

# EDUCATIONAL LEADERSHIP (EDLA)

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## **EDLA 489 Individual Leadership Seminar (1 semester hour)**

This course develops student leaders' understanding of the basic concepts of personal leadership development. Grounded on the Social Change Model of Leadership Development, participants will explore the individual values of leadership; consciousness of self, congruence and commitment. The class integrates readings, written reflection, in-class exercises, and an individual project.

## **EDLA 490 Group Leadership Seminar (1 semester hour)**

This course develops student leaders' understanding of the basic concepts of group leadership development. Grounded on the Social Change Model of Leadership Development, participants will explore the group values of leadership; collaboration, common purpose and controversy with civility. The class integrates readings, written reflection, in-class exercises, and a group project.

## **EDLA 491 Community Leadership Seminar (1 semester hour)**

This course develops student leaders' understanding of the basic concepts of leadership at the community/society level. Grounded on the Social Change Model of Leadership Development, participants will explore the community values of leadership; active citizenship and positive social change. Participants will apply the theoretical framework to analyze issues facing society and leadership development. This class integrates readings, written reflection, in-class activities, and a group project.

## **EDLA 498 Special Studies (1-3 semester hours)**

## **EDLA 499 Independent Studies (1-3 semester hours)**

## **EDLA 6101 Fndtns of Charter Schl Ldrshp: Vision of Learning for Diverse Students, Families, Staff, & Community (3 semester hours)**

This course focuses on educators as leaders and change facilitators. Leadership theory, effective communication, effective group facilitation, community relations, will be analyzed through the specific lens of a charter school leader. Methods to articulate a vision consistent with well-developed educational philosophy will be explored. Candidates will participate in learning experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. Candidates will develop a concept for a new charter school and complete Element I of a standard charter petition that includes Mission and Vision of the school, educational program, learning goals and how those goals inspire and enable self-motivated, competent life-long learners. Certificate in Charter School Leadership candidates only.

## **EDLA 6102 Charter School Instructional Leadership: Student Learning & Professional Growth for Diverse Students (3 semester hours)**

This course assists candidates to understand the role that learning, leadership, leading for learning, and learning leaders play in the practice of being a reflective practitioner. Candidates will learn how to lead learning both directly and indirectly in their school or organization while addressing the specific challenges and needs of a charter school. This class provides candidates with a variety of opportunities to consider teaching the challenge of driving instruction through curriculum and professional teaching standards, observations, evaluations and interventions, accountability systems, professional development and data-driven decision making. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. Candidates will complete crucial elements of their charter petition started in EDLA 6101 with emphasis on the instructional program and curriculum, instructional framework, meeting the needs of numerous sub-groups of students, and teaching methodologies and ongoing professional development (Elements 1, 2, and 3). Prerequisite: EDLA 6101. Certificate in Charter School Leadership candidates only.

## **EDLA 6103 Specialized Charter School Leadership Preparation with Petition Writing Lab (4 semester hours)**

This course will provide an overview of business aspects and management needs for running effective charter schools. Course will emphasize the unique aspects of charters as public schools that possess a substantial amount of autonomy in exchange for high levels of public accountability. Candidates will learn how effective practices in budgeting and finance, operations, human resource development, facilities management, governance, and fundraising contribute to high levels of student achievement in charter schools. Additionally, candidates will participate in a writing lab to complete the charter school petition. Prerequisites: EDLA 6101 and EDLA 6102. Certificate in Charter School Leadership candidates only.

## **EDLA 6105 Assessment and Research Methodology (3 semester hours)**

Essential descriptive statistics; basic concepts of psychological and educational assessment. Overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; and comprehensive testing programs. Preparation in designing and implementing a research study and competence in reviewing and using the professional literature.

## **EDLA 6200 Foundations of Leadership (3 semester hours)**

This course lays the foundation for school leadership and introduces the fundamental skills related to problem solving and communication. This course requires learners to reflect on leadership skills and dispositions in the context of leadership theories and problems of practice. Critical pedagogy and social justice are the emphasis.

## **EDLA 6201 Educational Leader as Researcher (3 semester hours)**

This course prepares candidates to lead school systems using quantitative and qualitative methods of inquiry with a focus on student growth and achievement. Applying improvement science principles, the student will apply research skills towards addressing a problem of practice.

