

EDUCATIONAL COUNSELING AND LEADERSHIP

Doctor of Education (Ed.D.) Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership program at Monmouth University will provide a rigorous experience in leading transformational change in schools. To foster transformative leadership, this program will use a practice-based approach to professional learning and development. By practice-based approach, it is meant that learning will occur through experience and reflection, a process that involves both doing and thinking. In an experiential model of learning, thought is generated through actions that occur as part of lived experiences.

The purpose of the Monmouth University Ed.D. is to develop leaders who are skilled in both practice and theory of leadership during the change process. The curriculum is designed around a transformational leadership project that involves designing, piloting, and implementing an initiative that will have a transformational impact on student learning, faculty development, and leadership at the school district level. This project will enable doctoral candidates to create significant positive change in their schools while completing coursework under the guidance of faculty in educational leadership.

It is anticipated that most doctoral candidates will select and design a project that supports his or her professional setting. The project will be accomplished using an iterative, design-based approach to design and research that begins with a small pilot that will grow into a larger project across a two-year period. During that time, doctoral candidates will be researching, developing new ideas, and redesigning their projects based on the professional literature and data analysis.

The Ed.D. in Educational Leadership is a two-year, 54-credit hour program that is intended to provide doctoral candidates with new ways of thinking and reflecting about school change so they can become leaders in educational innovation.

Graduates of the Ed.D. in Educational Leadership program will be prepared to:

- create processes that foster continuous human learning and development
- use transformational leadership to promote progressive change
- implement and institutionalize transformational change
- use design-based research to reshape educational practice and theory
- develop the analytical thinking skills necessary to review and improve change processes

Courses will be offered in a hybrid format, offering the advantages of face-to-face instruction with the convenience of online access.

Doctor of Education (Ed.D.) Educational Leadership - Higher Education Track

This program intends to address the wide spread need for leaders in higher education, who are prepared to lead initiatives across the vastly diverse departments on a higher education campus. A doctoral degree in higher education leadership would give students some much-needed preparation to “do” education in profoundly innovative ways. This degree will provide students seeking leadership positions across all higher education settings the ability to achieve a terminal degree, which will

open opportunities for advancement in their perspective higher education departments.

Graduate Endorsements

Graduate endorsements are programs designed for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master's degree program. Post-master's endorsements require a master's degree as a prerequisite. All programs are approved by the New Jersey State Department of Education.

Programs Masters

- M.S.Ed. Principal/School Administrator/Supervisor (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/principal-school-administrator-supervisor-msed/>)
- M.S.Ed. Principal/Supervisor (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/principal-supervisor-msed/>)
- M.S.Ed. School Counseling (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/school-counseling-msed/>)
- M.S.Ed. Student Affairs and College Counseling (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/student-affairs-college-counseling-msed/>)

Endorsements

- Director of School Counseling Services Post-Master's Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/director-school-counseling-services-post-masters-endorsement/>)
- Student Assistance Coordinator Graduate Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/student-assistance-coordinator-graduate-endorsement/>)
- Supervisor's Post-Master's Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/supervisor-post-masters-endorsement/>)
- T (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/teacher-leadership-endorsement/>)eacher Leadership Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/teacher-leadership-endorsement/>)

Doctorate

- EdD Educational Leadership (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/educational-leadership-edd/>)
- HE.EdD Educational Leadership Doctorate - Higher Education Track (<https://catalog.monmouth.edu/graduate-catalog/education/educational-counseling-leadership/educational-leadership-higher-education-track-edd/>)

Faculty

Stephanie Bobbitt, Assistant Professor (Graduate Faculty). B.S., S.U.N.Y. College of Environment Science and Forestry; M.S., The College of Saint Rose; Ph.D., Western Michigan University.
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William George, Assistant Professor and Ed.D. Program Director (Graduate Faculty). B.S., Michigan State University; M.A., Ohio State University; M.S., Monmouth University; Ed.D., Seton Hall University.
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Tina Paone, Professor (Graduate Faculty). B.A., University of Tampa; M.A., Ph.D., University of Nevada, Reno. Areas of professional interest include school counseling, group counseling, diversity, and play therapy.
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Alyson Pompeo-Fagnoli, Associate Professor (Graduate Faculty). B.A., M.A., The College of New Jersey; Ph.D., Montclair State University. Areas of professional interest include college and wellness counseling, secondary to post secondary partnerships, and diversity and social justice initiatives.
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Nicole Pacheco Pulliam, Associate Professor (Graduate Faculty). B.A., Ramapo College of New Jersey; M.A., Ph.D., Montclair State University. Professor interests include college student development, first generation college students, and career development.
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Vernon Smith, Associate Professor, Chair, and M.S.Ed. School Counseling Program Director (Graduate Faculty). B.A., Judson College; M.S., Northern Illinois University; Ph.D., University of South Florida. Research centers around empowering young Black males. He has presented scholarly papers at international, national, state and local conferences on topics such as: parent involvement factors from the perspectives of academically successful Black male college students; exploring best practices for effectively serving and retaining African American college students impacted by trauma; student retention; family influence on student development; and the impact of cultural trauma on African Americans.
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Courses

EDC-CPE Counseling Preparatory Comprehensive Examination

Credits: None

Term Offered: All Terms

Course Type(s): None

A comprehensive examination to demonstrate the knowledge of counseling in terms of CACREP professional standards of 1) Human Growth and Development, 2) Social and Cultural Foundations, 3) Helping Relationship, 4) Group Work, 5) Career and Lifestyle Development, 6) Appraisal, 7) Research and Program Evaluation, and 8) Professional Orientation and Ethics. Must be taken during Internship 1 and 2. This is a pass/fail course.

