

# EDUCATIONAL LEADERSHIP (EDL)

## EDL-731 Doctoral Seminar (3 credits)

Successful completion of doctoral-level coursework and in particular successful completion of the dissertation require a specific set of well-developed academic skills and orientations including the ability to: utilize library resources including databases and information technologies; conduct thorough literature reviews; apply theory to guide both research and practice; and comprehend, interpret, critique and produce academic prose. As such, the course provides students with a foundation for growth throughout the program.

Course Types: Creative Thinking

## EDL-732 Advanced Statistics & Lab (4 credits)

This course is designed to refresh student backgrounds in descriptive and inferential statistics, and through review of this background, to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of descriptive statistical techniques, then use these techniques to develop deeper understandings of their applications to advanced inferential statistical methods. Students will become familiar with ANOVA models, regression techniques, factor analysis, and multivariate applications, and use these applications to review literature in their field of interest.

## EDL-733 Quantitative Research Design (3 credits)

This course is designed to extend prior graduate training in quantitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of quantitative techniques, including pre-experimental, true experimental and quasi-experimental designs. Students will conduct literature reviews on their topics of interest, and apply their understandings of quantitative research methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice.

## EDL-734 Qualitative Research Design (3 credits)

This course is designed to extend prior graduate training in qualitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of qualitative techniques, including interviews, focus groups, content analysis and ethnography. Students will conduct literature reviews on their topics of interest and apply their understandings of qualitative research methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice.

Course Types: Creative Thinking

Prerequisite(s): Take EDL-731

## EDL-735 Case Study Method and Design (3 credits)

This course introduces and instructs students in case study method & design. The course applies previous coursework in statistics, quantitative methods, and qualitative methods to evaluating and conducting case studies in education. As a method for researching "how and why" questions regarding "real world" (or "natural" settings such as neighborhoods, schools, or academic departments), the unique features and appropriate applications of case study method and design are described and analyzed. Published case studies of education (education-related) endeavors are reviewed and evaluated.

## EDL-736 Educational Leadership and Change (3 credits)

Critical educational leadership theories and their potential for change are introduced in this course. Various educational leadership theories that have developed over the 20th and 21st centuries are examined. Like all theories, they are analyzed as inherently political practices. Emphasis is placed on conceptualizing new forms of critical educational leadership theory, such as emancipatory leadership concepts, to ensure equitable learning. Questions about "who" should be involved in leadership decision-making and "how" they should be involved are explored. Also discussed are ways critical educational leadership theories might impact schools and the larger society.

Course Types: Creative Thinking

Prerequisite(s): Take EDL-734

## EDL-737 Inequality and Education (3 credits)

This course examines the history and current status of the relationship between education and various forms of social inequality. Relying on both historical writings and current empirical research, the course analyzes the various ways in which formal educational institutions have been and are related to sustaining, increasing and reducing various forms of social inequality. Emphasis is given to using this analysis to evaluate current educational policy and practice, especially with respect to the transition to post-secondary education.

Course Types: Creative Thinking

## EDL-738 History & Future of Education Reform (3 credits)

This course identifies common themes in educational reform efforts over the past 150 years, and traces the history and future of these efforts within and across educational systems through an analysis of empirical research, historical writings and governmental and non-governmental initiatives. Common strands include reforms focused on: standardization, assessment and accountability; governance; curriculum and pedagogy; teacher training; professionalization; funding and accountability; and the use of technology. Emphasis is given to these themes vis-à-vis a critical analysis of the marketization and commercialization of education. This understanding is applied to ethically navigating the current reform landscape and evaluating current reform efforts.

## EDL-739 Cultural Perspectives in Education (3 credits)

This course draws from the fields of culture studies and multicultural education to understand cultural phenomenon in relation to education. It identifies and analyzes cultural issues at the institutional, organizational and classroom level. Emphasis is given to reviewing theoretical perspectives, empirical research, and demographic trends. The course also identifies and analyzes effective teaching-learning environments in the classroom at primary, secondary and post-secondary educational levels.

Course Types: Creative Thinking

**EDL-740 Cultural Perspectives II (3 credits)**

Given increasing diversity across the nation, this course is a continuation of EDL 739, Cultural Perspectives in Education. This class draws from the fields of culture studies and multicultural education to understand cultural phenomenon in relation to education. It identifies and analyzes cultural issues at the institutional, organizational, and classroom level. Emphasis is given to reviewing theoretical perspectives, empirical research, and demographic trends. The course also identifies and analyzes effective teaching-learning environments in the classroom at primary, secondary and post-secondary educational levels.

Prerequisite(s): Take EDL-739

**EDL-741 Education Leadership, Law, and Social Movements (3 credits)**

In this course students engage with research that helps demonstrate bold, critical, and socially responsible ways for P-16+ leaders to speak back against the current constrictions on education, especially initiatives impacting students from marginalized groups. These critiques and investigations include studies of legal issues, mandates, and social movements influencing the educational environment and larger society. There will be extensive discussion on the ways in which critical educational administrators can theoretically and practically resist continuing attacks on education from outside groups. The influences of social media on education and the necessity of educational leaders to develop a critical media literacy focus and will also be explored.

Prerequisite(s): Take EDL-739

**EDL-752 Dissertation Proposal I (3 credits)**

This is the first of a two-course sequence, in which students identify the final dissertation topic, and develop the major sections of a complete dissertation proposal for research of the topic under the guidance and supervision of an Educational Leadership faculty member. This course guides the student in all aspects of dissertation proposal design, format, and sequence. Students will provide a fully detailed topic for research of significance to the field, assemble a dissertation committee, and prepare the major aspects of the dissertation proposal, including introduction, theory for the research, review of the related literature, and a set of protocols for the conduct of the study.

Course Types: Written Communication

**EDL-753 Dissertation Proposal II (3 credits)**

This is the second of a two-course sequence, in which students prepare the final dissertation proposal, including all elements of written work in EdL 722, and preparing IRB applications, any applicable contact letters, and proposal defense presentation material under the guidance and supervision of an Educational Leadership Faculty member. This course guides the student in all aspects of dissertation proposal finalizing, defense, and application materials for IRBs. Students will provide all elements of the final written dissertation proposal, follow guidelines regarding its final presentation to the dissertation committee, scheduling of defense and any required revisions following the defense.

Course Types: Written Communication

Prerequisite(s): Take EDL-752

**EDL-789 Special Topics (1-3 credits)****EDL-801 Conduct, analysis, and Final Preparation Of the Dissertation (1-9 credits)**

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

**EDL-831 Dissertation Guidance (1-6 credits)**

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. The student will prepare and defend the completed dissertation and obtain the approval of the dissertation committee.

Course Types: Written Communication