## **EDLA 6202 Curriculum, Instruction, and Assessment (3 semester hours)**

This course explores the historical and current educational policies and practices with regard to curriculum design, curriculum standards, accountability and student assessment systems.

**EDLA 6203 School Finance and Human Resources (3 semester hours)**

Candidates will study the concepts and current practices in the management of business functions in schools. Course will emphasize practical local, state, and federal policy issues related to budgeting and finance, operations, and human resource development.

**EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking (3 semester hours)**

Candidates study how to lead organizations with a spirit and application of innovation and entrepreneurship. This course is designed to introduce students to entrepreneurship as an effective growth mindset for leader in any aspect of education.

**EDLA 6205 Diversity, Equity, and Inclusion (3 semester hours)**

This course is focused on preparing candidates to lead a diverse, equitable, and inclusive organizational culture, culturally responsive pedagogy, cultural and ethnic diversity, equity, and access to the core curriculum. Candidates will learn key analytical constructs (such as race, ethnicity, gender, ability, sexual orientation, SES) and how their individual and combined efforts affect impact and can be drawn upon to inform instruction, assessment, and leadership. Candidates will explore, develop and critique useful strategies for assertively addressing educational issues related to diverse populations that lead to culturally-responsiveness in our curricular choices, pedagogical practices, policies, academic pathways, programming, critical pedagogy, and critical literacy.

**EDLA 6206 Cura Personalis: Fostering a Community of Care (3 semester hours)**

This course focuses candidate learning on the Jesuit spiritual principal of Cura Personalis (care for the whole person) as it applies to equitable education environments. Candidate learning will focus on the tenets of social-emotional learning as it pertains to teaching and learning. Candidates will articulate the importance of overall wellness for children and adults in today's educational landscape within their context of leadership. This course focuses on building adult skills and beliefs in the following areas: SEL and trauma-informed leadership; fostering of positive, student-focused organizational culture, climate, and establishing routines and structures that guide assessment, instruction, and student support.

**EDLA 6207 Governance, Law, and Policy (3 semester hours)**

This course requires candidates to examine the laws and policies and accountability structures that govern the K-12 and higher education systems for the educational leader. The course examines the legal framework for public and private education and the relationship between law and policy in K-12 education from the perspectives of educational leaders who are committed to advancing social justice.

**EDLA 6208 Supervision, Coaching and a Culture of Professional Learning (3 semester hours)**

Candidates study how to lead organizations with a strategic and balanced approach to Supervision, Coaching and Professional Learning. Candidates will learn about local and national standards for the teaching profession and current systems for supervising and managing faculty and staff.

**EDLA 6209 Community, Family and Stakeholder Engagement (3 semester hours)**

Candidates study how to engage the school stakeholders in meaningful collaborative decision-making. Learning about and developing multiple opportunities of collaboration with the community of a school to strengthen the school's ability to achieve through a culturally relevant approach will be studied.

**EDLA 6420 An Invitation to Lead (1 semester hour)**

This course explores foundational leadership theory and Catholic Church documents to support candidates' call to leadership. Students examine their vision for education and identify their individual attributes as a leader. This course provides skill building in contemplative practice and critical reflection as a school leader. Certificate candidates establish rapport and community among LMU faculty and their Leadership cohort.

**EDLA 6421 Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Comp (3 semester hours)**

This course focuses on educators as leaders and change facilitators, Governmental, political, financial, legal, and historical perspectives of education in the United States will be studied. Leadership theory, effective communication, effective group facilitation, community relations, will be developed educational philosophy will be explored. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. ISLA only. Grade of B- or higher required.

**EDLA 6422 Responding to Diversity: Access, Equity, and Educational Opportunity (3 semester hours)**

This course provides candidates with a variety of opportunities to examine their own biases related to student diversity, explore ways in which to uncover the biases of others within the school community, and guide all stakeholders through collaborative dialog about important issues related to their own diverse school community. Administration candidates will develop a repertoire of strategies used to guide all stakeholders in defining standards that promote a culture of high expectations for all students. The course will challenge candidates to design and facilitate professional development opportunities for both parents and teachers. This course specifically addresses access, equity, and educational opportunity issues as they relate to the schooling process for historically underserved and disenfranchised students. The major themes covered in the course are: the role of schooling in a democratic society, socio-cultural perspectives of the schooling process, biculturalism and critical pedagogy, and institutional agents and supportive schools. ISLA only. Grade of B- or higher required.