EDC-500 Introduction to Professional Counseling

Credits: 3

Term Offered: All Terms

Course Type(s): None

Designed as an introduction to the counseling profession with an emphasis on school counseling and student affairs. Traces the history of the school counseling profession, exposes the student to theoretical positions and approaches of counselors, orients the student to an initial understanding of legal and ethical obligations, prepares the student for school counseling, student affairs and the culture of schools and university, differentiates school counseling and student affairs from other counseling specialties and other school professionals, and provides the basis for continued studies in the counseling program.

EDC-501 Introduction to College Student Development and Student Affairs

Credits: 3

Term Offered: Fall Term

Course Type(s): None

A foundational overview of the theory and practice of student affairs administration and college counseling with an emphasis on educating emerging professionals to facilitate development in postsecondary students and environments within higher education. This course will focus on college student development theory and developing supportive frameworks necessary to promote student success.

EDC-502 Counseling Skills

Credits: 3

Prerequisite(s): EDC-500 and EDC-505

Co-requisite(s): EDC-530

Term Offered: All Terms

Course Type(s): HY

This course is designed to assist students in the development of their counseling skills. Students will develop a better understanding of themselves and their role in a helping relationship. In addition to the development of basic counseling skills, students will be able to recognize specific counseling microskills and when to use them. Further, this course will allow students to practice their counseling skills through the use of audio and video taping, live role playing, and providing critique and feedback to classmates.

EDC-505 Counseling and Ethical Practice

Credits: 3

Term Offered: All Terms

Course Type(s): None

An intensive introduction to counseling skills and ethical principles within the school/university environment. Skills in counseling responses, feedback, goal setting, termination and follow-up are practiced in a clinical setting. Integration of ethical and legal procedures into school counseling/student affairs practice with children, families, and young adults is emphasized. A combination of theory and practice through role-play, videotape practice, and supervisory feedback.

EDC-508 Trauma and Crisis in Counseling

Credits: 3

Prerequisite(s): EDC-500, EDC-505, EDC-502, EDC-530, EDC-535

Term Offered: All Terms

Course Type(s): HY

This course is designed to prepare students to work with students who have experienced trauma or who are currently in a crisis situation. Students will learn trauma-informed counseling strategies and crisis intervention approaches. Given the frequency of occurrences of traumatic events or crisis situations, this course will provide students the opportunity to develop their skills and awareness of how these situations will impact their professional roles. This course will allow students to practice handling trauma and crisis situations through role playing and discussing these events.

EDC-510 Human Growth and Development**Credits: 3**

Term Offered: All Terms

Course Type(s): None

A study of principles and concepts of cognitive, personality, and social development from conception through death. An overview of empirical research and theoretical frameworks used in the study of life-span human development with a special emphasis on school-age and young adult populations. Uses both lecture and seminar formats. Students should be able to discuss the major theoretical questions involved in the study of life span development, as well as be able to discuss current findings in the areas of social, cognitive, personality, and moral development and the implications for student success in school and throughout the life span.

EDC-512 Access and Equity in Education**Credits: 3**

Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, and completion of fifteen credits.

Term Offered: All Terms

Course Type(s): HY

This course is designed to provide students with an in-depth understanding of the role that systemic influences play in access and equity in education. Students will engage with research, theory, and practice models related to access to college and equity in higher education institutions, with an emphasis on how counselors in educational settings can disrupt racist policies and practices in schools. Using a social justice framework, this course will prepare students to be agents of change.

EDC-515 Risk and Resiliency in Children and Adolescents**Credits: 3**

Course Type(s): None

Examines the developmental trajectory for at-risk children and adolescents and factors that promote resilience. Thoroughly examines the etiology of alcohol and drug abuse. Factors that contribute to school failure and success will also be addressed. Candidates will be able to identify risk (e.g. poverty, disabilities, child maltreatment, etc.) and protective factors and identify interventions that promote positive developmental outcomes.

EDC-517 Community Mental Health**Credits: 3**

Course Type(s): None

An overview of mental health counseling within community and health/human services settings. Reviews prevention, intervention, and needs assessment, as well as program implementation and evaluation, in a comprehensive way. Client advocacy, governmental policies, obtaining funding, and other aspects of the delivery of human services are explored, with particular focus on the management and ethical standards of all administrative and clinical counseling services related to mental health programs.

