

Educational Leadership (EDL)

Courses

EDL 502. School Finance. 4 Hours.

Sources of school revenue, analysis of expenditure policies, intergovernmental relationships, introduction to economics of education, trends and issues, and other aspects of school finance. Clinical experiences included.

EDL 503. School Law. 4 Hours.

Examination of the legal aspects of public education; statutory and case law; rights and responsibilities of boards, administrators, teachers, and students; legal principles; and specific applications.

EDL 504. Politics Of Education. 4 Hours.

Political effects on education at federal, state, county, and local levels. Political roles of superintendent, board, and special interest groups. Political activities of principals, teachers, and community groups. Effects of court decisions and legislation. Clinical experiences included.

EDL 505. Introduction To Research. 4 Hours.

Basic research methods in educational administration. Topics include qualitative and quantitative research design, sampling, ethics, instrumentation, and validity.

EDL 508. Effective Practices in Online Teaching and Learning. 4 Hours.

The study of effective practice frameworks and resources from Sloan Effective Practices, Illinois Online Network, Community Inquiry framework, learning styles for online courses, and instructional strategies in online teaching.

EDL 509. Organizational Dynamics. 4 Hours.

Structure and function of an organization as a social system and of individual, group, and leadership processes and behavior within it. Clinical experiences included.

EDL 511. School Improvement. 4 Hours.

Study of major ideas on curriculum and assessment practices and emerging trends in research on effective school improvement. In-depth examination of reform initiatives for improving the instructional programs, organization of schools, and the roles of teachers and school leaders. Clinical experiences included.

EDL 512. Student Assessment for Online Learning. 2 Hours.

This course will introduce various assessment strategies, tools, and frameworks that can be used to evaluate students in the online environment. Participants will work individually and collaboratively to explore various means of assessing online learners.

EDL 515. Online Teaching and Learning. 4 Hours.

This course will introduce students to online and blended teaching and learning. Major concepts and issues, research in the field, and emerging technologies are covered, as well as practical strategies for designing and teaching online, which students actually get to practice in the course.

EDL 516. Instructional Design for Technology. 4 Hours.

This course will introduce students to the techniques of instructional design with a specific emphasis on the design of technology-based learning. Students will learn a variety of instructional design models and work through the steps of designing of a unit that integrates technology into everyday teaching and learning.

EDL 517. Education Technology Leadership. 4 Hours.

This course will provide content in effective planning, deployment, implementation, evaluation, and legal aspects of technology as it applies to educational environments, including knowledge of the social, ethical, legal and security issues concerning technology in schools.

EDL 518. Educational Technology Systems. 4 Hours.

This course will provide candidates seeking to become Technology Specialists the basics of researching, designing, selecting, and implementing technology that will enhance the educational process in a K-12 education environment.

EDL 519. The Principalship. 4 Hours.

Competencies, role, and responsibilities of the building principal. Elementary, junior high, and senior high school principalships studied. Current research, issues, and problems considered. Clinical experiences included.

EDL 521. Current and Emerging Technologies in Education. 2 Hours.

This course surveys the current and emerging technologies, techniques and tools in education. Delivery and engagement technologies, interactive tools assessment technologies; and administrative tools will be covered. Associated ADA compliance approaches and authentication ascertainment strategies will be addressed.

EDL 525. Supervision Of Instruction. 4 Hours.

Application of principles of supervision in the instructional setting. Includes current curricular and instructional practices, K-12. Specific goal is improvement of curricular and instructional practice through the supervisory role.

EDL 526. Principal Internship I. 2 Hours.

On-site principal internship provides students with real-world leadership experiences, required state assessments, the opportunity to work with certified mentor principal and a university supervisor in a school setting. Periodic required seminars will be held on campus during this course. Course Information: 24 hours of EDL courses in EDL 502, EDL 503, EDL 505, EDL 511, EDL 519, and EDL 525. May be repeated multiple times.

EDL 527. Principal Internship II. 2 Hours.