**EDLA 6423 Student Learning & Professional Growth for Diverse Students, Families, Staff, & Community & Residenc (3 semester hours)**

This course assists candidates to understand the role that learning, leadership, leading for learning, and learning leaders play in the practice of being a reflective practitioner. Candidates will learn how to lead learning both directly and indirectly in their organization. This class provides candidates with a variety of opportunities to consider teaching the challenge of driving instruction through curriculum and professional teaching standards, observations, evaluations and interventions, accountability systems, professional development and data-driven decision making. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. ISLA only. Grade of B- or higher required.

**EDLA 6424 Organizational Management for Student Learning (3 semester hours)**

A survey of strategies for creating a school culture in which children with disabilities are included, based on a variety of frames, including political, economic, and legal, to serve students, families, staff, and community. Candidates will participate in residency/fieldwork experience designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship.

**EDLA 6425 Transforming Organizations for Diverse Students, Families, Staff, & Community & Residency/Fieldwork (3 semester hours)**

Administrative candidates study how to plan, organize, implement, manage, facilitate, and evaluate the daily operations of schools. This management approach stresses systems models, needs assessment, management plans, administering contracts, technology use, management information systems, decision making processes, problem solving, decentralization, and accountability in a diverse cultural setting. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. ISLA only. Grade of B- or higher required.

**EDLA 6426 Instructional Technology for School Leaders (2 semester hours)**

This graduate-level course is intended to provide candidates with the core foundational skills to lead a school with appropriate and effective instructional and administrative technologies. The dynamic nature of technology development and innovation requires strategies to ensure service populations are informed and skilled. The course will examine the theoretical educational models and how they impact instructional technology as well as technology research and decision making, planning for the future, classroom integration, assessment and analytics, professional development, communication, administrative technology, leadership, and school-wide technology adoption. ISLA only. Grade of B- or higher required.

**EDLA 6427 Advocacy from a Legal Perspective (3 semester hours)**

This hands-on leadership course examines the school leaders, as advocate, as his/her comprehensive duty to ensure school/district compliance with CA Education Code and local, state, and federal mandates so to make certain success for ALL students. Important legal and ethical issues will be explored via a case study approach; enhancing the candidate's analytical and problem-solving skills. The course will represent a microcosm of the opportunities, challenges and issues which school leaders encounter. Additional focus will be placed on compliance with special education and disability rights law, with an emphasis on cultural competency, English language learners, and non-traditional learning environments, i.e., charter schools. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. Grade of B- or higher required.

**EDLA 6428 Business of Education (3 semester hours)**

This course focuses on providing education leaders with knowledge of concepts and current practices in the management of business functions in schools. Course will emphasize practical issues related to budgeting and finance, operations, and human resource development. Candidates will learn to filter business management decisions and practices through the lens of learning and achieving equity for students. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the successful development of English Language Learners, and the parent-school relationship. Grade of B- or higher required.

**EDLA 6429 Specializing in Charter Schools (3 semester hours)**

This course will provide an overview of management for running effective charter schools. Course will emphasize the unique aspects of charters as public schools that possess a substantial amount of autonomy in exchange for high levels of public accountability. Candidates will learn how effective practices in budgeting and finance, operations, human resource development, facilities management, governance, and fundraising contribute to high levels of student achievement in charter schools.

**EDLA 6430 Mission-Focused Spiritual Leadership in Catholic Education (3 semester hours)**

This course provides novice and aspiring administrators with skills, knowledge, and disposition to serve as a spiritual leader in the Catholic school setting. The course focuses on the historical roots of Catholic education as it relates to the mission of the Church in a contemporary context. Students will examine the practices of Religious Education and Catholic identity that promote mature faith formation. Students will analyze the theological, philosophical, historical, and sociological aspects of American Catholic education, with a focus on policy implications for the contemporary context of the Catholic Church. Topics to be discussed include fostering a Christian climate in the school community, catechetical leadership, governance, law, and policy in Catholic education.