EDC-520 Advanced Topics in Race and Racism**Credits: 3**

Prerequisite(s): EDC-535

Term Offered: All Terms

Course Type(s): None

Targets advanced topics in race and racism. More specifically, the course will progress through discussions and education about the history of race and related racism in the United States; current systemic racial inequities; personal and societal racism and its impacts on People of Color and Whites; White cultural norms and related power and privilege; White ethnicity and its relation to race and racism, and; skill building in antiracist advocacy for counselors. This is a pass/fail course.

EDC-525 Assessment for Counseling**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Covers the theories and practice of selection, administration, and interpretation of various instruments used in school and university settings to measure achievement, intelligence, aptitude, and ability with an overview of the ethical and legal use of these instruments. Statistics necessary to understand test data will be examined as well as strategies necessary to communicate test results to clients, parents, adults, and school personnel. Part theory and part skill laboratory where students will practice the administration of various educational instruments.

EDC-530 Counseling Theory and Practice**Credits: 3**

Prerequisite(s): EDC-500

Term Offered: All Terms

Course Type(s): None

Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, adults, and families in schools and universities. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. Part theory and part counseling skills laboratory with intensive role-play, discussion and feedback.

EDC-535 Diversity and Social Justice**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Experiential and clinical opportunities to become multiculturally competent school/university counselors as well as to understand students and their families within their unique cultural, historical, and ethnic contexts. Emphasis is placed on individual, group and systemic counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access for all students. Extensive personal development experiences, role-play, and Triad Model practice are provided.

EDC-540 Group Counseling**Credits: 3**

Prerequisite(s): EDC-500, EDC-505, and EDC-530

Term Offered: All Terms

Course Type(s): None

Designed to provide an overview of the basic process, dynamics, theoretical components, and developmental aspects of group counseling. It encompasses an increase in counselor skills, group leadership and facilitation. Emphasis is placed on understanding the diversity of students and their families. Combines the use of lectures, discussion, experiential exercises, readings, and journaling to advance students' knowledge and skills in group counseling. Emphasis on working with diverse groups is also integrated into the course. Students will explore group leader and member roles through participation in various group situations.

EDC-541 Leadership and Administration of Campus Environments**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

A complete overview of administration, organization and governance models of American higher education institutions. Through gaining a conceptual understanding of the college and university campus as an environment, this course will focus on leadership and social justice systems approaches necessary to facilitate a culture to promote the retention and persistence of postsecondary students within campus environments.

EDC-545 Career Development and Counseling**Credits: 3**

Prerequisite(s): EDC-500, EDC-505 and EDC-530

Course Type(s): None

Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of school and university settings. Theories, models, techniques, and resources including consultation relevant to decision making, assessment, career planning, and placement are addressed with attention to computer-based applications and Internet resources. Education majors only.

EDC-546 Substance Awareness and Prevention in the Schools**Credits: 3**

Prerequisite(s): EDC-555

Term Offered: All Terms

Course Type(s): None

This course is a comprehensive study of the role of the Substance Awareness Coordinator in the Schools K-12. The areas that will be included for study will be a review of research based awareness and prevention programs as related to ATOD as seen in the school systems. School law, regulations, and policies, as it relates to substance abuse in the schools, as well as how well / consistent it is followed based on the school culture and the dynamics in a particular district. Prevention and advocacy will be emphasized as a large part of the SAC position, as well as learning to work within the school culture. Curriculum planning and staff education and development in chemical health will be an essential part of the course. Negotiating the systems to maximize potential of the SAC position will be the main focus. Prerequisite: EDC-555

EDC-550 Counseling At-Risk Children and Families**Credits: 3**

Prerequisite(s): EDC-500, EDC-505, and EDC-530

Term Offered: All Terms

Course Type(s): None

Counseling, intervention, and referral techniques for at-risk children, adolescents and their families with intensive practice in family counseling and crisis intervention skills. Family theory and applications for practical skills in the school environment are emphasized through various experiential learning activities. The school counselor's role as an advocate and direct service provider for students and their families with multiple risk factors is emphasized.

EDC-555 School Counseling Program Planning and Consultation**Credits: 3**

Prerequisite(s): EDC-500, EDC-505, and EDC-530

Term Offered: All Terms

Course Type(s): None

A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Consultation within a school setting will be emphasized in this course. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Empirical research will be utilized in conjunction with school counseling programs based on national standards.

EDC-560 Consultation Procedures for Counseling**Credits: 3**

Prerequisite(s): EDC-500, EDC-505, and EDC-530

Term Offered: Spring Term

Course Type(s): None

Explores foundational concepts, theories, and models fundamental to school-based practices. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Consultation procedures are emphasized as a central part of the school counselor competencies in a multicultural environment. Includes consultation case conceptualization, role play, clinical demonstrations, reflections, and course projects.

EDC-565 Supervision of Counselors**Credits: 3**

Term Offered: Summer Term

Course Type(s): None

Explore current foundational concepts, theories, and models fundamental to the administration of supervision of school counselors, and student service professionals within an educational environment. Multidimensional approaches to clinical supervision will be addressed using supervision models, including practical experience for counseling professionals who have responsibility directing the personal and professional development of school counselors. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models will be examined. Also explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. Further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, research and social justice.

