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 Ldrshp 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, advocate 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 851: 3 s.h.  
Advanced Level Leadership  
In this course, students will collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. They will work collaboratively to demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. These aspects will be further examined through various leadership theories along with a focus to poverty and technology (in alignment with existing MU leadership foci). This course includes 60 required internship hours.

ELPP 852: 3 s.h.  
Resource Leadership  
In this course, students will develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. These aspects will be further examined through various leadership theories along with a focus to poverty and technology (in alignment with existing MU leadership foci). This course includes 60 required internship hours.

ELPP 853: 3 s.h.  
Governance  
In this course, students will cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. These aspects will be further examined through various leadership theories along with a focus to poverty and technology (in alignment with existing MU leadership foci).

ELPP 854: 3 s.h.  
Leadership of Instruction and Learning  
In this course, students will evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. These aspects will be further examined through Follett/Drucker leadership theory along with a focus to poverty and technology (in alignment with existing MU leadership foci). This course includes 60 required internship hours.
ELPP 855: 3 s.h.
Leadership for Equity and Inclusion
In this course, students will develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. These aspects will be further examined through various leadership theories along with a focus to poverty and technology (in alignment with existing MU leadership foci). This course includes 60 required internship hours.

ELPP 856: 3 s.h.
Facilities & Technology Leadership
In this course, students will develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. These aspects will be further examined through Follett/Drucker leadership theory along with a focus to poverty and technology (in alignment with existing MU leadership foci). This course includes 60 required internship hours.

ELPP 890: 3 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: 3 s.h.
Research in Edu Ldshp Part 2
The purpose of the course is to help students identify their 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. The 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 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.