**EDLA 6431 Organizational Leadership in Catholic Education (3 semester hours)**

This course prepares novice and aspiring Catholic school administrators to understand the complexities of managing personnel, payroll, tuition, and private school finance, and understand the imperative nature of strategic planning, marketing, board development, and fundraising. Students will also explore the role of ethics in their administration of Catholic school finance. Candidates will investigate, evaluate, and plan the daily operation of Catholic schools in order to achieve organizational goals and lead to the safe, productive operation of schools. There is an emphasis on cultural and linguistic diversity, exceptionality, the successful development of English Language Learners, and the parent-school relationship.

**EDLA 6432 Instructional Leadership in Catholic Education (3 semester hours)**

This course provides the novice and aspiring administrator with the necessary knowledge and skills for curriculum development, instruction, and assessment in Catholic elementary and secondary schools. Candidates will articulate a vision for student learning consistent with a well-developed Catholic school philosophy and explore ways to lead individuals and groups toward the accomplishment of common goals and objectives in a collaborative environment. The course focuses on three essential questions: What is the purpose of academic excellence in a Catholic school? What are the cultural and organizational dispositions that foster an academically rigorous and doctrinally sound program of education? How does research and practice inform the structural elements that support a culture for learning?

**EDLA 6433 Visions of Learning (3 semester hours)**

This course focuses on Catholic educators as leaders and change facilitators. Emphasis will be on leading the faculty, students, and parents in a spiritual community of faith formed in the teachings of the Catholic Church and the traditions of Ignatian spirituality. Private school law and ethics, governmental intersections, political context, financial impact, legal dimensions of practice, and historical perspectives of all education in the United States will be studied. Leadership theory, effective communication, effective group facilitation, community relations, will be taught and analyzed. Methods to articulate a shared vision consistent with well-developed educational philosophy will be explored within the context of a professional learning community. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

**EDLA 6434 Student Learning and Professional Growth (3 semester hours)**

This course assists new and aspiring Catholic school administrators in understanding the dynamic relationship between teaching, learning, assessment and leadership. Focus will be placed on individualization of student instruction, evaluation and assessment of instructional practices, skill in design and implementation of instructional sequences, curriculum standards-based instruction for all students, observations, evaluations and interventions, accountability systems, data-based decision making, and professional development. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

**EDLA 6435 Transforming Organizations (3 semester hours)**

This course assists new and aspiring Catholic school administrators in developing skills in transformational leadership to design, plan, and implement strategic planning processes to support and sustain educational achievement. The implementation of a professional learning community in the Catholic school context will emphasize ongoing and continuous improvement as a cultural expression of ongoing and continuous planning strategies to benefit student learning. Strategic planning for Catholic schools brings all aspects of the educational enterprise together and includes all stakeholders as relevant to all functional areas: including curriculum, human resources, facilities, technology design for education systems. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

**EDLA 6441 Fieldwork/CalAPA Cycle 1 (0 semester hours)**

During semester 1, the associated Fieldwork course is in support of the candidate's understanding of being a leader and change facilitator. In conjunction with the Unit One Project and in support of CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 1 completion. A student may repeat this course two (2) times after the initial course attempt.

**EDLA 6442 Fieldwork/CalAPA Cycle 2 (0 semester hours)**

During semester 2, the associated Fieldwork course supports Candidates in applying various leadership theories and/or approaches to everyday situations of practice in the context of working with adult learners; such as staff, faculty, parents, and other school community stakeholders. Candidates will examine and identify the processes, policies, structures and practices that support and sustain a positive and inclusive school culture that emphasizes high expectations for ALL. In conjunction with the Unit Two Project and in support of CalAPA Leadership Cycle 2: Facilitating Communities of Practice support, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 2 completion. A student may repeat this course two (2) times after the initial course attempt.

**EDLA 6443 Fieldwork/CalAPA Cycle 3 (0 semester hours)**

During Semester 3, the associated fieldwork course supports candidates in experiences designed to facilitate the application of theoretical concepts in practical settings. There will be a strong emphasis on cultural and linguistic diversity as candidates develop high quality partnerships with parents, families, community members and relative agencies and engage them in shared decisions. In conjunction with the Unit Three Project and in support of CalAPA Leadership Cycle 3: Supporting Teacher Growth support, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 3 completion. A student may repeat this course two (2) times after the initial course attempt.

