

ADMINISTRATION & SUPERVISION (A&S)

A&S 491 | EFFECTIVE LEADERSHIP OF SCHOOLS | 4 quarter hours (Graduate)

This course introduces students to the research base of organizational theory, the politics of education, and foundations of building level instructional leadership. Multiple theories are examined in light of the students' experience in educational settings. This examination of theory in light of experience provides the students with a framework for analyzing both familiar educational institutions and the theories that support educational institutions. Through a study of administrative and organizational theory using those settings with which students are most familiar, students will become more reflective of the theoretical base that will inform their future practice as administrators.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 492 | THE PRINCIPALSHIP | 4 quarter hours (Graduate)

This course provides students with the tools needed to enter into a Pre-K-12 school setting and function effectively. Topics included in this course include: scheduling; managing resources; technology; issues of working with students and teachers; maintaining a safe and effective learning environment.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 493 | DATA DRIVEN DECISION MAKING | 4 quarter hours (Graduate)

This course provides future administrators with the tools they need to critically examine demographic, financial, personnel and testing data and to use the insights gained in making well informed administrative decisions.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 494 | SCHOOL FINANCE | 4 quarter hours (Graduate)

Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 495 | SCHOOL LAW | 4 quarter hours (Graduate)

Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 496 | STAKEHOLDER RELATIONSHIPS | 4 quarter hours (Graduate)

This course draws on the literature about constructive conflict resolution and partnership building to address the important, inevitable, and sometimes stormy relationships among various education stakeholders both inside and outside of the school building. Educational administrators cannot fire tenured teachers, angry parents, or zealous community organizers. Thus, they must learn the paradigms and tools to not only resolve the inevitable conflicts that arise with these stakeholders but also to be able to work with them as key strategic partners.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 498 | INSTRUCTIONAL SUPERVISION AND SUPPORT | 4 quarter hours (Graduate)

Instructional Supervision is examined from the perspective of both student and teacher learning, dealing with issues such as motivation, responsibility and increased proficiency. This course deals with issues of teacher observation and evaluation; clinical supervision; and professional development programming.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 499 | PLANNING FOR PROFESSIONAL DEVELOPMENT | 4 quarter hours (Graduate)

This course introduces students to the dynamics of adult learning and how to apply these learning theories to the development of meaningful professional development for teachers and adult staff that enhances student success. Goals: (1) Developing skills and developing a comprehensive plan for professional development, (2) Addressing the challenges of adult learners, (3) Developing mentoring and coaching skills, (4) Developing and understanding the importance of assessment and reflection.

A&S 570 | HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP | 4 quarter hours (Graduate)

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 571 | SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS | 4 quarter hours**(Graduate)**

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 582 | LAW IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

This course prepares students to examine the themes and tensions in the constitutional, statutory, administrative, and case law that related to higher education. Students will examine and compare the themes and tensions in federal, state, and municipal law as well. Students will explore the impact of the law on various higher educational stakeholders, including but not limited to, students, faculty, staff, alumna, and the community at large. Students will apply legal principles to higher education case studies to develop effective problem-solving skills to prevent and mitigate legal issues.

Status as a Graduate Education student is a prerequisite for this class.

A&S 588 | SERVICE LEARNING FOR HIGHER EDUCATION | 4 quarter hours**(Graduate)**

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

A&S 590 | ORGANIZATIONAL DEVELOPMENT | 4 quarter hours**(Graduate)**

A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

Status as a Graduate Education student is a prerequisite for this class.

A&S 591 | RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

This course is designed to help graduate students in Educational Leadership through the process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers.

Status as a Graduate Education student is a prerequisite for this class.

A&S 593 | PRACTICUM IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices.

Status as a Graduate Education student is a prerequisite for this class.

A&S 594 | INTERNSHIP IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 595 | WORKSHOP IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

Status as a Graduate Education student is a prerequisite for this class.

A&S 596 | HUMAN RESOURCE MANAGEMENT | 4 quarter hours**(Graduate)**

Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

Status as a Graduate Education student is a prerequisite for this class.

A&S 597 | POLITICS OF EDUCATION | 4 quarter hours**(Graduate)**

Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.

