**EDUCATION LEADERSHIP (EDL)**

**EDL 570 Educational Leader Indep Study (1-3 credits)**

This course will introduce students to the role that technology plays in a learning environment, the impact it has on student motivation, and how it can enhance the overall learning experience for 21st century learners. Students will explore and evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking and learning environments for all students. Students will demonstrate proficiency in a wide range of technologies and apply the framework of technological pedagogical content knowledge (TPACK) to enhance technology integration in the classroom.

**EDL 592 Interactive & Emerging Tech (3 credits)**

This course identifies and describes tools that promote the design and delivery of instruction, including application software that facilitates interaction among instructors, learners and content. Additionally, it will explore the potential instructional and learning affordances of new internet technologies and the ways in which they might be used to promote communication and collaboration and to support authentic learning environments. Topics covered will include presentation software, web authoring and Web 2.0 tools, online communities, and the social implications of using such tools in the learning environment.

**EDL 593 Multimedia Classrooms (3 credits)**

Students demonstrate proficiency in the development of multimedia and will develop instructional effective multimedia products. They will be exposed to and utilize basic computer hardware and software and techniques found in multimedia production. They will utilize object-based and pixel-based graphics software to create and edit instructional images. They will plan, produce and edit a digital video and audio sequence to be used as part of a multimedia production.

**EDL 594 Tech Planning Classroom Tchr (3 credits)**

Students formulate a systematic process for the identification, selection, use, and evaluation of technology within the curriculum. Students will create technology plan projects for the classroom, building, district, regional levels and/or industry. Consideration will be given to a number of issues which affect the procurement and use of technology in schools and/or industry. Students will also choose a specific technology in which they will develop expertise for use in curriculum planning.

**EDL 595 Delivering Curr Inter Periphls (3 credits)**

Students will develop knowledge and skill in the area of delivering instruction using current peripherals such as iPads, Smart Boards, and Classroom Performance Systems. Students will develop unit plans with regard to integrating Assistive Technology devices and adaptations for English Language Learners. The student's school district curriculum will drive the choice of tools.

**EDL 600 EdLeaderResch & ReflectPract (3 credits)**

This course will focus on contemporary educational practices. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be presented. Content will include literature reviews and analysis and implications of existing research as connected to students' educational experience. The role of the educational leader as reflective practitioner will be connected to educational research.

**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.

**EDL 610 Promo Comm, Collab&Acc Com Res (3 credits)**

**EDL 615 Comparative Education (3 credits)**

**EDL 620 School Pol:Inclusion-Desegreg (3 credits)**

**EDL 625 Restorative Justice &Education (3 credits)**

**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.

**EDL 660 Measurement & Evaluation (3 credits)**

This course provides a detailed examination of the use of a variety of outcome measures and techniques to evaluate school programs and to assess the attainment of instruction/student achievement at several levels of education. Outcome assessment is discussed at the individual and school district level. Particular attention will be paid to sound design of assessment programs, technological advancements in measurement, and appropriate interpretations of educational research.

**EDL 665 Administration Planned Change (3 credits)**

This course examines organizations as a set of subsystems that are both related to and dependent upon one another. Administration theory and various components of administration are reviewed, including management, decision-making, communications, organizational development, and change processes. The human aspect of organizations is analyzed, particularly individual and group behavior, human relations, intergroup dynamics, personal motivation, and conflict. A case study approach is used to enable students to apply textbook theories to real-life situations. The course is designed especially for educators seeking to enhance their understanding of administrative systems as complex human enterprises.

**EDL 670 Human Resource Development (3 credits)**

This course will include a detailed examination of the theoretical underpinnings of supervision and educational leadership. Topics include leadership styles, supervision as developing human resources, change agency with adult professionals, adult development and learning theory, leadership in the instructional setting, instructional and staff improvement, and intergroup relations in the school environment.

**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 Law & American Education (3 credits)
This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational problems currently facing the nation, especially as these relate to policy determination and implementation. Particular attention will be given to the issue of contract law in education, due process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students.
Restrictions: Enrollment is limited to Graduate level students.