Second semester of on-site principal internship provides students with real-world experiences, required formal assessments, the opportunity to work with a certified mentor principal and university supervisor in a school setting. Periodic seminars will be held on campus during this course. Course Information: Prerequisite: EDL 526. May be repeated multiple times.

EDL 531. Capstone I. 2 Hours.

Planning and implementation of inquiry-based school improvement effort in a local school setting. Students serve as team leaders to define a problem, analyze its causes and review applicable research, develop and implement an action plan, analyze results and make recommendations for further continuous improvement. Course Information: This course is taken in conjunction with the Principal Internship I.

EDL 532. Capstone II. 2 Hours.

Implementation of inquiry-based school improvement effort in local school setting. Students serve as team leaders to define a problem, analyze its cases and review applicable research, develop and implement an action plan, analyze results and make recommendations for continuous improvement. If the project is incomplete, students must register for EDL 534 for all following semesters until completion. Course Information: Prerequisites: EDL 531.

EDL 533. Administration and Evaluation of Special Education Issues. 4 Hours.

Current issues confronted by directors, such as new state and federal legislation, new state policies and regulations, and their implementation. Emphasis on personnel evaluation, budget management, cooperatives, and governing boards. Effective governing board policies and relations examined. Open to Graduate students.

EDL 534. Capstone Cont Enroll. 0 Hours.

Refer to NOTE in course description for EDL 532. May be repeated.

EDL 538. Mid School Methods & Philos. 4 Hours.

Methodological and Philosophical study which approaches key issues impacting the "ideal" middle school trends, including methods of organization, advising, and selecting appropriate resources for the middle school student based on current trends, issues, and research. Course Information: Restricted to Doctoral - Springfield and Graduate - Springfield.

EDL 539. Adolescent Dev and Learn. 4 Hours.

The examination of transitional years from puberty to early adulthood, focusing on physical, ideological, social, emotional, cognitive, ethical and vocational development, including the relationship of adolescents' development to learning, school achievement, and the healthy networks needed with family, peers and school.

EDL 541. Educational Research Methods. 4 Hours.

Basic research methods in education. Includes qualitative and quantitative research design, sampling, ethics, instrumentation, and validity. The goal is to increase critical and analytical capabilities and to enhance strategies and systems for achieving excellence in education.

EDL 542. Action Research for Leadership. 4 Hours.

Examination of leadership characteristics and application of processes related to action research. The goal is the ability to understand and apply problem-solving tools while working with people in educational settings.

EDL 543. Assessment for Learning. 4 Hours.

Examination of the role of standards and curriculum at district and school levels in shaping educational changes and reforms. The goal is to examine and understand curriculum and instructional issues within the context of reform efforts.

EDL 544. Expectations, Standards, and School Improvement. 4 Hours.

Discussion of theories, research, and application of standards in school reform. The goal is further understanding of improvement and the role of standards and standardized testing.

EDL 545. Supervision of Instruction for Teacher Leadership. 4 Hours.

Theories, research, and processes of collegial supervision of classroom instruction. Includes analysis of teaching, effective practices, and communication. The goal is to enhance collaboration between colleagues and independent work to ensure improvement of curricular development and instructional practice.

EDL 547. Technology in the Curriculum. 4 Hours.

Examination of Illinois State Board of Education and International Society for Technology in Education technology standards for teachers and teacher educators. Topics include software applications and the use of the Internet in the classroom. The goal is to integrate technology into educational situations.

EDL 548. Reading And Literacy. 4 Hours.

Explores best practices in literacy education. Topics include improving literacy and ways that literacy can be taught across the curriculum. The goal is to gain an understanding of the uses and value of reading and literacy.

EDL 549. Strategies for Improving Teaching of Language Arts and Social Studies. 4 Hours.

Examination of teaching methods for language arts and social studies, and means to improve the methods in relation to standards. The goal is improvement of teaching through the sharing of strategies.

EDL 550. Theoretical Foundations of Teaching English as Second Language. 4 Hours.

