

# EDUCATION LEADERSHIP (EDL)

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## **EDL 600 Leadership for Social Justice (3 credits)**

This course is an important opportunity for reflection, dialogue, and analysis intended to produce leaders who are critically-conscious and focused on making their schools and communities more just. The purpose of this course is to establish a historical, theoretical, and practical basis from which to critically analyze schools and school leadership practices. This course will strive to provide the tools to help leaders create more equitable schools and lead for social justice.

*Restrictions:* Enrollment is limited to Doctoral or 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 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 Data-Informed Assessment (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 is focused on the leader's grounding in standards-based reform, 21st Century skills and dispositions, and the ability to serve as a leader for data-informed assessment for decision making in the school. The individual learns how to access and use appropriate data to inform decision-making at all levels of the system through the use of technology and tools, multiple measures of data, and the interpretation and use of data to promote student learning.

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

## **EDL 665 Transformational Leadership (3 credits)**

This course introduces foundational knowledge about leadership theory and practice relative to organizational systems. Students also gain a research base of organizational theory, strategic planning, and foundations of building level instructional leadership. Content provides a framework for analyzing administrative and organizational structures, allowing for reflection of the theoretical base that informs future practice as school leaders. Cultivating ethical behavior in others through modeling and relationship development, gaining knowledge and comfort in becoming a leader in cultural competency, and demonstrating the capacity to collaboratively evaluate, develop, and communicate mission and vision-driven priorities in alignment with data use, technology, equity, diversity, digital citizenship, and community engagement are outcomes of this course focused on transformational leadership and organizational dynamics.

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

## **EDL 670 Human Resources & Prof Growth (3 credits)**

This course explores a foundational question related to human resources, the most-costly expenditure for a district/school: How do school leaders facilitate the professional growth of their staff in ways that benefit students? In order to explore this fundamental question, this course is organized around three overarching conceptual areas, including mission/vision, culture of learning, and social capital. This course will provide opportunities for practice aligned to the conceptual areas, including: recruiting, hiring, and retaining staff, designing professional development and evaluating staff, and facilitating teacher leadership and learning communities.

*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 School Law, Policy, and Ethics (3 credits)**

This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational issues currently facing the nation, especially as those related to policy determination and implementation. Particular attention will be given to the issues of contract, negligence, sexual harassment and students with disabilities law, as well as due process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students. The ethical implications of school law will also be stressed.

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

## **EDL 685 Leading School Curriculum (3 credits)**

This course examines theoretical, historical and psychological underpinnings of curriculum development, as well as the practical application of designing, implementing, and assessing curriculum. In order to analyze the role of the school leader in leading curriculum in an equity-minded approach, this course will be structured around three central themes, including: the school leader as the architect of the design of curriculum through an equity-minded leadership lens, the school leader as the catalyst of curricular and instructional change through a data-informed leadership lens, and the school leader as the facilitator of curricular and instructional change through an empowerment and capacity-building lens. Within each theme, this course explores the theoretical foundations and the practical skills needed by school leaders to effectively administer curriculum and instruction in today's school settings.

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

## **EDL 690 Equitable Fiscal Allocation (3 credits)**

Investigating economic theory to the study of education and market theory to education, partnerships, equitable allocation of resources, and the examination of educational enterprises are a focus of this course. Content on K-12 school finances including characteristics of revenue procurement, taxation for education, effective budget management, capital outlays, equity and adequacy of school funding, funding and student performance, vouchers, and labor market issues is covered.

*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 (6 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.

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

*Attributes:* Doctoral

**EDL 894 Dissertation Study II (6 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.

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

*Attributes:* Doctoral

**EDL 899 Dissertation Study III (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