**EDLA 6710 Leadership in Higher Education I (3 semester hours)**

This course serves as an introduction to the Higher Education Program as well as higher education leadership, and the field of higher education. The course focuses on students' call to leadership, their vision of higher education, and their attributes as a leader. Students will be introduced to the habit of reflection and begin to learn the skills of becoming reflective practitioners who will serve as transformative leaders. Admission into the Higher Education Administration Program required.

**EDLA 6711 Foundations of Higher Education (3 semester hours)**

This course provides an overview of the history of higher education and its relationship to American society. There is interplay between academic institutions and the political and institutional structures at all levels. These relationships are analyzed in both historical and critical frameworks. Various elements of academia will be considered such as academic freedom, student life, equity and accessibility, etc. Students will gain an understanding of the purposes and missions of American higher education, as well as the implications of key historical issues and landmark events.

**EDLA 6712 Organization and Administration in Higher Education (3 semester hours)**

Students will be introduced to the organizational structures of higher education institutions and the major functional areas within these institutions. This course will provide students with practical and theoretical understandings of educational organizations to examine how they are organized and governed, while also studying features of various elements in structures and processes that are essential to the functioning of a university such as culture, authority, technology, power, environment, decision loci, and strategic planning.

**EDLA 6714 Leadership in Catholic Higher Education (2 semester hours)**

This course will provide students with an understanding of the role of faith based colleges and universities in American higher education, along with the various philosophical tenets and values that guide their educational mission. Students will also examine how these tenets and values impact the practice of leadership at Catholic and other faith based institutions.

**EDLA 6715 Community College Leadership (2 semester hours)**

This course will provide an overview of the historical development and role of community colleges in American higher education. Students will gain an understanding of the distinctive leadership issues in community colleges while also exploring the student experience at community colleges.

**EDLA 6717 Theory to Critical Praxis in Higher Education (3 semester hours)**

This course introduces theoretical and conceptual frameworks that inform research and praxis in higher education. This course provides students with foundational knowledge about various theories, such as critical, organizational, social, and developmental theories. Students will critically examine theoretical approaches in higher education and learn how to apply them in research and praxis using a critical and social justice lens.

**EDLA 6720 Fieldwork in Higher Education (3 semester hours)**

This experiential course incorporates the theory to practice model by providing students the opportunity to integrate course material into a higher education setting. Students will engage in a fieldwork experience in a functional area of a post-secondary institution and receive supervision by an on-site supervisor. Throughout the semester students will participate in a seminar to reflect and critically assess their fieldwork experiences. Higher Education majors only. Credit/No Credit only.

**EDLA 6721 Higher Education Law and Public Policy (3 semester hours)**

This course assists students in becoming knowledgeable about fundamentals of law that directly and indirectly influences the teaching, learning, and administrative environments of higher education institutions in both the public and private sectors. The policy issues which surround the application of law in college and university settings will also be considered. Higher Education majors only.

**EDLA 6722 Resource Management in Higher Education (3 semester hours)**

This course will introduce students to issues, practices, and policies involved with the management of resources within institutions of higher education. The course will cover areas such as strategic planning, budgeting and program planning, implementation, and evaluation. Students will also gain the knowledge and skills needed for hiring, supervising, and evaluating employees. Higher Education majors only.

**EDLA 6723 Leadership in Higher Education II (3 semester hours)**

This course provides students the opportunity to synthesize their academic coursework and field experience through critical reflection and analysis, while also instilling and providing them skills to serve as reflective practitioners. This course will also provide students with job search and transition skills and the opportunity to refine their final comprehensive project. Corequisites: EDLA 6722 and EDLA 6995. Higher Education majors only.

**EDLA 6724 Educational Leader as Researcher (3 semester hours)**

This course prepares candidates to lead school systems using quantitative and qualitative methods of inquiry with a focus on student growth and achievement. Applying improvement science principles, the student will apply research skills towards addressing a problem of practice.

**EDLA 6840 Spirituality and Leadership in Catholic School Teaching (3 semester hours)**

This course will engage students to view their role as spiritual leaders who participate in creating a culture of renewal in U.S. Catholic elementary and high schools. Throughout the course students will deepen their understanding of their vocation as Catholic school teachers, while critically reflecting and analyzing the spiritual and faith practices of their respective schools. Students will be introduced to basic foundations of Catholicism, new paradigms for religious education, and contemporary issues in the Church. They will explore the spirituality of K-12 students, ecclesiological issues flowing from Vatican II, evangelization, and social justice issues in Catholic education. PLACE only.

