

## Educational Leadership

The Educational Leadership (EDL) program offers a master's (M.Ed.) and a doctoral degree (Ed.D.), both in Educational Leadership. In addition to the degree programs, EDL also offers K-12 Principal, Supervisor of Curriculum and Instruction, and Superintendent (Pennsylvania Letter of Eligibility) certification through the state of Pennsylvania.

The Educational Leadership program is approved by the Pennsylvania Department of Education (PDE). Thus, graduates of our approved preparation programs are eligible for state certification.

Our graduates typically assume positions as superintendents, principals, assistant principals, and directors of curriculum and instruction. Some of our graduates are now faculty members in universities where they teach and conduct research. Internationally, our graduates lead schools around the world (for example, in China, Columbia, Italy, and the Middle East).

The Educational Leadership program has a unique blend of both theory and practice, and a long history of excellence and high quality. Students who seek certification as principals or district leaders complete a high quality internship that is supervised by experienced school or school district leaders. In addition, through Lehigh's partnerships and programming, students may have the opportunity to take coursework with peers who work in international schools, bringing a different perspective to their classes. Further, this program has a history of strong commitment to improving educational opportunities for all students. This is evident in the practices of our many graduates who now hold leadership positions in schools and districts in the local area, region, nation and throughout the world.

The *Urban Principals Academy @ Lehigh* (U\*PAL) is a master's degree program designed to develop urban school leaders who will think and act in ways that disrupt the stagnation and mediocrity that exists in too many of our nation's schools. This cohort-based program utilizes the underlying themes of creativity and imagination in leadership to address issues of diversity and organizational culture.

For additional information about the program, please visit: <http://ed.lehigh.edu/academics/disciplines/edl> (<http://ed.lehigh.edu/academics/disciplines/edl/>)

### Doctor of Education in Educational Leadership

This program is designed to develop the leadership abilities of administrators in educational institutions and agencies that support significant educational programs. Through a combination of regular coursework and special seminars, the program stresses the integration of the theoretical and applied aspects of educational leadership. This planning sheet provides direction for the sequencing of courses but allows flexibility to meet the unique needs of students with different backgrounds and career goals. The program requires a minimum of 60 credit hours (post Master's) earned at Lehigh and the completion and defense of a dissertation in a maximum of seven years.

### AREA I - ADMINISTRATION AND LEADERSHIP

#### Section A - Organization and Leadership (9 cr.)

EDL 400	Organizational Leadership and Change Management	3
EDL 405	The Principalship II (or advisor-approved organizational leadership course)	3
EDL 485	The Superintendency (or advisor-approved organizational leadership course)	3

#### Section B - Leadership Functions (21 cr. minimum)

EDL 476	School Resources Management *	3
EDL 477	Seminar in School-Community Relations	3
EDL 479	School Law and Ethics *	3
EDL 432	Special Education Law	3
EDL 481	Policy and Politics in Public Education	3
EDL 488	Program Evaluation	3

EDL 470	Special Topics in Educational Leadership (management focus)	3
EDUC 495	Independent Study in: (with subtitle) (leadership-functions focus)	3

OR other advisor-approved leadership functions course

#### Section C - Curriculum and Instruction (12 cr. minimum)

EDL 467	Supervision and Professional Development	3
EDL 468	Applied Learning Theory for School Leadership	3
EDL 420	Data Based Decision Making	3
EDL 422	Curriculum Management for the School Executive	3
EDL 470	Special Topics in Educational Leadership (curriculum focus)	3
EDL 450	Curriculum Design in a Global Society	3

OR other advisor-approved curriculum and supervision course

#### Section D - Addressing the Needs of Diverse Learners (6 cr. minimum)

EDUC 471	Diversity and Multicultural Perspectives	3
SPED 332	Introduction to Inclusion and Exceptional Education	3
EDL 430	Development and Administration of Special Education Programs	3
EDL 434	Leadership and Management of Special Education Programs	3

#### Section E - Research and Measurement (6 cr.)

EDUC 408	Introduction to Statistics	3
EDUC 409	Analysis of Experimental Data	3
or EDUC 405	Qualitative Research Methods	

### AREA II - RESIDENT STUDIES (12 CREDIT HOURS)

EDL 470	Special Topics in Educational Leadership (Introduction to Doctoral Research I)	3
EDL 470	Special Topics in Educational Leadership (Introduction to Doctoral Research 2)	3
EDL 489	Doctoral Seminar in School Administration	3
EDUC 496	Doctoral Research Seminar	3

### AREA III - SPECIALIZATION ELECTIVES

May be selected from courses offered in the College of Education, as well as other related disciplines. (Approval of Advisor required.)

