

# EDUCATIONAL LEADERSHIP (EDL)

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## **EDL-501 SCHOOL LEADERSHIP PREQUEL (3 Credits)**

The course is done in partnership with CA BOCES and local school superintendents. The course is offered as an overview of the work of a school leader and provides students with introduction to the many facets of successful school leadership. Students must receive prior approval to register for the course.

## **EDL-515 LEADERSHIP/PRINCIPALSHIP (3 Credits)**

This course focuses on the role and functions of the building principal in the selection, assignment, and orientation of staff; personnel problems; administration of the curriculum; course scheduling; collective bargaining; office and plant management; and community relations. Students examine fundamental process and functions of educational management, including leadership styles, delegation, conflict resolution, problem solving, and planning. Attention is paid to the functions of power, authority, change, ethics, and leadership.

**Restrictions:** RG.UG.GR

## **EDL-522 SCHOOL/COMMUNITY RELATIONSHIPS (3 Credits)**

Students learn to communicate effectively with various cultural, ethnic, racial, and special interest groups within the community and learn to involve them appropriately in policy development, assessment, and planning. Students learn to design and implement community school concepts, community needs assessments, community participation projects, and community education organizations. Students develop an understanding of community power structures, and major opinion leaders and their relationships to the school. Students develop an effective and interactive staff communications plan and public relations program.

## **EDL-523 SCHOOL LAW (3 Credits)**

Students learn sources of and learn to apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education. Students will apply knowledge of common law and contractual requirements and procedures in an education setting regarding tort liability, contract administration, formal hearings, etc. Attention will be paid to the legal structure for education, as well as the rights and responsibilities of school personnel, parents and students.

**Restrictions:** RG.UG.GR

## **EDL-524 SCHOOL FINANCE (3 Credits)**

Students learn basic principles of financing public schools, taxation, budget analysis, financial management and fiscal accountability. Students develop competency with accounting systems, various budgetary approaches and procedures, purchasing bonding, borrowing, investing and developing cash flows. Students develop an efficient budget planning process driven by district and school priorities and involving staff and community.

## **EDL-535 EVAL/SUPRV INSTR/STAFF (3 Credits)**

Students develop an understanding of the various techniques of supervision and personnel evaluation in order to conduct effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. Students utilize a variety of supervisory models (such as clinical, developmental, cognitive, and peer coaching) to improve teaching and learning. Students develop the ability to work with faculty and other stakeholders to identify needs for professional development which improve student outcomes. Students apply adult learning strategies to insure that professional development is incorporated into practice and learner assessment. Students identify and apply appropriate policies, criteria, and processes for recruiting, selecting, compensating, inducting, and placing personnel with regard to equity and diversity as well as expertise.

**Restrictions:** RG.UG.GR

## **EDL-538 STNDRD-BASED CURR DESIGN (3 Credits)**

This course will focus on the participatory process for developing curricula in schools. Students will examine strategies for developing, assessing, and revising curricula particularly in light of the national and state standards. Particular attention will be paid to curriculum articulation, scope and sequence across the K-12 curriculum and the political implications of the standards movement. Students will learn to conduct curriculum audits, curriculum mapping, and curriculum based assessment.

## **EDL-542 LEADING EFFECTIVE INCLUSIVE SCHOOLS (3 Credits)**

The purpose of this course is to help school administrators become conversant with special education processes, regulations, and funding sources. By the end of the course, students will be able to explain how children are referred to the Committee on Special Education (CSE); demonstrate their understanding of the CSE meeting process; write a sample Individualized Education Plan (IEP); understand the legal obligations of school districts to students with disabilities; and identify the roles of school personnel in CSE decision making.

**Restrictions:** RG.UG.GR

## **EDL-550 POLITICAL ASPECTS OF EDUC (3 Credits)**

### **EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)**

The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

**EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)**

The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

**EDL-598A INTERNSHIP I (3 Credits)****EDL-598B INTERNSHIP II (3 Credits)****EDL-599A SCH BLDG LDR PRACTICUM (1 Credit)**

The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 200 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be opposite of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of three (3) building level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building level supervisors, and supervised by university and school personnel.

**Restrictions:** RG.UG.GR

**EDL-599B SCH BLDG LDR INTERNSHIP (2 Credits)**

The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 400 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be opposite of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) building level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building level supervisors, and supervised by university and school personnel.

**Restrictions:** RG.UG.GR

**EDL-599C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)**

This is a zero credit course that students register for when they have completed the courses of EDL 599 A and EDL 599 B but have not completed the required 600 hours of field based experience.

**EDL-610 NEGOTIATIONS (3 Credits)**

This course prepares administrators to negotiate and manage effectively collective bargaining and/or written agreements. Topics include: ground rules, limits of authority, non-negotiable items, binding arbitration, impasse, unilateral releases, public relations, preparation of written agreements, the Taylor law, PERB, grievances, improper practices, legal and illegal strikes against public employees, procedures and the rules of bargaining.

**Restrictions:** RG.UG.GR

**EDL-615 USING DATA FOR SCHOOL IMPROVEMENT (3 Credits)**

This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting data in order to improve educational practice. Students will also explore (1) the use of data within curriculum, instruction and comprehensive school improvement efforts and (2) as an administrator, how to develop a data driven culture within the school.

**EDL-620 THE SUPERINTENDENCY (3 Credits)**

The role of the school superintendent is analyzed with reference to job responsibilities of the position. The knowledge, skills and dispositions necessary to serve successfully in the position are examined.

**Prerequisite(s):** Take EDL-515

**Restrictions:** RG.UG.GR

**EDL-630 CENTRAL OFFICE LEAD/PLAN (3 Credits)**

This course prepares administrators for central office leadership and the role and responsibilities of the central office administrator. Topics include: political, social and economic environments and resulting relationships; school board relationships; management team construction; plant planning, to include construction issues; needs assessment as related to short and long term planning issues: grants and outside funding issues, and personal time management. NOTE: Required for Pa. Letter of Eligibility.

**EDL-640 LEADERSHIP IN PERSONNEL ADMINISTRATION (3 Credits)**

Students examine key conceptual and practical issues in leadership of human resources in educational settings. This course provides an overview of the basic HR functions at the building and district levels. Areas of focus include: planning, motivating personnel, performance evaluations, collective bargaining, termination and discipline. Competency development is primarily through research, simulated problem solving, role playing, and case studies.

**Corequisite(s):** TAKE EDL-515

**EDL-698 INDEPENDENT STUDY (1-3 Credits)**

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor.

**EDL-698A SCHOOL DISTRICT LEADER PRACTICUM (1 Credit)**

Practicum (School District Level) The practicum is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The practicum may be started upon completion of two (2) district level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial district office experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with the on-site district level supervisor, and is supervised by university and school district personnel. The practicum cannot be started if a student has a grade of IP in EDL 599A or EDL 599B.

**Restrictions:** RG.UG.GR

**EDL-698B SCHOOL DISTRICT LEADER INTERNSHIP (2 Credits)**

Internship (School District Level) The internship is competency-based, following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The intership may be started upon completion of two (2) district level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial school district experiences over an extended period of time in diverse settings. The internship is planned cooperatively with the on-site district office supervisor, and supervised by university and school district personnel. THE practicum cannot be started in a students has a grade of IP in EDL 599A or EDL 599B.

**Restrictions:** RG.UG.GR

**EDL-698C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)**

This is a zero credit course that students register for when they have completed the courses of EDL 698 A and EDL 698 B but have not completed the required 180 hours of field based experience.