

## EL - Educational Leadership

Courses numbered 500 to 799 = *undergraduate/graduate*. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = *graduate*.

### EL 750. Experienced Administrator's Workshop (1-6).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

### EL 750G. Serving on an Accreditation Team (1-3).

Workshop open to any educator serving as member of an AdvancED External Review Team. Credit is earned by participating during the entire review and submitting the required reports.

### EL 750V. School Improvement Plan I (2).

Workshop open to any educator serving as an AdvancED external visiting team chairperson or a member of the internal steering committee. Credit is earned by: (1) completing a school profile or peer review report, and (2) attendance at an AdvancED Kansas profiling workshop or the fall conference.

### EL 750W. School Improvement Plan II (2).

Workshop open to any educator serving as an AdvancED external visiting team chairperson or a member of the internal steering committee. Credit is earned by: (1) completing a school improvement plan or a peer review report, and (2) participating in an AdvancED Kansas school improvement plan workshop/webinar or fall conference.

### EL 750Y. School Improvement Implementation I (1-2).

Open to any educator serving as an AdvancED external visiting team chairperson or a member of the internal steering committee. Credit is earned by: (1) documented school implementation of the school improvement plan or a peer review report, and (2) participating in an AdvancED Kansas data workshop/webinar or fall conference.

### EL 750Z. School Improvement Implementation II (2).

Open to any educator serving as a member of the internal steering committee. Credit is earned by: (1) completing the accreditation report, and (2) participating in the AdvancED Kansas external review workshop/webinar or fall conference.

### EL 751AW. Developing Mentoring Skills for Teachers (0.5-1).

Strategies for developing mentoring skills are presented, explored and applied through this hands-on course. This engaging, interactive course prepares the new teacher mentor to understand the seven essentials of mentoring and to apply these in their district new teacher induction program. The course offers teacher mentors tips and strategies for observing, coaching and providing feedback, in order to assist novice teachers to become successful.

### EL 751CM. Mentor and Coaching Workshop (1).

Provides teacher leaders with expanded opportunities to practice and apply mentoring skills and techniques with beginning teachers to improve their effectiveness in the classroom. Repeatable for credit. Prerequisite(s): must be admitted as a nondegree, category B graduate student in learning and instructional design.

### EL 751CX. Expanding Mentoring Skills for Teachers (0.5-1).

Provides teacher leaders with expanded opportunities to practice and apply mentoring skills and techniques with beginning teachers to improve their effectiveness in the classroom. Repeatable for credit.

### EL 773. Mentoring and Coaching Transformational Relationships (3).

Offers an introduction to how individuals learn and change, with a particular emphasis on how to improve effectiveness in the work environment, both physical and virtual. Students learn to use mentoring and coaching developmental tools, study contextual components to foster learning in organizations, and how to lead as an internal mentor/coach. This course takes an in-depth look at communication skills as related to mentoring and coaching relationships. Students learn and practice competencies related to: adult learning, building rapport, active listening, cultural sensitivity, critical and reflective thinking, and establishing trusting relationships through self-awareness and mindfulness. *Course includes diversity content*. Prerequisite(s): admission to WSU Graduate School.

### EL 798. Virtual Learning: Teaching and Mentoring Online (3).

Offers an opportunity for teachers to advance their knowledge in virtual teaching mentoring and coaching. Students are able to design, analyze and facilitate virtual lessons. Students advance their skills in communication in order to be effective in virtual mentoring and coaching. *Course includes diversity content*. Prerequisite(s): admission to WSU Graduate School.

### EL 803. Introduction to Educational Leadership, Team-Based Collaboration, and Inquiry Process (3).

Participants engage in self-assessment and readiness for becoming a school administrator. Includes discussing and learning issues and techniques for measurement in the cognitive, affective and psychomotor domains. Also reviews the basics of educational research, the nature of research methodologies, and methods for the preparation of research reports. Prerequisite(s): admission to the MEd in educational leadership or instructor's consent.

### EL 812. Non-Licensure Track Introduction to Leadership/Finance (3).

Explores theoretical concepts and application of adaptive, instructional and transformational leadership and organizational systems theories to the practice of leadership. Guided inquiry expands knowledge and application of leadership and organizational constructs in a variety of educational contexts. Students identify funding sources for educational programs and investigate their influence on educational decision-making. Prerequisite(s): admission to the MEd in educational leadership non-licensure track program or instructor's consent.

### EL 813. Introduction to Educational Leadership and School Finance (3).

Explores theoretical concepts of leadership and systems thinking in schools. Guided inquiry expands knowledge and application of leadership and interpersonal skills in the context of budgeting processes, technology, crisis and safety planning, personnel evaluation processes and other building-level educational responsibilities. Reviews knowledge necessary to plan and organize teams, projects, and identify the resources necessary to carry out day-to-day functional activities of school. Conducts guided inquiries in school settings. Prerequisite(s): admission to WSU educational leadership master's/licensure program or instructor's consent.

