EDUCATIONAL LEADERSHIP (ELPP)

ELPP 808: 3 s.h.
Qual Methods in Ed Ldshp
This course is designed to prepare school leaders for leadership positions in public education. It intends to help postgraduate students in defining an appropriate mode of qualitative inquiry related to a chosen topic of study. The course has been constructed to guide students through a range of issues and considerations, which should inform their general approach to qualitative research. It will give students a general understanding of postgraduate and professional qualitative research, its methodologies, its challenges and its organization. Students will be introduced to a range of research tools and will be equipped to plan and organize their research, as well as to communicate their findings with academic, school district and community audiences.

ELPP 820: 3 s.h.
Intro to Research in Ed Leadrs
This course will provide an introduction to educational research - qualitative, quantitative, and mixed method designs. The primary purpose of the course is to develop the skills and disposition needed to be a critical consumer of educational research. Students will learn the key characteristics, strengths and limitations of various research designs. Students will learn to critique the research methodologies employed by various studies and to synthesize the findings of multiple studies on a specific educational topic/problem.

ELPP 821: 4 s.h.
Strat Lead in Dist Gov & Comm
Provides an initial exploration and exposure to leadership roles at the district setting and should be taken as part of a candidate’s practicum experiences at the end of the program of study. Candidates expected to log a minimum of 90 hours of total practical field experiences to include, but not limited to, shadowing school leaders, observing other educators, assuming responsibility for basic leadership activities as assigned by mentor and conducting a case study on leadership concepts. Candidate will participate in three leadership seminars which focus on leadership foundations and best practices as articulated by current leaders in the field and a basic action research activity. Candidate will also begin to explore the role of the superintendent as an agent of change and/or reform.

ELPP 822: 3 s.h.
Comm Theory for District Admin
This course is concerned with communication processes within an organization. It focuses on the sending, the receiving and the interpretation of messages. Principles of downward, upward and lateral systems are investigated. Case studies, specific to traditionally underserved and marginalized populations, including but not limited to those living in poverty, students learning English as another language, and students with disabilities are employed to illustrate typical problems that arise and the methodologies devised for successful resolutions to achieve effective communication. Designed for students to learn how to represent a school district to all internal and external constituents, including the wider community.

ELPP 823: 4 s.h.
Negotn & Persnl Strat Dec Makn
Designed to prepare school leaders for leadership in the area of human resources in public schools. Includes a comprehensive review of the personnel function from the perspective of district central office administration and the theories and best practices in staff recruitment, selection, assignment, orientation, evaluation, professional development, reduction in force and other relevant current issues. Explores negotiations concepts, strategies, regulations and the other legal considerations within the commonwealth of Pennsylvania. Core field experiences, from the basis of the exploration and development of critical skills necessary to be successful, in the areas covered within the course to include the integration of institutional standards as they apply to all topics.

ELPP 824: 4 s.h.
Eth & Leg Dec-mak at Dist Lvl
Designed for preparing executive leadership positions in public education. Students expected to have background in public school law and some experiences in leading public schools at either the building and/or district levels. Focuses on a review of key areas of school law with advanced study in the level areas which are currently challenging school and district leaders. State laws affecting public education will be studied in detail along with issues dealing with student rights, the role of the school board, laws specific to the roles of school leaders, parent and community issues, emerging special education challenges and laws dealing with business and finance.

ELPP 825: 4 s.h.
Impct Fac & Plnt Mgmt Schl Eff
Designed for students in the Superintendent’s Letter of Eligibility Program and for practicing educational administrators who want to update skills in educational facilities and plant management. Related educational program to facilities planning and development; provides an opportunity for students to interact with professional from a variety of disciplines related to planning and development of educational facilities, relates local planning to Pennsylvania Department of Education requirements and regulations; and provides field-based work in contemporary facility planning, development and maintenance.

ELPP 826: 4 s.h.
Opt Fin Res Supp Dist Lvl Achv
Project driven course focuses on the changing perception of finance in the American public schools (K-12). Assists in creating a platform of beliefs about school finance, budgeting and the role of the superintendent by helping them understand key issues from a historical perspective, as well as current thinking on what it should become. Emphasis on approaches to developing, evaluating and articulating financial planning strategies to staff, the public and the school board that inform decisions about student achievement. Also discusses the relationship between school boards and superintendents specific to budget development and strategies for enhancing the relationship.
ELPP 827: 4 s.h.
Inst & Tech Ldrsh at Exec Lvl
Provides an advanced exploration and exposure to leadership roles
at the district setting and should be taken as part of a candidate’s
practicum experiences at the end of program of study. Candidates
expected to log 180 hours of practical field experiences to include, but
not limited to, shadowing school leaders, observing other educators,
assuming responsibility for instructional leadership activities as assigned
by mentor and conducting a case study on instructional leadership
concepts. In addition, the candidate will participate in three leadership
seminars which will focus on instructional leadership foundations and
best practices as articulated by current leaders in the field. Candidate will
also begin to explore the role of superintendent as an agent of change
and/or reform.

