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). Offers a variety of administrative topics.

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 fall conference.

EL 750W. School Improvement Plan 2 (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 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: admission to the MEd in educational leadership or instructor's consent.

EL 813. Introduction to Educational Leadership and School Finance (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 leadership change process. Conducts action research in school settings. Prerequisites: EL 831, 833, 853, 843. Corequisite: EL 845.

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 building collaboration skills and development of interpersonal skills. Prerequisite: admission to the educational leadership master's/licensure program. Corequisite: EL 813.

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. Prerequisites: EL 825, 843 or instructor's consent. Corequisite: EL 835.

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. Prerequisites: EL 813 and 815 or instructor's consent. Corequisite: EL 825.

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
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 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: EL 835. Corequisite: EL 823.

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: EL 816. Corequisites: EL 833, 853.

EL 852. Special Studies in Educational Administration and Supervision (3).
Group studies in new materials, new research or innovations in advanced educational administration and supervision areas for practicing administrators or advanced students. Repeatable for credit with departmental consent. Prerequisite: 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: EL 833 or instructor’s consent. Corequisite: EL 825.

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: 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: 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: 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: 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: admission to the EdD program in EL.

EL 970. Theoretical Research Perspectives and Applications for Educational Leadership (3).
Examines the relationship between theory and practice in educational leadership. Participants consider various theoretical frameworks for empirical studies, program designs and organizational implementation efforts, and take initial steps toward integrating those frameworks. Prerequisite: admission to the EdD program in EL.

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. Prerequisites: admission to the EdD program, EL 970, 981. Corequisite: EL 982.
EL 972. Leadership Theories Seminar (3).
Facilitates in-depth investigations of leadership theories and their application to research and practice. Prerequisites: admission to the EdD program, EL 970, 971. Corequisite: EL 986.

EL 981. Introduction to Field-Based Research (5).
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: admission to the EdD program in EL.

EL 982. Introduction to Field-Based Research II (5).
Continues EL 981 and provides opportunities for more sophisticated and complex field-based studies. Prerequisite: admission to the EdD program in EL.

EL 983. Research Proposal Development (3).
Focuses on developing the individual dissertation research proposal, particularly conceptualizing the research problem and research questions, expanding the literature review, and identifying potential research designs. Prerequisites: admission to the EdD program or instructor's consent, EL 981, 982.

EL 984. Theoretical Frameworks for Organizational Analysis (3).
Introduces doctoral students to the theoretical frameworks and constructs that have an effect on educational organizations. Students study appreciative inquiry, action research and social capital. Students learn to apply these frameworks and constructs to forthcoming field studies as well as consideration as a lens for viewing the dissertation. Prerequisites: EL 970, 971, 981, 982. Corequisite: EL 983.

EL 986. Advanced Field-Based Research I (5).
Provides advanced doctoral students with opportunities to increase their knowledge and experience with field-based research. Prerequisites: admission to the EdD program, EL 981, 982, 983. Corequisite: EL 972.

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. Prerequisites: 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. Prerequisites: 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: 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: instructor's consent.

EL 999. Dissertation Research (2-6).
Provides students with dissertation proposal and dissertation advisement and may be taken for 2–6 credit hours per semester for a maximum of 50 credit hours. Up to 15 credit hours may be counted toward program completion. Prerequisites: admission to EdD program in educational leadership, required coursework, and successful completion of comprehensive examination.