

### **EdL 420 Leading and Managing Curriculum and Instruction Programs**

This course is designed to provide the participant with the theory, research, and processes associated with the design and management of school curriculum. Class activities and assignments will focus on the development of skills related to the school leader's role in the change process and development of a curriculum scope and sequence. Emphasis is placed on field-based research and data-driven decision making programs and evaluation.

### **Educ 403 Educational Research**

Basic principles of research; techniques of gathering and analyzing data; design of studies in education. Emphasis on critical reviews of research reports representing various methodologies. Research report required.

### **SpEd 332 Education and Inclusion of Individuals with Special Needs**

This course is designed to examine major categories of exceptional children and youth. The focus is on legal, psychological, sociological, and educational implications of exceptionality. In particular, characteristics and learning needs of individuals with special needs will be addressed.

**EdL 400 Introduction to Organizational Leadership: Theory and Practice** Theory and Practice is a core course required of all students participating in a certification program or working toward an advanced degree in educational leadership. This course provides a common language and knowledge, which allows one to communicate across programs of study. The course will address theory development as it relates to individuals and organizations with special emphasis on leadership, decision-making, motivation, and change theories. The student will analyze existing approaches to understanding organizations. The focus will be on demonstrating the application of these theories to administrative practice.

### **EdL 405 The Principalship**

Major problems of organization and administration of schools, types of organization, pupil promotion, program of studies, teaching staff, pupil personnel, contract management, time allotment, plant and equipment, and community relations.

### **EdL 407 Development and Leadership of Middle Level Programs**

Exploration of the design of programs to meet the needs of the pre and early adolescent learners with a focus on organizational structure, instructional practices, curriculum design, staffing, student assessment, and community involvement.

**EdL 422 Curriculum Management for the School Executive**

This course is designed to provide the participant with the skills and knowledge necessary to lead and facilitate the curriculum change process from conceptual framework to program assessment. Sessions are designed to provide continuity and practice with real life problems in the areas of curriculum review, program design, instructional strategies, interdisciplinary applications and curriculum evaluation. Class activities and assignments will focus on the development of skills related to the school leader's role in the change process and development of a curriculum scope and sequence. Emphasis is placed on field-based research and data-driven decisionmaking programs and evaluation.

**EdL 428 Practicum in Supervision of Curriculum and Instruction I**

Supervised field experience in all aspects of district-wide curriculum and instructional activities. Requires monthly seminar meetings.

**EdL 429 Practicum in Supervision of Curriculum and Instruction II** Advanced supervised field experience in all aspects of district-wide curriculum and instructional activities. Requires monthly seminar meetings. Pre-requisite: EdL 428.

**EdL 430 Development and Administration of Special Education Programs** This course will examine the research and practice relating to the critical elements of effective special education programs and pupil personnel service programs. Emphasis will be placed on the use of field-based research and data-based decision- making in program design, services for students, budget development and the relationship of the special education program to the pupil personnel service program and the general education program.

**EdL 432 Special Education Law**

This course provides an intensive review of the regulations and major court decisions under the Individuals with Disabilities Education Act, with special attention to the parallel Pennsylvania regulations and the cases in its jurisdiction. It also provides secondary attention to the corresponding legal developments under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

**EdL 434 Leading and Managing Pupil Services Programs**

This course will explore the theory, research and practice of effective pupil services. Emphasis will be placed on program development, the use of field-based research and data based decision making in program design and evaluation and the relationship of the pupil services program to the special education program and the regular education curriculum.

**EdL 438 Practicum in Supervision of Special Education and Pupil Services Programs I**

Supervised field experience in all aspects of district-wide special education programs. Requires monthly seminar meetings.

### **EdL 439 Practicum in Supervision of Special Education and Pupil Services Programs II**

Supervised field experience in all aspects of district-wide special education programs. Requires monthly seminar meetings. Pre-requisite: EdL 438.

### **EdL 440 Development and Administration of Pupil Services Programs**

This course is designed to develop specific skills in identifying the connections needed in order to assure student academic and personal success, collaborate effectively with parent and agencies, and to understand and resolve conflict. Students will identify and construct the critical elements of an effective Pupil services Program and will be able to engage in useful data-based planning and evaluation activities.

### **EdL 442 Leadership and Management of Pupil Services Programs**

This course provides an overview of the management practices related to effective leadership of pupil services programs, including budget development and management, staffing, instructional practices, community agency partnerships, student assessment, legal issues, and parent involvement.

### **EdL 450 Curriculum Design in a Global Society**

This course provides an exploration of global issues and their effects on what is taught in schools, specifically in international schools. Emphasis is placed on the analysis of curriculum and the influence that culture plays in decision-making.