EDC-570 Alcohol and Drug Abuse Programs and Services**Credits: 3**

Course Type(s): None

A comprehensive study of alcohol and drug programs and services in the school and community including research-based prevention and intervention programs, chemical health curricula, policy, and staff development. Emphasis on the role of the substance awareness coordinator in organizing and coordinating intervention and referral services and multidisciplinary intervention teams.

EDC-575 Alcohol and Drug Assessment and Counseling**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

A comprehensive approach to assessment and treatment planning with alcohol and drug-affected students, including the intake interview, clinical assessment, and administration and interpretation of formal and informal instruments. Attention is given to the roles of the substance awareness coordinator and the counselor in assessment, referral, and intervention.

EDC-580 Behavioral Issues in Counseling**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Designed to explore the contemporary behavioral issues that affect preschool through university level students and their families. Emphasis will be placed on a comprehensive understanding of commonly encountered behavioral issues such as ADD/ADHD, Persuasive Development Disorders, and Mood Disorders. Students will learn the process of identification, assessment, intervention, and follow-up of working with students with such issues.

- EDC-598 Special Topics in Educational Counseling Credits: 3**
 Term Offered: All Terms
 Course Type(s): None
 The subject matter varies with the interest of the students and the professor. The exact nature of the topic covered in any given semester is indicated on the student's transcript. If a prerequisite is required it will be announced in the course schedule.
- EDC-599 Independent Study in Educational Counseling Credits: 3**
 Term Offered: All Terms
 Course Type(s): None
 Independent research in education in an area not substantially treated in a regular course offering, under the supervision of a counseling faculty member. Written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this class. Application must be filed before registration.
- EDC-600 Practicum in Counseling Credits: 3**
 Prerequisite(s): EDC-500, EDC-505, EDC-530, and EDC-535
 Term Offered: All Terms
 Course Type(s): None
 An intensive supervised 100-hour, field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.
- EDC-601A Internship in Counseling I: School Counseling Credits: 3**
 Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
 Term Offered: All Terms
 Course Type(s): None
 An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-601A and students in the student affairs/college counseling track should register for EDC-601B.
- EDC-601B Internship in Counseling I: Student Affairs/College Counseling Credits: 3**
 Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
 Term Offered: All Terms
 Course Type(s): None
 An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-601A and students in the student affairs/college counseling track should register for EDC-601B.
- EDC-602A Internship in Counseling II: School Counseling Credits: 3**
 Prerequisite(s): EDC-601A or EDC-601B
 Term Offered: All Terms
 Course Type(s): None
 An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-602A and students in the student affairs/college counseling track should register for EDC-602B.
- EDC-602B Internship in Counseling II: Student Affairs/College Counseling Credits: 3**
 Prerequisite(s): EDC-601A or EDC-601B
 Term Offered: All Terms
 Course Type(s): None
 An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-602A and students in the student affairs/college counseling track should register for EDC-602B.
- EDC-606 Research Methodology and Applications Credits: 3**
 Term Offered: All Terms
 Course Type(s): EDRES
 Designed to provide the students with a basic understanding of the practical and theoretical applications of educational research methodology. Beginning with an examination of the role of research in education, students will be guided through the process of reviewing and analyzing information and data from a variety of sources, comparing and contrasting the different types of research designs, understanding the role of descriptive and inferential statistics, and the development of a research project.
- EDC-610 SAC Internship Credits: 3**
 Prerequisite(s): PC-540, PC-515 or EDC-510 or SW-509; PC-542 or SW-604; PC-510 or SW-518; EDC-555 and permission of the instructor
 Term Offered: All Terms
 Course Type(s): None
 A supervised three-credit, 300-hour field-based supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting.
- EDC-672 Advanced Theory in Play Therapy Credits: 3**
 Term Offered: Spring Term
 Course Type(s): OL
 Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as SW-672 and PC-672.

EDC-673 Advanced Techniques in Play Therapy**Credits: 3**

Term Offered: Spring Term

Course Type(s): HY

Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short-term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as SW-673 and PC-673.

EDC-674 Play Therapy for Children at Risk**Credits: 3**

Term Offered: All Terms

Course Type(s): OL

Focus is on play therapy with vulnerable and high-risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations is highlighted. Special attention is given to social issues that can lead to or exacerbate trauma or crisis. Also listed as SW-674 and PC-674

EDC-675 Educational Counseling Capstone in Counseling**Credits: 3**

Co-requisite(s): EDC-602A or EDC-602B

Term Offered: All Terms

Course Type(s): HY

This course is designed to assist students in their personal and professional self-reflection, to solidify their academic experience into preparedness for the future. Such preparedness will also include the areas of self-care, including from a social justice advocate perspective, and continued professional development. Further, the course and course instructor, will support students in successfully creating a capstone project paper that demonstrates mastery of the competencies necessary to function as a counseling professional or student affairs professional, and social justice advocate within their chosen profession. Students' projects will reflect a culmination of their program.