ELPP 828: 3 s.h.
Emernt Tech & Instruct Practice
Designed to provide future school and district administrators with the
requisite skill sets and conceptual knowledge needed for effective 21st
century leadership. Understanding technology as a tool for learning,
managing, analyzing, communicating and collaborating is integral to
successful school leadership at the classroom, building and central
office levels. Topics explored include technology integration, digital
citizenship, use of technology in systematic organizational improvement,
professional growth, digital culture and visionary leadership. In addition
to developing personal philosophies regarding use of technology in
teaching, learning, and leading, each student will develop a personal
portfolio of resources.

ELPP 829: 3 s.h.
Pol/Soc Cont for Ed Leadership
Examines the theories of leadership and organization and their
applications to administrative practices. Sociological, psychological and
organizational models will be described and analyzed to gain insight into
administrative practices and processes such as decision making, group
motivation, goal setting, delegating, conflict resolution and site-based
management. Extensive research of current practices including but not
limited to including programming for those living in poverty, students
learning English as another language, and students with disabilities
is required. Course designed to target current issues and problematic
situations facing the central office administrator in today’s dynamic
system of public education.

ELPP 830: 3 s.h.
Quan Research Mthd in Ed Ldrsh
This course is designed to prepare school leaders for leadership positions
in public education. It intends to help postgraduate students in defining
an appropriate mode of quantitative inquiry related to a chosen topic
of study. The course has been constructed to guide students through a
range of issues and considerations, which should inform their general
approach to quantitative research. It will give students a general
understanding of postgraduate and professional quantitative research,
its methodologies, its challenges and its organization. Students will be
introduced to a range of research tools and will be equipped to plan and
organize their research, as well as to communicate their findings with
academic, school district and community audiences.

ELPP 831: 3 s.h.
Educational Statistics
Designed to enable the student to interpret the scientific literature in
education and psychology and to make the computations involved in the
use of tests and original investigations that require statistical technique.
Measure of central tendency, variability and correlations are included as
are knowledge of and evaluation of effect size research related to
instructional practices, leadership practices, and educational policy.

ELPP 832: 3 s.h.
Intro to Executive Leadership
Introductory study of the organization and administration of American
public education for persons interested in pursuing a professional
career in educational administration. Students will examine theories
of leadership based on cooperation, empowerment and facilitation of
change. A basic understanding of educational leadership is developed
through integration of theory, knowledge and actual practice. Focusing
on the multi-faceted roles of school/district leaders, students will study
the role of an executive leader through the lens of the executive leader
as a learner, mentor, instructional leader, supervisor, manager, politician,
avocate and innovator. Combining theory with practice, students will
obtain a deeper understanding of the complexity of leadership within
traditional and non-traditional school and district settings, including but
not limited to urban and multilingual schools and/or blended and online
learning environments.

ELPP 890: 1 s.h.
Research in Edu Ldshp Part 1
The purpose of the course is to help students identify potential
dissertation topics in the field of education leadership such that
when they pass their comprehensive examinations they are prepared
for dissertation seminar activities that support the development of
their dissertation proposals. This course will bring together a
group of students and faculty members periodically throughout the
program to examine possible areas of research in the field of executive
leadership in concert with the program themes of poverty and digital
learning. Students will explore their ideas, background and potential
methodologies with a collegial faculty and candidate group, address
questions about the viability of possible research ideas and be introduced
to a variety of sources that may help them refine their ideas or locate
alternative areas of exploration based on their interests.

ELPP 891: 1 s.h.
Research in Edu Ldshp Part 2
ELPP 897: 3 s.h.
Dissertation Seminar
This course is designed to provide Ed. D. candidates with the necessary
background and tools to develop their final drafts of the dissertation
proposals and assemble their dissertation committees. Key elements of
the dissertation proposal will be reviewed and candidates will begin
to have more intense conversations with faculty and others regarding
the nature and relevance of their research focus. The IRB process will
be outlined (It is anticipated that candidates will consult with potential
dissertation advisors and the IRB process will be explained when
completing this course.)

ELPP 898: 3 s.h.
Dissertation I - EL
Working with an assigned dissertation advisor, each candidate formally
begins the dissertation process. This includes a) finalizing a dissertation
proposal describing the theoretical framework and antecedent literature,
b) defending the written proposal in an oral examination before his/her
Dissertation Committee, c) beginning dissertation activities as described
in the proposal.
ELPP 899: 1-3 s.h.
Dissertation II - EL
This course is a continuation of ELPP 898: Dissertation I. Working with the assigned dissertation advisor from ELPP 898 each candidate moves fully into the execution stage of the research as set forth in the dissertation proposal. Following the conclusion of the data collection stage the candidate refines the initial chapters of the dissertation and develops the presentation of the data to include the summaries, discussion, implications and recommendations for future research. Finally, the candidate presents the findings in a defense of the dissertation before the Dissertation Committee.