### EL 815. Building-Level Leadership Practicum I (3).

Spend time in schools identifying how major theories of administration apply to specific activities and responsibilities in the school and how the school interacts with the district and the community. Practice day-to-day activities of an educational leader in a systems-thinking, building-level setting. Focus on building collaboration skills and development of interpersonal skills. Prerequisite(s): admission to the educational leadership building-level leadership master's program or instructor's consent.

**EL 816. Educational Leadership Building-Level Licensure Practicum I (3).**

Spend time in schools identifying how major theories of administration apply to specific activities and responsibilities in the school and how the school interacts with the district and the community. Practice day-to-day activities of an educational leader in a systems-thinking, building-level setting. Apply the concepts of curriculum theories and major learning theories and principles as they relate to academic and behavioral aspects of the classroom. Focus on building collaboration skills and development of interpersonal skills. Prerequisite(s): admission to the educational leadership building-level leadership licensure program or instructor's consent.

**EL 821. Non-Licensure Track Diversity and Social Justice (3).**

Examines the role of educational leadership in an increasingly complex and diverse society. Students investigate diversity in its various forms including race, ethnicity, language, gender, socioeconomic status, disability and religious beliefs. Students analyze inequities within societal, institutional and personal frameworks and engage in problem solving toward socially equitable educational practices and inclusive learning communities. *Course includes diversity content.* Prerequisite(s): admission to the MEd in educational leadership non-licensure track or instructor's consent.

**EL 822. Non-Licensure Track Culture, Collaboration and Community (3).**

Examines theoretical concepts of educational culture, climate and continuous improvement and the importance of developing professional relationships among stakeholder groups. Includes developing interpersonal skills that lead to success in collaborating and supervising staff and developing community relations to enhance support of education. Explores change theory and its application in continuous improvement that transforms the educational process and culture of a system. Engages in exercises to acquire interpersonal skills desirable for group collaboration and communication and leading change process. Prerequisite(s): admission to the MEd in educational leadership non-licensure track or instructor's consent.

**EL 823. Changing the Culture in an Environment of Collaboration and Partnership (3).**

Examines theoretical concepts of school culture, climate and continuous improvement, and the importance of developing professional relationships among stakeholder groups. Includes developing interpersonal skills that lead to success in collaborating and supervising staff and developing community relations to enhance support of schools. Explores change theory and its application in continuous school improvement that transforms the educational process and culture of a school. Engages in exercises to acquire interpersonal skills desirable for group collaboration and communication and leading change process. Conducts action research in school settings. Prerequisite(s): admission to the education leadership building level leadership master's/licensure program or instructor's consent.

**EL 825. Building-Level Leadership Practicum II (3).**

Spend time in schools identifying how major theories of administration apply to specific problems in the school and how the school interacts with the district and the community. Practice day-to-day activities of an educational leader in a systems-thinking, building-level setting. Focus on applying concepts related to selection, recruitment, certification, orientation, staff development, evaluation, transfer, dismissal and retirement. Apply general legal concepts and statutes to various situations and personal/professional liability. Practicum experiences encompass more advanced leadership activities than EL 815. Second semester practicum includes broad and in-depth leadership activities. Prerequisite(s): admission to the educational leadership building-level leadership master's program or instructor's consent.

**EL 831. Diversity and Social Justice (3).**

Examines the role of school leadership in an increasingly complex and diverse society. Students investigate diversity in its various forms including race, ethnicity, language, gender, socioeconomic status, disability and religious beliefs. Students analyze inequities within societal, institutional and personal frameworks, and engage in problem solving toward socially equitable educational practices and inclusive learning communities. Prerequisite(s): admission to the educational leadership building-level leadership master's/licensure program or instructor's consent.

**EL 833. Seminar: School Law and Personnel Management (1-3).**

Examines concepts related to staffing issues, including selection and recruitment, certification, orientation, staff development, evaluation, transfer and dismissal, and retirement. Covers general concepts of law, interpretations of statutes and court decisions affecting education, and the legal responsibilities of school personnel and professional negotiations. Prerequisite(s): admission to the education leadership building level leadership master's/licensure program or instructor's consent.

**EL 835. Building-Level Leadership Practicum III (3).**

Spend time in schools identifying how major theories of administration apply to specific problems in the school and how the school interacts with the district and the community. Practice the day-to-day activities of an educational leader in a systems-thinking, building-level setting. Apply the concepts of curriculum theories and major learning theories and principles as they relate to academic and behavioral aspects of the classroom. Prerequisite(s): admission to educational leadership building-level leadership master's program or instructor's consent.