Status as a Graduate Education student is a prerequisite for this class.

A&S 598 | INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Independent study: Permission of instructor, department chair and Associate Dean are required.

Status as a Graduate Education student is a prerequisite for this class.

A&S 599 | THESIS SEMINAR IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410, thesis, advanced Mast

A&S 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required (0 credit hours).

Status as a Graduate Education student is a prerequisite for this class.

A&S 601 | INTRODUCTION TO THE INTERNSHIP | 1 quarter hour (Graduate)

This course prepares the candidate for the internship experience. It provides an opportunity to examine and analyze the internship site, become familiar with the roles and responsibilities for person in the internship triad and understand expectations for the intern. (1 credit hour).

A&S 602 | PRINCIPAL LICENSURE INTERNSHIP I | 2 quarter hours (Graduate)

This internship experience immerses the student into the world of the instructional leader in the contemporary Pre K- 8th school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in The PreK-8 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor (2 credit hours).

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 603 | PRINCIPAL LICENSURE INTERNSHIP II | 2 quarter hours (Graduate)

This internship experience immerses the student into the world of the instructional leader in the contemporary 9-12 school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in the 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor. (2 credit hours)

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 604 | PRINCIPAL LICENSURE INTERNSHIP | 4 quarter hours (Graduate)

This internship experience immerses students in the world of an instructional leader in the contemporary Pre K-12 school setting. In this year long course students will complete at minimum 100 clock hours of instructional leadership experiences in a Pre K-8 setting and 100 clock hours of instructional leadership in a 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and their faculty supervisor. Prior to immersing students in their internship experience, students will attend 4 seminars and are provided an opportunity to examine and analyze their internship site, to become familiar with their roles and responsibilities and understand the internship site's expectations.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 606 | REVIEW OF LITERATURE | 0 quarter hours (Graduate)

This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., by reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching databases. In other words, students will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?" (0 credit hours)

A&S 607 | INTEGRATIVE PAPER | 0 quarter hours (Graduate)

Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "how theories work." (0 credit hours)

A&S 608 | CAPSTONE IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

Students who have completed the majority of the program will engage in an analysis of an urban school. Students will be given demographic, financial and testing data; a narrative of the school's history and recent past; photographs of the setting, and other pertinent data and artifacts. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the ISLLC standards as a guideline, students will create a portfolio that clearly outlines, schedules, professional development plans, budgets, enrollment projections, and so forth.

A&S 625 | CANDIDACY CULMINATING PROJECT | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours).

Status as a Graduate Education student is a prerequisite for this class.

A&S 640 | LEGAL ASPECTS OF SPECIAL EDUCATION FOR CLASSROOM TEACHERS | 4 quarter hours**(Graduate)**

The course will include a discussion of the legal rights of students with disabilities and the corresponding responsibilities and obligations of schools and educational personnel for meeting their educational needs. The course will include specific legal components inherent with the identification and education of students with disabilities including adaptations of classroom instructional methodology for students with disabilities in the regular education classroom.

A&S 645 | THE ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION | 4 quarter hours**(Graduate)**

This course will examine and discuss the functions and underlying principles of the administration of special education services in the public school setting. Topics include a review of specific models for administration of special education programs and procedures for the supervision and evaluation of special education personnel. The role of the administrator in the development of Individualized Education Plans, student placement, student discipline, child find activities, fiscal management, transportation, and legal implications of decisions will be studied.

A&S 670 | HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION | 4 quarter hours**(Graduate)**

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 671 | SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS | 4 quarter hours**(Graduate)**

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 672 | INTERNATIONAL BACCALAUREATE LEADERSHIP IN SCHOOLS | 4 quarter hours**(Graduate)**

Students will be asked to conceptualize leadership from the view of the International Baccalaureate Principles and Practices and the IB Leadership perspectives. Using the IB principles, students will examine leadership within IB schools and the priorities of integrating the IB perspectives into roles as leader and teacher. Students will examine the unique administrative and managerial factors that impact IB schools from a leadership framework that is imbued with global minded leadership practices and priorities of inclusivity, diversity, and equity.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

A&S 673 | THE HISTORY, PHILOSOPHY OF INTERNATIONAL BACCALAUREATE EDUCATION | 4 quarter hours**(Graduate)**