**EDLA 6950 Advanced Research Methods (3 semester hours)**

An advanced research methods course focusing on: the nature of educational research, statistical methods, qualitative methods, and survey design. Prerequisite: EDLA 6105. Special approval required.

**EDLA 6951 Advanced Research Design (1 semester hour)**

An advanced research design institute intended for students accepted into the master's thesis option. The course will focus on: framing the research question, choosing appropriate methodology, reviewing the literature, reliability and validity, and writing the master's thesis proposal. Acceptance in Master's Thesis Option required. Prerequisite: EDLA 6950.

**EDLA 6955 Master's Thesis I (1 semester hour)****EDLA 6956 Master's Thesis II (1 semester hour)****EDLA 6957 Master's Thesis III (1 semester hour)****EDLA 6971 Fld Exper Administ I (2 semester hours)****EDLA 6973 Fld Exp Bilit, Ldrshp, Admin I (2 semester hours)****EDLA 6981 Field Exp Administ II (2 semester hours)****EDLA 6983 Fld Exp Bilit/Ldrshp/Admin II (2 semester hours)**

**EDLA 6995 Comprehensive Examination (0 semester hours)**

The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be a written and/or oral examination. Candidates should register for the specific section required for their program. Credit/No Credit only. Special approval required. Fee required.

**EDLA 6998 Special Studies (0-3 semester hours)****EDLA 6999 Independent Studies (1-3 semester hours)****EDLA 7001 Leadership for Social Justice in Education (3 semester hours)**

This course examines various approaches to conceptualizing, interpreting, and making operational social justice. The course will review the historical development of the concept of social justice in an interdisciplinary manner. Particular attention will be given to: critically competing ethical and religious theories of justice; sociological factors of schools as institutions of injustice and cultures that can promote an ethos to further justice; the relationships of the ethical theory of justice of educational institutions; and the examination of pedagogy for social justice. The goal of the course is to bring together ethics, sociology of education, and concrete pedagogy.

**EDLA 7002 Moral and Ethical Leadership (3 semester hours)**

This course examines ethics in education, moral development theory, and leadership theory. Emphasis will be placed on the role of the individual in the development of principles and practices of just and caring leadership. Critical inquiry into the responsibility of leaders for the protection and promotion of democratic schooling and global citizenship is highlighted.

**EDLA 7004 Organizational Theory and Change (3 semester hours)**

This course will focus on organizational theory and culture, systemic change, and supervision of programs and personnel. The role of the leader as an agent for transformative change, an informed implementer of technology to reduce the digital divide, and facilitator for community collaboration is examined.

**EDLA 7005 Educational Change and Innovation (3 semester hours)**

This course provides an in-depth examination of educational policy making processes, through the lens of education reform movements and the political nature of these issues, utilizing a historical and ideological approach. The course will focus on the history and analysis of national, state, and local policies, processes, standards, and reform movements applied to general and special education. An additional focus of the course will be the analysis of the equity and adequacy issues governing school finance.

**EDLA 7006 Education Policy and Praxis (3 semester hours)**

This seminar explores the historical, philosophical, policy and systemic issues in local, national and international educational contexts. The seminar includes critical analyses of power, equity and agency in policy implementation in P-20 settings.

**EDLA 7007 Using Research for Educational Improvement and Equity (3 semester hours)**

This course will provide students with strategies for educational improvement through the use of specific research and analytic processes. The course will introduce, analyze, and compare relevant concepts, practices, and methods associated with several key improvement processes (e.g., continuous improvement, improvement science, design-based research and implementation, research and evaluation use principles, and research-practice partnerships). Students will apply what they learn to the design of a research-driven improvement process to address an equity issue in their organization.

**EDLA 7020 Situated Inquiry in Education (3 semester hours)**

This introductory course focuses on defining and developing problems of practice in education. The course will examine advanced strategies to search, organize, reference, critically analyze, and write about academic resources. Additionally, the course introduces foundational educational theories and examines the fundamentals of research design.

**EDLA 7021 Quantitative Research in Education (3 semester hours)**

This advanced quantitative research course focuses on a variety of quantitative research designs and statistical methods for examining data from diverse educational settings.

