

COLLEGE OF SAINT MARY

Doctor of Education in Educational Leadership

Course Descriptions

EDL 811 Doctoral Seminar I: Introduction to Doctoral Education (1)

This experiential graduate level course introduces the doctoral student to various elements of doctoral education. The course will offer a variety of topics that support the student at the beginning of this journey. Topics focus on the culture of doctoral education with an emphasis on scholarship and educational leadership.

EDL 812 Doctoral Seminar II: Critical and Analytical Thinking Skills for Educational Leaders (1)

This experiential graduate level course builds on various elements of doctoral education. This course offers the student an opportunity to explore, in depth, an educational or educational leadership topic of interest. Literature on the selected topic is critically analyzed and incorporated into a concept analysis paper.

EDL 813 Doctoral Seminar III: Pathway to Educational Leadership (3)

This seminar is designed to provide an opportunity for doctoral students to make a successful transition into the role of doctorally prepared educational leaders. This particular seminar focuses on gaining an understanding of the role of scholar and leader in one's professional field, the community, and society in general.

EDL 821 Curriculum, Assessment and Quality Improvement (3)

This graduate level course focuses on designing curriculum and incorporating assessment and quality improvement practices in diverse learning environments. The student will use evidence-based theories, concepts, and standards to support the design and incorporation of the aforementioned topics. As a culminating project, students will develop or improve a course, program, or training module related to education or educational leadership.

EDL 823 Leadership in Educational Organizations (3)

Systems theory and organizational best practices form the framework for this graduate level course in leadership development. Concepts such as accreditation, governance, strategic planning, higher education law and educational quality improvement processes will be studied in a variety of educational leadership settings.

EDL 824 Ethics in Educational Leadership (1)

This applied ethics course provides the background and tools for ethical decision-making in educational leadership. Students will review philosophical ethics and apply ethical principles and decision-making strategies to ethical dilemmas in educational settings.

EDL 837 Educational Technology (3)

This course focuses on how technology can be integrated into the creation of effective learning environments. Students will develop leadership skills and ethical practices for the creation and delivery of a shared vision for educational technology integration. Research, best practices, and current standards will be integrated into the planning, implementation, and assessment of current and emerging technologies for innovative teaching.

EDL 842 Advanced Statistics (3)

This graduate level course prepares the doctoral student to utilize and interpret statistics for a dissertation and also prepares them to be critical consumers of scientific research. Students will review descriptive and inferential statistics. The course will focus on ANOVA, multiple regression, and multivariate statistics for hypothesis testing. Students will be able to run moderately challenging analysis using statistical software. The course will also focus on application, including an annotated review of data analysis in areas of education, healthcare, or educational leadership.

EDL 845 Teaching and Learning Theories (2)

This graduate level course is an exploration of historical and current views of human learning including, but not limited to, behaviorist learning theory, social cognitive theory, and constructivism. There is a specific focus on application of the theory to practice in the education or educational leadership setting.

EDL 855 Teaching and Learning Concepts (3)

This graduate course focuses on the role of educator in using evidence-based educational concepts to engage learners in inquiry and overt, active learning. The student will explore technologies and educational approaches to promote learner understanding, transfer, and retrieval of information. Application of principles for education and/or educational leadership settings is expected.

EDL 856 Adult Learning Theory (3)

This graduate level course focuses on adult learning theories and practices. The course will examine adult learning development in light of both pedagogy and andragogy. The course will also explore the social context of adult development, considering influences such as gender, race, and culture. Application of principles to education and/or educational leadership is expected.

EDL 864 Quantitative Research (3)

This course introduces the student to principles of quantitative research methodology. Students will become familiar with the major quantitative research approaches (descriptive, correlational, causal-comparative/quasi-experimental, and experimental) through course readings, activities and assignments. Students will learn to plan and design a quantitative research study, which includes writing a research question and designing a survey. Students are expected to apply the principles of

quantitative research to their particular area of study in higher education, continuing education, professional development, P-12, or patient education.

EDL 866 Qualitative Research (3)

The graduate student will explore various qualitative research approaches. Topics include characteristics of qualitative designs and the major traditions (ethnography, phenomenology, grounded theory, case study and narrative). Application of qualitative research to education and/or educational leadership is expected.

EDL 869 Dissertation Readings (3)

This graduate level course requires the student to conduct a literature search on an educational or educational leadership topic of interest. Based upon critical analysis of the literature, the student drafts a potential purpose statement and research question as well as a draft review of the literature to include significant concept/s and theory/ies. The literature review will support the student's research proposal as initial work towards Chapter II of the dissertation.

EDL 879 Educational Leadership Practicum

This graduate level course characterizes best applications of leadership in educational organizations. The individual leadership role will be analyzed and applied in collaboration with a leadership preceptor. Evidence-based leadership strategies will be developed into a comprehensive plan regarding accreditation, governance, strategic planning, budgets, administrative roles, and/or quality improvement. Outcomes for the practicum will be mutually determined by the individual learner, the preceptor, and the faculty.

EDL 959 Research Proposal I: Generating a Research Proposal (3)

This course prepares the student to solidify the dissertation topic, establish the research question/s, and complete the literature review for the dissertation requirement of College of Saint Mary's Doctor of Education program. The dissertation topic is required to be related to education and/or educational leadership.

EDL 969 Research Proposal II: Data Collection and Analysis (3)

In this graduate level course, the student will design appropriate data collection methods to address her/his specific research question/s for the dissertation requirement of College of Saint Mary's Doctor of Education program. The student will also plan data analytic techniques most appropriate for the selected research design. The dissertation topic must be related to education and/or educational leadership.

Following this course, the student is expected to prepare and present the Research Proposal to the dissertation committee for approval and, subsequently, apply for and receive approval from the Institutional Review Board (IRB).

EDL 999 Dissertation (1-12)

This multi-semester course requires the doctoral student to successfully complete an original dissertation under the supervision of a dissertation committee of graduate faculty. Students will defend

the dissertation orally. The research must meet all standard expectations of doctoral research as indicated the CSM Dissertation Guidelines. Prerequisite: Committee approval of the Research Proposal.