This course is a survey of the history of International Baccalaureate education across the globe and the universal foundational principles and practices of the IB. Students will examine the history and impact of the IB on learning across the globe. Students will analyze the research around IB and will determine the application within the context of leading IB into the future. The foci also include a global perspective for International Baccalaureate educational leadership theory and praxis applicable at the primary, secondary, and higher educational levels.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

A&S 688 | SERVICE LEARNING FOR HIGHER EDUCATION | 4 quarter hours**(Graduate)**

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 694 | SCHOOL FINANCE | 4 quarter hours**(Graduate)**

Major consideration will be given to problems relating to the preparation of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social, political, and ethical implications of how schools are financed.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 695 | SCHOOL LAW | 4 quarter hours**(Graduate)**

Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 696 | WORKSHOP IN EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 700 | REGISTERED DOCTORAL STUDENT IN GOOD STANDING | 0 quarter hours**(Graduate)**

Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**A&S 705 | DISSERTATION SEMINAR | 4 quarter hours
(Graduate)**

This course will guide the online EdD student through the initial stages of dissertation development, including topic exploration and planning, research question development and methodology determination. Students will review and evaluate research methodologies in order to identify an appropriate research design. In addition, they will analyze a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the process together.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

**A&S 706 | CANDIDACY PAPER | 0 quarter hours
(Graduate)**

(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**A&S 801 | LEADERSHIP: THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 and other higher educational and related leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**A&S 802 | CONTEMPORARY ISSUES IN HIGHER EDUCATION | 4 quarter hours
(Graduate)**

This course explores contemporary policy issues in American higher education. The purpose of this course is to introduce students to key policy issues at various institutional levels in light of the broader political and cultural context. Students will conduct policy analysis of national, regional, and local issues in American higher education. This course considers and applies the integrated approach of policy and practice in examining issues in higher education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

**A&S 803 | THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES | 4 quarter hours
(Graduate)**

This course examines the basic work of the district superintendent with an emphasis on the superintendent's role as finding and developing resources, developing positive relationships with the school board, and developing, implementing and evaluating district policy. (Requires 10 hours of field work).

Status as an EDD-Educational Leadership student is a prerequisite for this class. Other EDD students may enroll with permission of instructor.

**A&S 804 | INTERNATIONAL BACCALAUREATE LEADERSHIP THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

International Baccalaureate Leadership: Theory and Practice examines the IB philosophy and how this influences the leadership of IB program implementation. Throughout the course, learners will examine how to align leadership theories with that of the IB mission and philosophy. The course experiences will engage students examining how to establish and sustain a school culture and ethos consistent with the IB philosophy, and conducive to meeting the IB Program Standards and Practices. Learners will be called upon to reflect upon contemporary practices in all levels and settings of educational leadership and to evaluate the practical efficacy and effectiveness of theoretical frameworks.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

**A&S 805 | CATHOLIC LEADERSHIP THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

Catholic Leadership Theory and Practice examines Catholic educational leadership and how this influences the leadership of Catholic schools at every level. Throughout the course, learners will examine how to align leadership theories with that of the Catholic mission and call to social justice. The course experiences will engage students examining how to establish and sustain a Catholic school culture and ethos consistent with Catholic social teachings, and conducive to meeting Catholic faith in action. Learners will be called upon to reflect upon contemporary practices in all levels and settings of Catholic educational leadership and to evaluate the practical efficacy and effectiveness of theoretical frameworks.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

**A&S 811 | ASSESSMENT AND ACCOUNTABILITY | 4 quarter hours
(Graduate)**

This course addresses the key role of leaders in educational systems, from K-16 through higher ed, for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders-students, parents, teachers, faculty, staff, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

Status as a EDD student with a declared concentration is a prerequisite for this class.