EDC-699 Independent Study: Ed Counsel**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of a counseling faculty member. Written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDD-THD Thesis Defense**Credits: None**

Term Offered: All Terms

Course Type(s): None

Education Doctorate Thesis Defense

EDD-702 Adult Development and Transformative Learning**Credits: 3**

Course Type(s): None

Analyzes the foundational learning theories, adult development, and transformative learning for school administrators. It examines the techniques of motivation, methodology, and evaluation in adult learning. An emphasis on social justice and advocacy for transformative learning will also be incorporated in the pedagogical structure of the course. The course further examines the transformative learning process for adults considering the socio-political, cultural, school and other factors. These influential paradigm shifts in adult learning include barriers to and motivation for transformative learning. Designed to contribute to the professional development of those individuals who work with adults and young adults in a variety of educational contexts, in either instructional or leadership capacities.

EDD-706 Learning Through Experience: Individuals and Organizations**Credits: 3**

Term Offered: Summer Term

Course Type(s): None

The purpose of this course is to explore the nature of experiential learning processes in promoting change and growth in both professionals and the professions. The research literature associated with experiential learning will be used to explore the nature of experiential learning, where it occurs, how we experience it, how we think about it, and how we can use the environment to enhance it. Course content includes 1) readings related to action in the professionals, such as improvement science, network improvement communities, action research, and participatory action research; 2) a survey of topics associated with the thinking processes associated with active approaches to learning, such as reflection, design thinking, creativity, innovation, and semiotics. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.

EDD-710 Leadership, Diversity and Equity**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

American and international institutions of education continue to face the challenge of promoting access and equity for a diverse educational community of stakeholders. The increase in diversity throughout the world requires educational leaders to explore and understand the issues and learn how to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how their local, national and international colleagues have struggled (and succeeded or not succeeded) in advancing equity and inclusion. Students also will be given an opportunity to explore other dimensions of diversity. Class discussions will center on current and world situations regarding educating a diverse population, and the efforts aimed at improving equity throughout the world.

EDD-712 International Leadership Models**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Compares leadership practices in different parts of the world by comparing the performance of different countries. Doctoral candidates will compare and contrast the characteristics of successful leadership models and if those concepts are transferable to areas of leadership.

EDD-714 Leadership and Change**Credits: 3**

Term Offered: Summer Term

Course Type(s): None

Addresses leadership during the change process with a focus on building a climate for innovation and change while developing critical skills related to leading and managing a learning organization through change. Practical approaches to decision-making, authority, power and influence, school culture, communication, problem solving and dilemma management will be addressed. Management of personnel and facilities will also be covered. This course addresses the 2015 Professional Standards for Educational Leaders (6-8; 10) and the 2011 ELCC Standards (1.3, 1.4, 2.1, 2.4, 3.4, and 4.1). This course will engage students in applying fundamental leadership and management knowledge and skills which will support and enhance their Transformative Leadership Project. Students will discuss and analyze a broad range of "real world" problems and dilemmas using current case studies, in basket challenges, and information from the students' individual schools/districts.

<p>EDD-716 Practicum in Executive Leadership Credits: 3 Term Offered: Summer Term Course Type(s): None Issues, principles, and responsibilities of the executive leader at the district level are the focus of this course. Using the 2011 ELCC Standards, ISLLC Standards and the Professional Standards for Educational Leaders as a guide, this course will explore the practical applications of contemporary principles of educational leadership and further development of the candidates Transformative Leadership Project through a 150-hour internship course. If completed at the building level, the hours will be applied toward the Principal certification and will require EDD-717 to complete the 300 hours. If completed at the district level, the hours will be applied toward the full 150-hour school administrator certification.</p>	<p>EDD-721 Education Law and Policy P-12 Credits: 3 Course Type(s): None Provides legal foundations of U.S. public schools (Federal and State) examines general principles of statutory and case law and applies judicial decisions to educational environments. This course will examine many current legal policy issues in local and national elementary and secondary education, including school finance litigation; school discipline and the rise of "Zero Tolerance" policies (Casella 2003); bullying prevention and intervention; cyber-bullying; LGBT bias; educator evaluation systems; and special education; in addition to other topics that may arise during the course. Students will be able to use current education law and legal precedents to make effective educational leadership decisions in the areas of student's rights, academic freedom, religion and education, discipline, discrimination, negotiations and special education. This course is designed to provide current and future school leaders with the knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.</p>
<p>EDD-717 Internship for School Leadership P-12 Credits: 1 Term Offered: Summer Term Course Type(s): OL This course is designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. This class is only for those candidates seeking a principal endorsement.</p>	<p>EDD-722 Leading Digital Learning and Innovation in Education: Empowered Learners and Organizations Credits: 3 Term Offered: All Terms Course Type(s): None Investigates and analyzes the theories of disruptive innovation in leading continuous school transformation. Additionally, this course will enable students to practice systemic solution, evaluation, design and development associated with integrating emerging innovations in education. The research literature associated with digital learning will be used to explore the nature of digital learning, where it occurs, how we experience it, how we think about it, and how we can use digital tools to enhance learning. Course content includes 1) readings related to action in the profession, such as disruptive innovation, leading change in self-organized networks, action research, and participatory action research; and 2) a survey of topics associated with the thinking process associated with active approaches to learning, such as reflection, design thinking, creativity, and school innovation. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.</p>
<p>EDD-718 Internship for District Level Leadership, P-12 Credits: 1 Prerequisite(s): EDD-716 and EDD-717 Term Offered: All Terms Course Type(s): OL The course is designed to occur over 1 semester and culminate in the accruing of 150 internship hours required for certification. These hours must be done under the guidance of a district level administrator holding a school administrator certificate and involve the day-to-day responsibilities and activities of a Superintendent. Candidates will provide weekly logs and reflections.</p>	<p>EDD-724 Organizational Leadership Theory and Research Credits: 3 Course Type(s): None Organizational Leadership Theory and Research in education will examine the study, practice, and theory of educational leadership by exploring organizational change theories and analyzing tools necessary for leading system wide change. Students will explore systems within organizations that promote or hinder the change process. With this course, students will enhance their understanding of educational organizations and construct an organizational change project within his/her own school or district.</p>
<p>EDD-720 Contemporary Issues in Education Credits: 3 Term Offered: All Terms Course Type(s): None Designed to extend the doctoral learner's' understanding of contemporary issues in education. Learners will examine current and emerging issues in education as well as trending topics impacting teaching, leadership and learning. Learners will analyze the following topics: a) inclusion of diverse learners in American schools; b) demographic shifts; c) poverty and affluence; d) globalization; e) technology and social media; f) data-based decision making; and g) recent research on student achievement with specific emphasis on subgroup performance.</p>	