EDL 685 Seminar in Admin of Curriculum (3 credits)
This course focuses on the goal-setting, decision-making and policy determination roles of the supervisor or administrator in the system-wide planning and implementation of curricular design. Emphases will include the organization of the instructional delivery system, its decision-making processes, and the communication techniques that may be most effective within it. Special attention will also be given to managing and developing the teaching-learning process and identifying differing philosophies of teaching.
Restrictions: Enrollment is limited to Graduate level students.

EDL 690 Managing Financial Resources (3 credits)
The state of the American educational scene from the point of view of the economist is examined. The changing financial realities facing schools are explored, especially as they relate to the effective and efficient management of the school’s fiscal and material resources. The reciprocal influences of the city and the school, with its specific governance structure and locus of control, on one another are addressed. The management principles and managerial problems of the educational sector are studied in the context of changing philosophies of management and the spread of collective bargaining. Budgeting methods and plant maintenance are considered.
Restrictions: Enrollment is limited to Graduate level students.

EDL 695 Advanced Fieldwork/Seminar I (3 credits)
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Students will be assigned school-based positions designed to orient them to the functioning of supervisors or administrators in their area of certification. Programs will be individually designed to meet Departmental and Commonwealth standards.
Restrictions: Enrollment is limited to Graduate level students.

EDL 696 Advanced Fieldwork/Seminar II (3 credits)
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Students will be assigned school-based positions designed to orient them to the functioning of supervisors or administrators in their area of certification. Programs will be individually designed to meet Departmental and Commonwealth standards.
Prerequisites: EDU 4595 or EDL 695
Restrictions: Enrollment is limited to Graduate level students.

EDL 697 Advanced Fieldwork/Seminar III (2 credits)
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Students will be assigned school-based positions designed to orient them to the functioning of supervisors or administrators in their area of certification. Programs will be individually designed to meet Departmental and Commonwealth standards.
Prerequisites: EDU 4596 or EDL 696
Restrictions: Enrollment is limited to Graduate level students.

EDL 780 Policy & Community Relations (3 credits)
This course is an analysis of the forces, factors, agencies, formal government systems, and informal subsystems that influence educational policy in local districts, state governments, and national governments, and their effect on school management. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalized student success, become grounded in standards-based systems theory and design, and be able to transfer knowledge to the leader’s job as an architect of standards-based reform in the school.
Restrictions: Enrollment is limited to students with a major in Superintendent Ltr - Eligib. Enrollment is limited to Graduate level students.

EDL 785 Ed Planning & Evaluation (3 credits)
This course is an examination of planning and evaluation strategies characteristic of educational institutions. Students will be exposed to a broad range of information used by educational leaders to make sound decisions in the planning and evaluation of educational programs. The course focus will be on standards-based systems theory and design and the transfer of this knowledge to the leader’s job as an architect of standards-based reform in the school. In addition, information will be provided on how to access and use appropriate data to inform decision-making at all levels of the system.
Restrictions: Enrollment is limited to students with a major in Superintendent Ltr - Eligib. Enrollment is limited to Graduate level students.

EDL 790 Managing Ed Environments (3 credits)
This course will be structured to provide cohort members with the theory and techniques essential for the management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings; renovations to existing structures; and the utilization, operation, and maintenance of facilities. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalized student success, and know how to access and use appropriate data to inform decision-making at all levels of the system.
Restrictions: Enrollment is limited to students with a major in Superintendent Ltr - Eligib. Enrollment is limited to Graduate level students.

EDL 795 Superintendency Fieldwork (3 credits)
An individualized, culminating internships is required to obtain a Letter of Eligibility. This internship shall take place in a school district under the joint supervision of Saint Joseph’s University and a school superintendent to verify and record the ability of the intern to perform in eight major task areas.
Restrictions: Enrollment is limited to students with a major in Superintendent Ltr - Eligib. Enrollment is limited to Graduate level students.