Designed to provide the ESL teacher with an understanding of the basic concepts and theories related to teaching English Language learners. Students will develop specific skills and techniques needed to effectively teach English language learners. Implications for language acquisition will be connected to classroom strategies. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 551. Strategies for Improving Teaching of Mathematics and Science. 4 Hours.

Examination of teaching methods for mathematics and science, and means to improve the methods in relation to standards. The goal is improvement of teaching through the sharing of strategies.

EDL 552. Introduction to School Finance. 4 Hours.

This course will focus on financing public school systems in the United States. The course examines the fiscal, political, legal, and economic aspects of developing school finance policy. As well, the course will have a policy, as opposed to an economic focus and will develop the student's ability to set school finance goals, generate alternative policy options for meeting those goals, and evaluate those policy options for decision making purposes.

EDL 553. Assessment of Students' Learning Difficulties and Disabilities. 4 Hours.

Examination of methods of assessment for students with learning difficulties/disabilities. The course will focus on the interpretation and use of assessment results. Course Information: Restricted to Graduate students.

EDL 554. Characteristics of Exceptional Children. 4 Hours.

Examination of characteristics for various classifications of special education students. The course will focus on the identification of criteria required for classification of students with special needs.

EDL 555. Foundation for Technology in the Curriculum. 4 Hours.

Basic technology skills and knowledge necessary for today's education professionals. Computer operation, electronic communication, and computer applications with emphasis on the tools most applicable to the classroom setting.

EDL 556. Strategies for Teaching Children with Special Needs. 4 Hours.

Prepares teachers to support students' learning and behavioral needs through effective assessment and instructional strategies that relate to reading, writing, and mathematics. Three fundamental goals in this course: providing foundational information, supplying detailed methods that allow teachers to implement effective strategies to address academic and behavioral concerns, and presenting information about organization and planning.

EDL 557. Matching Teaching and Learning Styles. 4 Hours.

Relationship between teaching styles and student learning styles. Teachers will determine their teaching styles, learn how to recognize their students' learning styles, and explore teaching strategies that enhance student learning.

EDL 563. Mentoring for Excellence in Teaching. 4 Hours.

Research and practical application of issues involved in mentoring teachers at various levels of development, including student teaching, first-year teaching, teachers new to district.

EDL 564. Technology Strategies for Teachers. 4 Hours.

Advanced knowledge of instructional applications of modern technologies. Philosophy and purpose behind instructional technology and strategies for classroom implementation.

EDL 565. Addressing Quality Improvement in Educational Settings. 4 Hours.

Knowledge base and practical skills to identify and solve problems. The goal is to enable teachers, through systematic use of statistical and problem-solving tools, to achieve documentable improved academic results.

EDL 566. Strategies for Teaching in Early Childhood Situations. 4 Hours.

Knowledge and skills for early childhood teachers to promote excellence in teaching through observation, interaction, and intervention with their students.

EDL 567. Learning Improvement Through Student Accountability. 4 Hours.

Knowledge base and skills to teach students how to plan, track, and achieve improved learning.

EDL 573. Survey of Exceptional Children. 4 Hours.

Examination of students with special needs of all types with the goal of understanding their educational needs and ways to meet those needs.

EDL 574. Critical Legal Issues in Education. 2 Hours.

Exploration of critical issues in the education workplace. Topical discussions could include areas of policy, legislation, recent court cases, or current issues school reform. These issues could include such "hot topics" as high stakes testing, NCLB, certification, educational funding, school choice, vouchers, alternate education, school consolidation, educational technology, etc.

EDL 575. Legal Aspects of Special Education. 2 Hours.

Legal rights of students with disabilities and the corresponding responsibilities and obligations of schools and educational personnel for meeting their educational needs. The course will include specific legal components inherent with the identification and education of students with disabilities including adaptations of classroom instructional methodology for students with disabilities in the regular educational classroom.

EDL 576. Minimizing Legal Risks in the Education Workplace. 2 Hours.