**EL 837. Non-Licensure Track Education Law and Personnel Management (3).**

Examines concepts related to staffing issues, including selection and recruitment, certifications, orientation, staff development, evaluation, transfer and dismissal, and retirement. Covers general concepts of law, interpretations of statutes and court decisions affecting educational settings, and the legal responsibilities of education personnel and professional negotiations. Prerequisite(s): admission to the MEd in educational leadership non-licensure track or instructor's consent.

**EL 843. Seminar: Curriculum and Learning Theory (1-3).**

Examines theoretical concepts related to curriculum philosophies and developmental processes. Examines recent programs and proposals as well as curriculum development at the building and school system levels. Reviews techniques of program evaluation and major learning theories and principles. Conducts action research in the school setting. Prerequisite(s): admission to educational leadership building-level leadership master's/licensure program or instructor's consent.

**EL 844. Non-Licensure Track Curriculum and Learning Theory (3).**

Examines theoretical concepts related to curriculum philosophies and developmental processes. Examines recent programs as well as curriculum development at the site and system levels. Reviews techniques of program evaluation and major learning theories and principles. Develops appropriate action research plan for improvement for setting. Prerequisite(s): admission to the MEd in education non-licensure track or instructor's consent.

**EL 845. Building-Level Leadership Practicum IV (3).**

Spend time in schools identifying how major theories of administration apply to specific problems in the school and how the school interacts with the district and the community. Practice the day-to-day activities of an educational leader in a systems-thinking, building-level setting. Guided practicum experiences encompass advanced leadership activities. Focus on change process, conflict resolution, staff

supervision and building community partnerships. Fourth semester practicum culminates in proficiency of building-level leadership experiences. Prerequisite(s): admission to educational leadership building-level leadership master's program or instructor's consent.

**EL 846. Educational Leadership Building-Level Licensure Practicum II (3).**

Spend time in schools identifying how major theories of administration apply to specific problems in the school and how the school interacts with the district and the community. Practice day-to-day activities of an educational leader in a systems-thinking, building-level setting. Focus on application of concepts related to selection, recruitment, certification, orientation, staff development, evaluation, transfer, dismissal and retirement. Apply general legal concepts and statutes to various situations and personal/professional liability. Focus on change process, conflict resolution, staff supervision and building community partnerships. Second semester practicum includes broad and in-depth leadership activities. Prerequisite(s): admission to the educational leadership building-level leadership licensure program.

**EL 852. Special Studies in Educational Administration and Supervision (3).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 852A, 852B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): departmental consent.

**EL 853. Building Level Leadership for Special Populations (3).**

Explores and develops leadership skills critical in recognizing and supporting the instructional and programmatic needs of teachers and staff working with students in school programs including English Language Learners, 504, Special Education, Title Programs, MTSS, trauma intervention and other programs. Guided inquiries provide opportunities for applied learning in the school setting. Prerequisite(s): admission to educational leadership building-level master's/licensure program or instructor's consent.

**EL 883. Mentoring and Coaching: Metacognitive Practice (3).**

Designed to prepare leaders who are interested in developing professional talent/expertise within organizations; providing professional mentoring/coaching in both virtual and physical contexts. Grounded in theory and research on adult learning and instructional methods, this course integrates applied learning and effective engagement through mentoring/coaching practices. This applied learning experience equips students with a deeper understanding of a variety of mentoring and coaching techniques to improve individual learning and performance as well as, knowledge necessary to design effective mentoring/coaching programs at the organizational level. *Course includes diversity content.* Prerequisite(s): EL 773.

**EL 884. Leadership in Vision, Collaboration and Planning (3).**

Candidates study multiple visioning and collaboration efforts for developing long-range, strategic planning in preparing for the future of preK through graduation learning environments. Evaluating existing educational facilities is an important element and includes an overview of operations for such facilities. Prerequisite(s): master's degree or instructor's consent.

**EL 953. Financial Support of Education (3).**

Focuses on the financial support of education at local, state and national levels. Emphasizes methods of taxation, budget preparation and efficient expenditures.

**EL 956. Human Services Leadership (3).**

Designed for those students preparing to become district-level school administrators in general, and school superintendents in particular. Focuses on the selection, retention, development and evaluation of the

panoply of personnel that comprise a typical school district. Particular emphasis is placed on hiring practices, staff development, conflict resolution and contract management. Prerequisite(s): admission into the district-level certification program.