EDL 800 Professional Seminar (3 credits)
This course introduces the Cohort members to one another, to the faculty, to IDEPEL, the program format and expectations, and to an overview of the body of knowledge to be studied in both the professional strand and the applied research strand. In addition, an introduction to leadership theory and its application is presented.
Restrictions: Enrollment is limited to Doctoral level students.
**EDL 805 Principles Quant Research (3 credits)**
This course provides detailed examinations of the use of a variety of quantitative measures and techniques. Cohort members gain a functional familiarity with the evaluation of quantitative research reports, research design, methods of data collection, statistical analysis of data, interpretation of data, and the reporting of research findings.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 810 Quant Research Design (3 credits)**
This course continues the development of Cohort members’ understanding of the methods and techniques of quantitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess quantitative research within an authentic educational context.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 815 Social Change Culture & Ed (3 credits)**
This course examines the dynamics of social, cultural, and educational change within the 21st century context; and, promotes the development of scholar-practitioner leaders who demonstrate depth of understanding related to change, systems thinking, and leadership within their current and future contexts.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 820 Ethics in Ed Leadership (3 credits)**
This course examines core ethical issues involved in educational leadership. The following are representative of the issues to be discussed: education as a basic right; educational financing mechanisms; school vouchers; employee rights to collective representation, privacy, and due process before termination; downsizing; academic freedom; curricular content/multiculturalism; affirmative action hiring; sexual harassment; student privacy; student freedom of speech.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 825 Fiscal Resources (3 credits)**
This course provides a general instruction to the financial management practices and problems of nonprofit organizations, including colleges and schools. Specific topics will include fund accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment, and strategic planning. Special emphasis will be placed on providing studies and practice in labor relations and negotiations.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 830 Contemporary Curriculum (3 credits)**
This course enables Cohort members to develop the knowledge of curriculum theory, design, delivery, and evaluation of instruction and learning outcomes, the ability to conceptualize and communicate the total educational program to all constituents, and the commitment to meet the needs of all constituents.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 835 Principles Qual Research (3 credits)**
This course provides detailed examinations of the use of a variety of qualitative methods and techniques. Cohort members gain a functional familiarity with the evaluation of qualitative research reports, research design, information gathering methods, analysis, interpretation, and reporting of research findings.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 840 Qualitative Research Design (3 credits)**
This course continues the development of Cohort members’ understanding of the methods and techniques of qualitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess qualitative research within an authentic educational context.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 845 Policy & School Law (3 credits)**
This course provides an analysis of the forces, factors, agencies, formal government systems and informal subsystems that influence educational policy in local districts and state and national governments and their effect on the school environment.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 850 Educational Environment (3 credits)**
This course is structured to provide Cohort members with the theory and techniques essential for management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings, renovations to existing structures, and utilization, operation and maintenance of facilities.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 855 Human Resource Management (3 credits)**
This course studies human resource development and management in a postmodern age in which there has been growing consensus among educators that traditional programs for teacher development are ineffective. Alternatives are explored, especially the concept of professional learning communities and more growth centered approaches to teacher supervision and evaluation. The dimensions of leadership necessary for more transformative approaches to professional development are also examined.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 860 Ed Planning & Evaluation (3 credits)**
This course examines planning and evaluation strategies characteristics of educational institutions. Cohort members access the scope of information needed by institutional leaders to plan and engage in decision-making. Didactic materials and case studies explore knowledge creation and use, program reviews, outcome studies, evaluation policy and strategies, and the political content of evaluation.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 865 Communication & Public Relats (3 credits)**
This course provides an analysis and development of the communications and public relations skills needed by educators in dealing with both internal and external constituencies. Special emphasis will be placed on the studies and practice in educational institutions.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 870 Diss Sem & Proposal Writing (3 credits)**
This course provides Cohort members with the knowledge, skills, and abilities to design, conduct and report research studies related to topics in education and educational leadership. The expected outcome of the strand is a viable dissertation proposal, which include the first three chapters of the dissertation.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 875 Administer Dynamic Institution (3 credits)**
This course explores and contrasts the major conceptual models that describe the structure, organization and administrative processes employed in educational institutions. Topics include governance and management models, decision-making and conflict resolution, communication, motivation and the process of change.

*Restrictions:* Enrollment is limited to Doctoral level students.
EDL 880 Dissertation Writing Seminar I (3 credits)

EDL 893 Dissertation Study (12 credits)
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.
Restrictions: Enrollment is limited to Doctoral level students.

EDL 894 Dissertation Study (0 credits)
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.
Restrictions: Enrollment is limited to Doctoral level students.

EDL 899 Dissertation Study (0 credits)
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.
Restrictions: Enrollment is limited to Doctoral level students.