general audiences. A key focus of the course is to enhance students' writing and presentation style through various individual and group methods.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 870 Proposal Writing: K-12 (3 credits)

In this course, students will structure and present their dissertation topic by developing complete drafts of Chapters One (Introduction) and Two (Literature Review). Students will learn how to articulate and align their research question, statement of the problem, operational definitions and relevant scholarly works in a professional manner using APA and IDEPEL guidelines. Students will select and secure a dissertation chair by the end of this course.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 871 Proposal Writing: Higher Educa (3 credits)

In this course, students will structure and present their dissertation topic by developing complete drafts of Chapters One (Introduction) and Two (Literature Review). Students will learn how to articulate and align their research question, statement of the problem, operational definitions and relevant scholarly works in a professional manner using APA and IDEPEL guidelines. Students will select and secure a dissertation chair by the end of this course.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 875 Organizational Theory&Change (3 credits)

This course examines the theoretical foundations of organizations and organizational change, including such topics as structures and power in organizations, organizational culture, approaches to decision-making, the change process, motivation theory, conflict management, effective communication, and ethical leadership.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 880 Community Engaged Leadership (3 credits)

This course serves as a practical opportunity for students to apply the content knowledge from their doctoral coursework to a community-based problem for a regional organization. Combining a practicum format with a social justice orientation, students will work collaboratively with community partners to identify a problem and develop a project for addressing the problem.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 882 Independent Study: Leadership (3 credits)

This course provides individualized instruction and support around a topic of interest or specialized project under the close supervision of a faculty member.

Attributes: Doctoral

EDL 884 Independent Study: Research (3 credits)

This course provides individualized instruction and support around a topic of interest or specialized project under the close supervision of a faculty member.

Attributes: Doctoral

EDL 885 Global Perspectives on Ldsh (3 credits)

This course applies theories of leadership and organizational development to the practice of leading schools, higher education institutions, and organizations. Through experiential learning, simulations, and career counseling strategies, students engage with topics such as self-identity and self-care as a leader, group and power dynamics, inclusive cultures, and career advancement.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 886 Special Topics (1-3 credits)

This course examines a special topic in leadership under the close supervision of a faculty member.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 888 Curricular Practical Training (1 credit)

This course examines a special topic in leadership under the close supervision of a faculty member.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 890 Adv Resrch Method: Quant/Mixed (3 credits)

This advanced research methodology course provides students with the knowledge, skills, and abilities to design, conduct and report advanced quantitative and or mixed methods research studies related to topics in education and leadership. The expected outcome of this course is the development of a viable Chapter 3 of a dissertation proposal and obtaining a dissertation committee (i.e., content expert, methodologist).

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 891 Adv Resrch Method: Qualitative (3 credits)

This advanced research method course provides students with the knowledge, skills, and abilities to design, conduct, and report advanced qualitative research studies in education and leadership. The expected outcome of this course is the development of a viable Chapter 3 (Methodology) and obtaining a dissertation committee (i.e., content expert, methodologist).

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 893 Dissertation Study I (3 credits)

This course provides individualized support from dissertation committee chair as students prepare chapters one (introduction) and two (literature review) of their dissertation. This work is in preparation for defense of their dissertation proposal, apply for Institutional Review Board approval, collect data, analyze and write findings and discussions, defend their dissertation, and finalize post-defense steps.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 894 Dissertation Study II (3 credits)

This course provides individualized support from dissertation committee chair as students prepare chapter three (methodology) of their dissertation. This work is in preparation for defense of their dissertation proposal, apply for Institutional Review Board approval, collect data, analyze and write findings and discussions, defend their dissertation, and finalize post-defense steps.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 895 Dissertation Study III (3 credits)

This course provides individualized support from dissertation committee chair as students prepare chapter four (findings) of their dissertation.

This work is in preparation for final defense of their dissertation, through collected data, analyzed and written findings, leading to defense of their dissertation, and finalize post-defense steps.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 896 Dissertation Study IV (3 credits)

This course provides individualized support from dissertation committee as students prepare all chapters of their dissertation. This work is in preparation for final defense of their dissertation, through collection of data, analyzed and written findings and discussions, defense of their dissertation, and finalize post-defense steps.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral

EDL 899 Dissertation Study V+ (0 credits)

This course provides individualized support from dissertation committee members as students prepare and defend their dissertation proposal, apply for Institutional Review Board approval, collect data, analyze and write findings and discussions, defend their dissertation, and finalize post-defense steps. This course includes a charge of 1.00 billable credit.

Restrictions: Enrollment is limited to Doctoral level students.

Attributes: Doctoral