### **EdL 452 Comparative Education**

This course provides a survey of education practices abroad. Systems of articulation, social and legal foundations, and structure in government are covered. Emphasis is placed on the nature and purpose schools in various cultural contexts and the major problems and trends occurring throughout the world.

### **EdL 466 Supervision of Instruction**

This course is designed to provide participants with a comprehensive understanding of the theory and practice shaping the various models and approaches to the supervision of instruction. Additionally, the course offers opportunity to practice and refine the skills that undergird each model and approach. Course time will be allocated for developing data collection and analysis skills and the effective use of conferencing and questioning techniques.

### **EdL 467 Supervision and Professional Development**

Supervision and professional development are at the heart of leadership in teaching, administration, counseling, and human services. This course is designed to develop supervisory skills including: observation, data analysis and feedback on the instructional and program level; a survey of the basic skills and methods for providing instructional, curricular, and programmatic leadership; and professional development. Students will construct and demonstrate their own knowledge of the theories, research, and practice that contribute to today's evolving models of supervision and staff development.

### **EdL 468 Applied Learning Theory for School Leaders**

The course, Applied Learning Theory for School Leaders, is an overview of the foundations, principles, and theories of learning and their implications for teaching and curriculum. The purpose of the course is to provide prospective administrators with the background for developing a balanced and challenging school-wide curriculum, for supervising instruction, and for supporting school improvement. Historical perspectives, scientific, social, and political contexts, provide the underpinnings for understanding theories. The application of theory to school learning is grounded in the work of the National Research Council's Committee on Learning Research and Educational Practice. All topics are explored first from the standpoint of current research and second as the implications of research for classroom practice.

### **EdL 469 Advanced Instructional Supervision**

A staff development approach to supervision designed to extend the supervisor's knowledge of and skills in applying clinical techniques to instructional supervision.

### **EdL 470 Special Topics in Educational Leadership**

Intensive study and discussion of a specialized area. Title will vary. May be repeated for credit as title varies.

### **EdL 473 Human Resources Management**

This course includes an overview of the effective use of the human resources of educational organizations. Trends in human resources planning, recruitment, selection, development, evaluation, compensation, and contract administration are explained and explored.

### **EdL 476 School Financial Management**

This course addresses the three major areas of school financial management: The **economics of education** deals with relationships between educational spending and the well being of a specific social group or society as a whole. **School finance** is concerned with the mechanisms for getting revenue to the schools and with the policies of transferring dollars into pupil services. Finally, the area of **school business administration** deals with organizing and directing the flow of money to achieve desired policy objectives. The intent of this course is to provide both a theoretical and practical foundation in school financial management to school leaders so that they may be prepared to provide leadership in each key area.

### **EdL 477 School and Community Relations**

This course provides a common language and knowledge, which allows one to communicate effectively with internal and external publics relating to public and private schools grades PK-12. The course addresses fundamental communications models, marketing school programs, media relations, and public relations in general with special emphasis on the application of the tools and techniques required to achieve a positive relationship between the school organization and the community.

### **EdL 479 School Law**

This course addresses the effects of school law on administration of public school systems. Students will acquire the skill and knowledge necessary to analyze and synthesize judicial interpretations of the constitutions, statutes, rules, regulations, and common law relating to educational issues.

### **EDL 481 Policy and Politics in Public Education**

This course examines the political elements of policy formation and implementation in education. The course focuses on the policy environment, the policy process, and the role of power and influence. Skill emphasis is on applying models of the policy process to understand policy-making in education.

### **EdL 485 The Superintendency**

This course is a theoretical and historical examination of the superintendency and the responsibilities of leadership, school board and superintendent relations, and the array of duties and demands placed upon the superintendent of a public school district.

### **EdL 486 Superintendency Clinic**

Practical experiences in meeting the challenges inherent in the position of superintendent and associated central office positions. Emphasis on the five basic functional roles of the superintendent: CEO to school board, human resources manager, instructional leader, financial manager, and director of community relations.

### **EdL 488 Program Evaluation**

This introductory course provides an overview of the field of program evaluation. Students will learn how to design program evaluations, specifically: planning an evaluation study, collecting and analyzing information, and reporting results. The course will also introduce students to developing and administering surveys.

### **EdL 489 Doctoral Seminar in School Administration**

This course is designed to provide students with the skill required to analyze the theoretical, empirical, and conceptual aspects of contemporary issues in educational leadership and their implications for policy formulation and implementation in educational institutions. A major outcome of the course will be the selection of a topic for study research along with an analysis of the critical literature related to the selected topic. Prerequisite: Official standing as a doctoral student in educational leadership.