EDD-750 Advanced Program Analysis**Credits: 3**

Course Type(s): None

This course examines the key concepts, methods, and approaches in the field of evaluation research, and program development. It is designed to be taken in conjunction with Transformative Leadership Dissertation for doctoral students and will support the candidate's plan development. Students will be exposed to the basic principles and best practices in educational program evaluation as well as the process of using evaluations and data driven assessment, that is unique to their district, to make decisions on the implementation of new programs or on the continuation of existing programs. Some statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. This course will also present students with the larger political, administrative, and financial issues that occur in program evaluation.

EDD-752 Advanced Quantitative Research**Credits: 3**

Course Type(s): None

Introduces educational leaders to concepts in quantitative research in preparation for conducting independent research. There is a focus on critically understanding quantitative research methodology and the ability to apply it appropriately to various education issues. In addition, students will become familiar with the statistical program SPSS, as well as, how statistics can be utilized to address relevant educational issues.

EDD-754 Leadership and Assessment**Credits: 3**

Term Offered: Fall Term

Course Type(s): None

Designed to focus on student achievement and service to diverse student populations, implementation of the Standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures. Current models used to assess students' learning will be examined, including the use of performance criteria. Students will develop instruction and development plans to be implemented in their own organizational settings. These plans must show the alignment of instruction and assessment to student learning outcomes.

EDD-756 Advanced Qualitative Research**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Designed to provide a general understanding of qualitative research methods and issues related to the design and conduct of qualitative studies. The course emphasizes experiential learning. You will have opportunities, both in class/lab and outside class, to learn by doing. Throughout the course you will be asked to reflect on what you are learning; this reflection on the practice of research will enhance your capacity to read, evaluate, design, and conduct qualitative studies. If you wish to pursue qualitative research projects, this course will provide you with the basic knowledge and skills you will need, but it is not a substitute for extensive reading and thinking about specific methods and their use, and additional learning through courses and supervised research experiences. The general aim of the course is to facilitate understandings of the following questions: 1. What is qualitative research? 2. What constitutes quality qualitative research? 3. What are the various tools/methods of a qualitative researcher? 4. What are the critical components of a qualitative research proposal?

EDD-760 Dynamic Leadership in Higher Education**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

This course is intended to give you an understanding of the various theories that inform leadership education and practice in colleges and universities. In this course, you are invited to see leadership as discipline that transcends functional area, serving as a framework to lead and guide within higher education and beyond. As a participant in this class, you are asked to not only look at the leadership theories presented in class to formulate your approach as an educator, but also how you see these theories inform the ways in which you move and engage with the world around you.

EDD-762 Governance in Higher Education**Credits: 3**

Term Offered: All Terms

Course Type(s): None

This course is planned for current and prospective higher education faculty, staff and administrators who seek to learn more about America's comprehensive higher education institutions and their role in the post-secondary knowledge industry. The course topics this semester will deal with the several major issues/topics that are critically important to higher education institutions. Institutes of higher education offer vast new opportunities in leadership. By engaging in intensive research, interactive discussions, continuous reading and writing, and creating new digital platforms for students and faculty, the participants in this course will develop the skills necessary to redefine the first steps of tertiary education in the twenty-first century.

EDD-764 Higher Education Law and Policy**Credits: 3**

Term Offered: Fall Term

Course Type(s): None

This course examines legal issues relevant to American colleges and universities to provide students with the fundamental knowledge of higher education law for administrators. The law provides for a supporting role to the overall mission of a college or university, and without its adherence, the mission may be negatively affected, if not unaccomplished. EDD-764 Higher Education Law and Policy provides students with an overview of the major aspects of the legal environment that specifically impact institutions of higher education. Institutions of higher education are affected by laws that range from privacy and reporting to admissions and financial aid practices. This course offers students an opportunity to use legal resources, to learn strategies for addressing these legal requirements and for staying abreast of emerging legal concerns in higher education. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to faculty and students.