**EL 963. Policy and Politics in Educational Leadership (3).**

Investigates the relationship between society and school as it relates to the political process. Students examine the interaction and influence of federal, state and local policies and politics on educational decision making and how the implementation of laws and policies occurs at the district level. Students examine the pressures applied by diverse stakeholder and interest groups that have differential control as they relate to the various statuses afforded different groups in U.S. society.

**EL 964. Administration and Supervision of Special Education (3).**

Provides district-level administrators with an understanding of federal and state laws that apply to students with exceptionalities, and information related to the legal, instructional and administrative aspects of special education. Covers the mobilization of community resources to support quality education for all children. Addresses practical ethical dimensions of district-level leadership by providing a framework for reflection and deliberation. Explores the various ecological contexts of the family, school and community. Prerequisite(s): admission to district-level program.

**EL 968. Technology Orientation (1).**

Provides new doctoral candidates with an orientation on the application of a variety of modern communication technologies and software packages to successful completion of the doctoral program in educational leadership. Prerequisite(s): admission to the EdD program.

**EL 969. Introduction to Educational Research and Academic Writing (3).**

Introduces students to ethical standards of educational research, the various research traditions and methodologies employed in the conduct of educational research. Students learn to conduct a literature review using both library and online search tools, to discriminate among the types of published works available, to critically read research and related literature, to develop an understanding of academic writing conventions and expectations, and develop facility with APA 6 style. Prerequisite(s): admission to the EdD program in EL.

**EL 970. Foundations of Educational Research (3).**

Examines the various paradigms, philosophies and traditions that serve as the foundation for social science research and their application in educational leadership. Students engage in readings and discussion of the history, social context and current trends in applied educational research. Prerequisite(s): admission to the EdD program in EL; instructor's consent.

**EL 971. Contemporary Policy and Organizational Theories in Education (3).**

Focuses on contemporary theories of policy and organization, and their application to P-16 educational organizations. Major theories studied include organizational culture, organizational learning, and organizational sensemaking. Critical, feminist and postmodern policy and organizational theoretical perspectives are also examined. Prerequisite(s): admission to the EdD program, EL 970, 981. Corequisite(s): EL 982.

**EL 972. Leadership Theories Seminar (3).**

Facilitates in-depth investigations of leadership theories and their application to research and practice. Prerequisite(s): admission to the EdD program, EL 970, 971. Corequisite(s): EL 986.

**EL 981. Introduction to Field-Based Research I (3).**

Provides doctoral students with an introduction to field-based inquiry/problem-solving strategies; begins the development of field-based

problems/issues; and provides practice in field research design, implementation and reporting. Prerequisite(s): admission to the EdD program in EL.

**EL 982. Introduction to Field-Based Research II (3).**

A continuation of the field study project started in EL 981. It requires submission of a written report of the final field study, including presenting findings to the school district/requesting organization. Students are responsible for preparing readings and applying these readings toward their field study work. Prerequisite(s): admission to the EdD program in EL.

**EL 983. Research Proposal Development (3).**

Focuses on developing the individual dissertation proposal, particularly conceptualizing the research problem and research questions, considering possible theoretical frameworks, expanding the literature review, and identifying potential research designs. Prerequisite(s): EL 981, EL 982, admission to the EdD program or instructor's consent.

**EL 986. Advanced Field-Based Research I (3).**

Provides advanced doctoral students with opportunities to increase their knowledge and experience with field-based research. Prerequisite(s): admission to the EdD program in EL.

**EL 987. Advanced Field-Based Research II (3-5).**

Provides advanced doctoral students with opportunities to increase their knowledge and experience with field-based research. Prerequisite(s): admission to EdD program, EL 983, 986.

**EL 989. Research Design (3).**

Students develop research design techniques appropriate for use in educational leadership doctoral dissertation proposals. Prerequisite(s): EL 981, 982, 983, 986.

**EL 990. Special Problems in Administration (1-4).**

Directed problems in research for specialist and doctoral degree students under supervision of a graduate instructor. Prerequisite(s): instructor's consent.

**EL 992. Superintendency/Internship (3-6).**

Two-semester course designed for candidates/interns who are completing program coursework to obtain licensure as district-level school leaders. A research-based analysis for a long-term change project is designed by each student based on their projected leadership interest. Requirements focus on role expectations of district-level leaders and include field experiences designed to emphasize knowledge and performance skills and functions of the respective standards in leadership practices and procedures. Capstone course for the program. Prerequisite(s): instructor's consent.

**EL 999. Dissertation Research (2-5).**

Provides students with dissertation proposal and dissertation advisement and may be taken for 2 to 5 credit hours per semester for a maximum of 24 credit hours. Up to 12 credit hours may be counted toward program completion. Repeatable for credit. Prerequisite(s): admission to EdD program in educational leadership, required coursework, and successful completion of comprehensive examination.