**EDLA 7022 Qualitative Research in Education (3 semester hours)**

This advanced research course focuses on a variety of qualitative research designs and methods for data collection and analysis of data from diverse educational settings.

**EDLA 7023 Doctoral Colloquia (2 semester hours)**

The doctoral colloquia are designed to support doctoral candidates in completing research, analyzing data, further developing leadership skills, and investigating career opportunities. Special topics will address these issues. Credit/No Credit only.

**EDLA 7040 Context and Current Topics in Public Education (3 semester hours)**

This seminar explores the historical, philosophical, and structural issues in public education. The seminar will include a discussion and analysis of the current issues defining and challenging public P-12 education.

**EDLA 7041 Transformative Leadership in Diverse Learning Communities (3 semester hours)**

**EDLA 7042 Management of Fiscal/Human Capital (3 semester hours)**  
The recruitment, management, and assessment of fiscal and human resources will be explored through the lens of social justice. This course includes the following: national, state, and local funding and fiscal management; human resource recruitment, retention, and evaluation; equity analysis of resources for diversity; strategies for building effective learning communities; and an analysis of the equity and adequacy issues governing school finance.

**EDLA 7043 Legal and Policy Issues in Education (3 semester hours)**

This course examines the legal framework for public and private education and the relationship between law and policy from the perspective of school leaders who are committed to advancing social justice. Topics covered include legal literacy, tort liability, church/state relations, instructional issues, student expression, student discipline, rights of children with disabilities and English Learners, desegregation, employment discrimination, collective bargaining, termination of employment, and alternatives to increase educational choice.

**EDLA 7045 Transformational Leadership for Student Achievement (3 semester hours)**

This course examines components of reflective leadership and the relationship to educational achievement for diverse populations. This course will emphasize a sociocultural perspective which will guide the exploration of leadership related to accountability, instruction and assessment. The theory and practice of transformational leadership informed by a social justice perspective will be foundational components.

**EDLA 7049 Research Seminar (2 semester hours)**

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of education. The outcome of this course will be the completion of the candidate's dissertation proposal. Credit/No Credit only.

**EDLA 7060 Context and Current Topics in Private Education (3 semester hours)**

This seminar explores the historical, philosophical, structural, and theological issues in Catholic, private, and charter schools, as well as non-public schools serving students with exceptional needs. The seminar will include a discussion and analysis of the current issues defining and challenging Private K-12 education and the influence of Catholic social teaching in these topics.

**EDLA 7062 Managing Financial Resources in Private Education (3 semester hours)****EDLA 7063 Law & Policy in Private Educ (3 semester hours)****EDLA 7069 Research Seminar: Catholic/Private/Charter Education (2 semester hours)****EDLA 7940 Preliminary Review Design (1 semester hour)**

This course is designed to assist candidates as they engage in thoughtful consideration of an area in educational leadership for social justice that is of interest to them. The culmination of this course is the Preliminary Review. Students must successfully complete the Preliminary Review process in order to continue in the doctoral program. Credit/No Credit only.

**EDLA 7950 Dissertation Proposal Design (2 semester hours)**

A seminar designed to assist candidates in the development and design of the dissertation proposal. Prior to beginning the research phase of the dissertation, candidates will be required to submit a proposal to the Institutional Review Board (IRB) for approval if their study involves human subject data. Credit/No Credit only.

**EDLA 7951 Dissertation Seminar I (2 semester hours)**

Seminar designed to support doctoral candidates in development research design, conducting literature research, and collecting data. Credit/No Credit only.

**EDLA 7952 Dissertation Seminar II (2 semester hours)**

Seminar designed to support doctoral candidates in completing research and analyzing data. Credit/No Credit only.

**EDLA 7953 Doctoral Seminar I (2 semester hours)**

Candidates will enroll in 2 semester hours each semester leading to completion and acceptance of dissertation. Credit/No Credit only.

**EDLA 7954 Doctoral Seminar II (2 semester hours)**

Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation. Credit/No Credit only.

**EDLA 7955 Doctoral Seminar III (2 semester hours)**

Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation. Credit/No Credit only.

**EDLA 7990 Advancement to Candidacy (0 semester hours)****EDLA 7998 Special Studies (1-3 semester hours)****EDLA 7999 Independent Studies (1-3 semester hours)**