EDD-766 Higher Education in the United States**Credits: 3**

Term Offered: Summer Term

Course Type(s): None

This course is designed to help you think about colleges and universities and the historical and social forces that have affected their development in the United States. Since education is an issue we often think about in personal terms, especially higher education, the course is intended to use our own knowledge and insights as a starting point, and to expand upon our reasoning skills as we study these issues historically. We will do this by reading, discussing and thinking about colleges and universities and the students that attended them in the past. Through this, the aim of this course is to provide everyone with a sound framework for using historical analysis to interpret problems in higher education, and in the development of American society. In the course of doing this you will be asked to offer evidence of your learning, particularly with regard to your historical reasoning abilities. You will do this through discussion of readings, in class presentations and exploration of key issues, and through your written work. It is critical, in that case, that you attend every class, complete assigned readings on schedule, and submit written work when expected.

EDD-768 Higher Education Finance**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

The purpose of this course is to understand the concepts related to Higher Education Finance and its impact upon the Higher Education system in the United States. The course will provide an introductory examination of financial, economic, and budgetary issues within higher education. Focusing on not-for-profit postsecondary schools, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control. The course is grounded in literature, theories, and examples specific to higher education. The goal is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Course Goals: This course aims at a working understanding of the economics of higher education finance. Thus, students at the end of the course should be able to: 1) Understand key economic concepts bearing on higher education finance in the United States and abroad; 2) Understand the logic of financial decisions in higher education; and 3) Apply such concepts and logic to various finance projects of their choosing.

EDD-799 Independent Study Education (DOC)**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Independent Study in Education Doctorate Level. Prior permission of the directing professor and department chair is required to take this course.

EDD-801 Research Design**Credits: 3**

Term Offered: All Terms

Course Type(s): None

Focus will be on the development of a theme for the student's transformative leadership project. The Transformative Leadership Project provides opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. After a detailed needs assessment, the students will be required to decide on one program in their school district that needs to be improved. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the 2015 Professional Standards for Educational Leaders (Standards 1-10) and 2011 ELCC Standards (1-7). In addition to guiding students through an action research project, this course will address theoretical, philosophical, and epistemological questions around action research. We will discuss the tradeoffs that come with action research compared to more traditional research-how can insider status better inform research, and what might we lose compared to traditional research methods? How can the actions research framework better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems? This seminar will meet once a month for the fall and spring semesters. In addition to being a research design class, the class will also guide students through the actions research process that they can employ in other research, as well.

EDD-802 Writing for Professional Publication

Term Offered: Summer Term

Course Type(s): None

The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to introduce doctoral students to the professional publication process. Students will engage in two major activities during the course: 1) learning how to organize a dissertation to fulfill the program requirements for the transformative learning project and 2) to write an article for professional publication. To meet the first requirement, you will revise your three-chapter project proposal created during EDD-801 Research Design, make a formal project proposal for the second year of the program to your dissertation committee, and learn how to write chapters 4 and 5 of the dissertation. To meet the second requirement, you will become familiar with editorial policies of relevant periodicals, identify various professional publication outlets, and review manuscripts using professional editorial criteria. The course will culminate in a finished manuscript submitted for publication.

Credits: 3**EDD-803 Design-Based Research**

Term Offered: Fall Term

Course Type(s): None

The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. This course has two main purposes. First, it introduces students to different design-based research methods in educational research. Second, it provides students with an intensive experience in carrying out their own design-based research studies. Through a combination of readings, lectures, demonstrations, discussions, site visits and class exercises, students will be introduced to the issues and practices associated with design-based research and how different researchers engage in this kind of work. By learning about the work of different researchers, students will also be introduced to distinct forms of design-based research in education. In their transformative learning project, students will apply what they have learned to the design and conduct of their own design-based research studies. Design-based research is a research approach that systematically investigates teaching, learning and/or training phenomena through multiple cycles of design, development, evaluation and implementation of educational interventions (which may consist of curriculum/training interventions, systemic school programs, informal or formal teaching-learning strategies and materials, technology-based products and systems, etc.). This course will examine the history of this research approach along with related current literature, commentary and research. This form of inquiry necessarily involves foundational features of design practice as well as quantitative and qualitative research as appropriate. This course is not a substitute for coursework on quantitative or qualitative methods. It is actually intended to complement such courses. The purposes a scholar intends to achieve determine the appropriate form of inquiry.

Credits: 3

EDD-804 Analyzing and Interpreting Data**Credits: 1-3**

Prerequisite(s): EDD-801, EDD-802, and EDD-803

Term Offered: All Terms

Course Type(s): None

The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face-to-face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to immerse doctoral students in the analysis of interpretation of data. You will engage in the examination of data reflected to your transformative learning project. During the course, you will present and explain your research findings, outline chapters 4 and 5 of your dissertation, and write a preliminary and then final draft for chapters 4 and 5 of your dissertation. You will also give a PowerPoint presentation of your defense in preparation for your oral dissertation defense. The primary outcome of the course will be the completion of chapters 4 and 5 of your dissertation.