### AREA IV - DISSERTATION AND CONCENTRATED LEARNING EXPERIENCE

**Dissertation:** Candidates for the Ed.D. are required to present a dissertation prepared under the direction of a professor.

**Concentrated Learning Requirement:** This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. Two semesters of full-time Lehigh Graduate study or 18 credit hours of study, either on or off campus, must be completed within a 15-month period.

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Courses required for the Pennsylvania Superintendent Letter of Eligibility.

#### Comprehensive examination

The comprehensive examination for Educational Leadership consists of a take-home exam requiring students to conduct a comprehensive review of the literature on a critical issue facing school leaders and policy makers. With three months to respond, students will submit a

paper no longer than 12 pages excluding references. The exam will be offered twice a year, Fall and Spring semesters.

In order to qualify to sit for the exam, students must have no open incompletes other than for EdL 489 or Educ 496, and must also have passed EdL 470 with grades of B- or better.

### Master of Education in Educational Leadership

The Masters degree is designed to provide a core foundation of understanding in the areas of leadership, organizational development and change management. Students are required to complete the Core Requirements prior to taking other courses in the program.

The student and the academic advisor should design the elective portion of the program jointly. A minimum of 30 credits are required to complete the Masters degree in Educational Leadership.

#### Core Requirements (15 credits)

EDL 400	Organizational Leadership and Change Management	3
EDL 420	Data Based Decision Making	3
EDL 424	Leadership: Self and Groups	3
EDUC 403	Research	3
EDUC 471	Diversity and Multicultural Perspectives	3

**Leadership & Management Skills (15 credits; must be approved by Advisor)** 15

**Total Credits** 30

#### K-12 Principal Certification

\*\*\*You currently have no program requirements listed in the catalog.\*\*\*

#### Superintendent of Schools Certification: Pennsylvania Letter of Eligibility

\*\*\*You currently have no program requirements listed in the catalog.\*\*\*

#### SUPERVISOR OF CURRICULUM AND INSTRUCTION CERTIFICATION

\*\*\*You currently have no program requirements listed in the catalog.\*\*\*

#### Courses

##### EDL 400 Organizational Leadership and Change Management 3 Credits

Theory development relating to individuals and organizations emphasizing leadership, decision-making, motivation, and change. Analysis of existing leadership approaches focusing on demonstrating the application theories to administrative practice.

##### EDL 404 The Principalship I 3 Credits

Roles, responsibilities, and operational tasks of principals in the first half of the school year; engagement in practical application of the knowledge, theories, systems, and processes with an emphasis on fall semester responsibilities. Focus on applying the skills and knowledge of the course using problem based learning experiences drawn directly from internship. Must be completed during Principal Internship I (EDL 414).

##### EDL 405 The Principalship II 3 Credits

Roles, responsibilities, and operational tasks of principals in the second half of the school year; engagement in practical application of the knowledge, theories, systems, and processes with an emphasis on budgeting, state testing requirements and closing the school down in the summer. Focus on applying the skills and knowledge of the course using problem-based learning experiences drawn directly from internship. Must be completed during Principal Internship II (EDL 415).

**Prerequisites:** EDL 400

##### EDL 408 Central Office Internship I 2 Credits

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

##### EDL 409 Central Office Internship II 2 Credits

Practical experiences in meeting the challenges inherent in the Superintendent and associated central office positions. Emphasis on the budgeting process, state testing requirements and other priorities in the second half of a school year. Must have completed Central Office Internship I.

**Prerequisites:** EDL 408

##### EDL 414 Principal Internship I 2 Credits

Practical experiences in meeting the challenges inherent in the principal positions during the first half of the school year. Emphasis on data based decision making, instructional leadership, and day to day operations. Must be completed with EDL 404.

**Corequisites:** EDL 404

##### EDL 415 Principal Internship II 2 Credits

Practical experiences in meeting the challenges inherent in the principal positions during the second half of the school year. Emphasis on data based decision making, instructional leadership, and day to day operations. Must be completed with EDL 405.