**A&S 812 | ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION | 4 quarter hours
(Graduate)**

Questions, issues, and decision-making of assessment, evaluation, and accountability permeate the higher education landscape in light of the broader cultural context. The purpose of this course is to explore practices and issues connected to assessment, accountability and decision-making in alignment with the institutional purposes and need for effectiveness and taking into account stakeholders' concerns, leadership practice, and student outcomes in post-secondary contexts. Students will explore and apply a variety of assessment methods and techniques, examine underlying rationales, and political and ethical considerations of accountability in higher education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 822 | DIVERSITY AND EQUITY IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

Students in this course will explore notions of diversity and equity within and across higher education in light of the broader political and cultural context. The purpose of this course is to develop an understanding of key equity and social justice issues within higher education institutions. Students will examine the historical, contextual, and cultural roles of policies and practices that frame and guide post-secondary institutions. **Status as a EDD student with a declared concentration is a prerequisite for this class.**

A&S 823 | COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT | 4 quarter hours**(Graduate)**

Students will examine inclusive models for conflict resolution and consensus building among school/community members, whether K-16 or higher ed, that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 824 | ADVANCED HUMAN RESOURCES MANAGEMENT | 4 quarter hours**(Graduate)**

This course is designed to familiarize prospective superintendents with human resources and personnel management functions. This course provides a comprehensive ethical and legal background for the effective supervision of both certified and non-certified staff. Topics include hiring, induction, the evaluation of personnel, dismissal, collective bargaining, union relationships and succession planning.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 834 | THE SUPERINTENDENT AS INSTRUCTIONAL LEADER | 4 quarter hours**(Graduate)**

The course will cover issues of best practices of instructional design and practice; managerial issues that promote instructional success; and the instructional leader as responsible to provide a learning environment for all members of the school community. Instructional Leadership at the chief executive officer level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 838 | SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their capstone proposals. Permission of capstone chair required.

A&S 839 | INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their capstone projects. Permission of capstone chair required.

A&S 843 | THE POLITICS OF SCHOOLING | 4 quarter hours**(Graduate)**

Students will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as, school boards, unions, professional associations, businesses, university preparation programs, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork for political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 849 | SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

A&S 859 | INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation. Permission of dissertation chair required.

A&S 872 | BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

The purpose of this course is to introduce students to the financing, economics, budgeting, and organization of higher education and its institutions. Students will examine the benefits, and costs of higher education, revenue resources, particularly tuition, admissions, financial aid, endowment policies and practices, resource allocation, budgetary practices, and other fiscal policies that affect faculty, staff, students, and other higher education stakeholders.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 873 | CURRENT TRENDS IN BUDGETING AND FINANCE | 4 quarter hours**(Graduate)**

This course focuses on the priorities of school funding. Financial decisions undergird instructional programs and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied.

A&S 494 or equivalent and status as an EDD student are a prerequisite for this class.

A&S 882 | LAW IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

This course prepares students to examine the themes and tensions in the constitutional, statutory, administrative, and case law that related to higher education. Students will examine and compare the themes and tensions in federal, state, and municipal law as well. Students will explore the impact of the law on various higher educational stakeholders, including but not limited to, students, faculty, staff, alumna, and the community at large. Students will apply legal principles to higher education case studies to develop effective problem-solving skills to prevent and mitigate legal issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 883 | SCHOOL LAW | 4 quarter hours**(Graduate)**

This course examines the current legal requirements of schools and how changes impact schools. Administrators make decisions that respond to many realities, including the rules and regulations at the local, state, and national levels. The administrator works within a constantly changing system. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

A&S 495 and status as an EDD student are prerequisites for this course.

A&S 894 | INTERNSHIP IN EDUCATIONAL LEADERSHIP | 4-8 quarter hours**(Graduate)**

(4-8 qh) The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 898 | SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE | 1 quarter hour**(Graduate)**

(1 QH) This course is a prerequisite for the internship. The course provides the interns with the requisite skills to enter into the internship experience, such as reflective practice, putting theory into practice, and familiarizing themselves with the life of central office.

A&S 899 | SUPERINTENDENT INTERNSHIP | 1 quarter hour**(Graduate)**

(1qh) The intern is assigned to a district office, under the supervision of a licensed superintendent. The student will be assigned work that will demonstrate mastery of the ELCC Standards. This internship extends from Summer Session through the following Spring with a minimum of 100 clock hours per term.

Status as a EDD student with a declared concentration is a prerequisite for this class.