EDD-899 Independent Study in Education 800 Level Doctorate **Credits: 3**

Course Type(s): None

Independent Study in Education (800 level) Doctorate. Prior permission of the directing professor and department chair is required to take this course.

EDL-504 Introduction to Educational Leadership and Supervision for Student Learning P-12**Credits: 3**

Term Offered: All Terms

Course Type(s): None

An introduction to the conceptual, theoretical, and practical foundations of educational administration and supervision. Examines the knowledge and research base of learning theory and the role of administrators and supervisors as instructional leaders in transferring theory into best practices to enhance student learning and sustain professional learning communities.

EDL-530 School Law and Policy**Credits: 3**

Term Offered: All Terms

Course Type(s): None

A study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.

EDL-531 Economics and School Business Leadership**Credits: 3**

Course Type(s): None

Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.

EDL-532 Human Resource Management and School Finance **Credits: 3**

Term Offered: All Terms

Course Type(s): None

Provides combined theory and practice of human resource management and public school finance in relation to expenditures and resources, and state and federal support of education in local school districts.

EDL-533 Community Relations**Credits: 3**

Course Type(s): None

Examines the theoretical and practical approaches for establishing effective school/community relations and the role of the educational leader in promoting the success of all students by collaborating with families and other community members.

EDL-534 Principles of Accounting for School Business Administrators**Credits: 3**

Course Type(s): None

Provides the candidate with a basic understanding of the Generally Accepted Accounting Principles (GAAP) used in the School Business Administrator's office. The topics of tax levies, budgeting, purchasing, bidding, and referenda will also be discussed.

EDL-535 School Facilities Planning and Management**Credits: 3**

Course Type(s): None

Provides school district administrators the fundamental concepts of planning, designing and constructing new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Additionally, the course includes operation and maintenance programs.

EDL-536 Curriculum Development and Design**Credits: 3**

Term Offered: All Terms

Course Type(s): EDCUR

Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

EDL-537 Technology for School Leaders**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Focuses on the practical applications and the authentic use of technology to provide instructional and administrative support of the learning community.

EDL-539 Instructional Theory and Leadership for Student Learning**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Examines the knowledge and research base of learning theory and the role of the instructional leader in transferring theory into best practices to enhance student learning and sustain professional learning communities.

EDL-569 Public School Supervision and Communication**Credits: 3**

Prerequisite(s): EDL-536 or EDL-565

Term Offered: All Terms

Course Type(s): None

Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.

EDL-582 Practicum in Supervision and Curriculum P-12**Credits: 3**

Prerequisite(s): EDL-569 or EDL-565

Course Type(s): None

Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.

EDL-588 Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**

Prerequisite(s): EDL-569
Co-requisite(s): EDL-590A
Course Type(s): None

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards including curriculum review and revisions. Practical application of these concepts will be the primary focus of the course and the course assessments.

EDL-589 Advanced Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**

Prerequisite(s): EDL-588
Co-requisite(s): EDL-590B
Course Type(s): None

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards. Further extending the practical application of the concepts in EDL-588 will be the primary focus of the course and the course assessments.

EDL-590A Internship for School Leadership (P-12) I **Credits: 1**

Co-requisite(s): EDL-588
Term Offered: All Terms
Course Type(s): None

Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-590B Internship for School Leadership (P-12) II **Credits: 1**

Co-requisite(s): EDL-589
Course Type(s): None

Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-598 Special Topics in Educational Leadership **Credits: 3**

Term Offered: Spring Term
Course Type(s): None

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required. If a prerequisite is required it will be announced in the course schedule.

EDL-599 Independent Study in Education **Credits: 3**

Term Offered: All Terms
Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-602 Research Methodology and Applications II **Credits: 3**

Prerequisite(s): EDC-606
Term Offered: Spring Term
Course Type(s): None

This course is designed to extend students' understanding of research methodological knowledge and techniques presented in EDC-606 Research Methodology and Applications I. Beginning with an in-depth examination of the various types of quantitative and qualitative research designs in education, the course will present students with inferential statistical procedures, experimental vs. non-experimental studies, and an analysis of results and their implications. Students will use the information garnered through this course, along with their completed research proposal, to gather, analyze, and present their data and findings in the form of a research thesis.

EDL-603 Individual Research Study **Credits: 3**

Course Type(s): None

Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

EDL-606 Research Based Program Evaluation and Decision Making **Credits: 3**

Prerequisite(s): EDL-569
Course Type(s): None

Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student's particular school, statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. Presents students with the larger political, administrative, and financial issues that occur in program evaluation.

EDL-620 Practicum in Executive Leadership **Credits: 3**

Prerequisite(s): EDL-589
Course Type(s): None

Issues, principles, and responsibilities of the executive leader at the district level are focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150-hour internship experience are explored.

EDL-699 Independent Study in Educational Leadership **Credits: 1-3**

Term Offered: All Terms
Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.