**Corequisites:** EDL 405

##### EDL 420 Data Based Decision Making 3 Credits

Theory, research, and processes associated with the design and management of school curriculum; implementation of effective instructional and assessment practices enhancing student learning. School leader's role in designing and implementing a comprehensive school improvement process, and using data to guide curriculum, instruction and assessment program.

##### EDL 421 Instructional Leadership 3 Credits

Skills, competencies, and best practices of instructional leadership and student achievement. Includes framing and communicating school goals dealing with student learning, supervising and evaluating instructional practices, coordinating the curriculum to student outcomes, monitoring student progress, creating a professional learning community, and engaging in reflective practice as a school leader.

##### EDL 422 Curriculum Management for the School Executive 3 Credits

A survey of the methods used to facilitate a curriculum development process based on the theories and findings from research and practice. Application of concepts to practical problems in curriculum leadership to acquire skills in the change process for instruction innovation. Emphasis on current theory and research in standards, technology, and curriculum integration.

##### EDL 423 Leading Inclusive Learning Systems 3 Credits

Issues facing school administrators as they develop and implement plans to address the needs of all students in their schools and districts. Addresses administrators' obligations for the development and monitoring of Individualized Education Programs for children and youth with disabilities as well as other duties encumbered by administrators.

##### EDL 424 Leadership: Self and Groups 3 Credits

Exploration of the development and practice of leadership with experiential opportunities for application. Formal and informal authority, the practice of leadership, and individual and organizational dynamics are explored to improve the understanding of adaptive work in organizations.

##### EDL 425 Leading and Managing Change 3 Credits

Practices and theories about reform, change, and decision making look at who you need to communicate with and why each entity needs to be managed differently. Identify the educational stakeholders, the current trends that effect change, and what precipitates the need for change in the educational system. Addresses the process of change as it relates to individuals, the school board, teachers, students, and the administration with special emphasis on leadership, decision-making, motivation, and the dimensions of change.

**EDL 426 Introduction to Relational Leadership: Theory and Practice 3 Credits**

Theory development relating to individuals and organizations with special emphasis on the superintendents prolonged effective working relationship with the board of education, the administration, the professional and support staffs and the community. Implementation, follow through, and maintenance are emphasized relating to the interpersonal savvy a superintendent needs to effectively establish trust, build and mend relationships, guide decision-making, instill motivation, lead stakeholders and manage change.

**EDL 428 Practicum in Supervision of Curriculum and Instruction I 2 Credits**

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

**EDL 429 Practicum in Supervision of Curriculum and Instruction II 2 Credits**

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

**Prerequisites:** EDL 428

**EDL 430 Development and Administration of Special Education Programs 3 Credits**

Exploration of the research and practice of an effective special education program. Emphasis on curriculum development, field-based research, and data-based decision making program design and evaluation, and the relationship of the special education program to the pupil services program and the regular curriculum.

**EDL 432 Special Education Law 3 Credits**

An overview of the relevant legislation, regulations, and case law concerning the education of students with disabilities in pre-k through secondary school.

**EDL 434 Leadership and Management of Special Education Programs 3 Credits**

Introduction to the management practices related to effective leadership of special education programs including budget development and management, staffing, instructional practices, student assessment practices, and parent involvement.

**EDL 436 School District Governance: Planning Policy, Ethics and Law 3 Credits**

Examines federal and state Department of Education policies, laws, and regulations governing educational practice, policy, ethics and programming at the district level. Topics include a study of policy-making and related policies in a district, the role of the educational community in developing a collaborative decision-making organization, equality of educational opportunity for all students, and how policy efforts are reshaped by federal, state and local systemic reform efforts.

**EDL 437 School District Resource Management 3 Credits**

Theoretical and practical foundation in school resource allocation from the superintendent district wide perspective. Trends in revenue and expenditures, staffing, and operations, including school board issues, are explored. The economics of education and school business administration are discussed in terms of the policies they affect and create.

**EDL 438 Practicum in Supervision of Special Education and Pupil Services Programs I 2 Credits**

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

**EDL 439 Practicum in Supervision of Special Education and Pupil Services Programs II 2 Credits**

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

**Prerequisites:** EDL 438

**EDL 440 Development and Administration of Pupil Services Programs 3 Credits**

Exploration of the research and practice of an effective comprehensive pupil services program. Emphasis on involvement of community agencies, field-based research, and data-based decision-making, program design and evaluation, and the relationship of the pupil services program to the regular and special education curriculum.

**EDL 442 Leadership and Management of Pupil Services Programs 3 Credits**

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

**EDL 450 Curriculum Design in a Global Society 3 Credits**

Exploration of global issues and their effects on what is taught in schools, specifically in international schools. Emphasis on the analysis of curriculum and the influence that culture plays in decision making.

**EDL 452 Comparative Education 3 Credits**

Survey of education practices abroad. Systems of articulation, social and legal foundations, and structure in government. Emphasis on the nature and purpose schools in various cultural contexts and the major problems and trends occurring throughout the world.

**EDL 461 Facilitating Organizational Inquiry 2 Credits**

Exploration into the use of reflective practice and inquiry for professional development and school improvement. Development of group facilitation skills for collective inquiry. Reflection and inquiry will serve as the foundation for development of an action research project.

**EDL 462 Transforming the Learner 2 Credits**

Exploration of the integration of social, personal, cognitive, and knowledge-building dimensions to support learning and literacy. Focusing on the metacognitive conversations with self and others essential for developing learning and leadership.

**EDL 463 Designing Systems of Action 3 Credits**

Implementation of action research project. Building understanding of how the project impacts and is influenced by school and community systems. Explores the application of learning theory as related to leadership. Continued development of leadership concept and tools.

**EDL 464 Sustaining Learning Communities 2 Credits**

Completion of action research. Design and facilitation of a symposium of inquiry results. Review the behaviors of leadership that sustain learning in the classroom, school, and community.

**EDL 467 Supervision and Professional Development 3 Credits**

Emphasis on establishing skills in human resource management and supervision, including staff selection, supervision models, assessment and feedback methods, managing a diverse workforce, and adult development related to professional growth options. This course is designed specifically for individuals enrolled in a supervisory certification program.

**EDL 468 Applied Learning Theory for School Leadership 3 Credits**

Overview of the foundations, principles, and theories of curriculum, teaching, and learning. Emphasis on historical perspectives, teaching and learning for understanding, and schools as professional organizations. The purpose is to provide prospective administrators with the background for developing a balanced and challenging school-wide curriculum, for supervising instruction, and for supporting school improvement.

**EDL 470 Special Topics in Educational Leadership 1-3 Credits**

Intensive study and discussion of a specialized area. Title will vary. **Repeat Status:** Course may be repeated.

**EDL 476 School Resources Management 3 Credits**

Theoretical and practical foundation in school resource allocation. Trends in revenue and expenditures, staffing, and operations are explored. The economics of education and school business administration are discussed in terms of the policies they affect and create.

**EDL 477 Seminar in School-Community Relations 3 Credits**

Analysis and development of the communication and public relations skills needed by educators in dealing with the public.

**EDL 479 School Law and Ethics 3 Credits**

Examination of legal and ethical issues in effective leadership in the public schools, including awareness, analysis and applications of judicial interpretations of the constitutions, statutes, regulations, and common law relating to educational issues.

**EDL 481 Policy and Politics in Public Education 3 Credits**

Analysis of the forces, factors, agencies, formal governmental systems and informal subsystems that influence educational policy in local districts and state and national governments.

**EDL 482 Practicum in University Teaching: Educational Leadership 1-4 Credits**

Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Educational Leadership. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair.

**Repeat Status:** Course may be repeated.

**EDL 485 The Superintendency 3 Credits**

A theoretical and historical examination of superintendents' leadership, school board/superintendent relations, and the array of duties and demands upon the superintendency.

**EDL 488 Program Evaluation 3 Credits**

The historical background, theory, methodology, and current practices of program evaluation in the human services area. Emphasis on conducting evaluations of educational programs and gathering data to make effective program decisions. Participants are required to design a program evaluation research plan.

**EDL 489 Doctoral Seminar in School Administration 3 Credits**

Analysis of the theoretical, empirical, and conceptual aspects of contemporary issues in educational administration and their implications for policy formulation and implementation in educational institutions. Must have official standing as a doctoral student in educational leadership.

**EDL 499 Dissertation 1-15 Credits**