This class will focus on select topics that schoolteachers encounter as legal risks associated with the educational workplace. This is a course designed for classroom teachers, administrators, other school employees, and those students interested in a background in school law. Students will be taught school law from a practical perspective, with detail paid to legal principles that every school employee needs to know.

EDL 577. Schools In The Legal System. 2 Hours.

Designed to acquaint students with fundamental legal concepts of general law, school law, and the legal system, this course introduces students to basic legal concepts and terms. Examples will be drawn from educational settings. This is a course that introduces the study and research of law including school law. Therefore, the class will focus on selected legal concepts associated with public education.

EDL 578. Educational Workplace Employability Issues. 2 Hours.

This course is designed to acquaint students with basic legal principles related to employment in the educational workplace. Topics to be covered include the following: Constitutional rights of employees; the employability of teachers and other school personnel; employment discrimination; and collective bargaining in the educational workplace.

EDL 579. Collective and Interest-based Bargaining. 2 Hours.

This course is designed to acquaint students with issues involved with collective bargaining rights and responsibilities relative to the educational workplace. The course will include a discussion of the legal rights and responsibilities of employers and employees under the Illinois Educational Labor Relations Act. Bargaining strategies and approaches will be highlighted.

EDL 580. Teacher, Parent, and Student Rights. 2 Hours.

This course is designed to acquaint students with fundamental legal issues that impact Illinois elementary and secondary school districts. This class focuses on topics that affect the constitutional and statutory rights of teachers, students, and parents. The following topics will be included: religion, speech, due process, search and seizure, discipline, drug testing, dress codes, discrimination, sexual harassment, homeschooling, and compulsory attendance.

EDL 581. Legal Responsibilities for the Education Workplace. 2 Hours.

Responsibilities of educators in the educational workplace. The course will include statutorily mandated legal information as required and pragmatically needed for educators to respond effectively in the educational setting.

EDL 582. Political Action And Advocacy. 2 Hours.

Role of the educational employee as an advocate for issues affecting education and children. The role of the educational employee in the politics of education will be discussed. This course is designed to analyze policy issues relevant to the educational workplace by using legal advocacy research and related resources.

EDL 583. Teaching Law In K-12 Schools. 2 Hours.

Assists educators to integrate law and legal materials into school curriculum. Law related educational resources will be examined with a demonstration of common law-related methods. Emphasis will be placed on secondary sources of law.

EDL 584. Assessment of ESL Students. 4 Hours.

Provides ESL teachers with an understanding of the impact of assessment in the classroom regarding ESL instruments, administration, and interpretation. Linguistic and cultural aspects of standardized testing will be discussed. ESL teachers will understand assessment of learning and assessment for learning as a result of this course. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 585. Foundations of Online Learning. 4 Hours.

Provides an examination of learning and of being a member of an online community. Included are strategies for e-learning, leaders as part of a virtual learning community, graduate level research and writing.

EDL 586. Capstone Project. 4 Hours.

Students are required to demonstrate the knowledge and skills acquired through the MAE program by leading the design and implementation of an improvement effort (PDSA -Plan-Do-Study-Act) in their school district, carried out with a team over the period of one term. Note: If the project is not completed during initial enrollment, students must register for EDL 598 for 0 credit hour (1 billable hour) during all fall and spring semesters until completion.

EDL 592. Linguistics. 4 Hours.

Designed to provide the ESL teacher with a broad context of linguistics including understanding the theory of modern linguistics and application of linguistic theory in the ESL classroom. Students will develop an understanding of the basic concepts relating to linguistics in relationship to the ESL classroom. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 593. Cross Cultural Studies for ESL. 2 Hours.

The course is designed to provide ESL teachers with an understanding of cultural values systems, norms, and expectations. ESL teachers will demonstrate cross-cultural teaching and learning skills and strategies. The ESL teacher will demonstrate an understanding teaching content area curriculum for the multi-cultural classroom. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 594. Methods and Materials for ESL. 4 Hours.

This course is designed to provide the ESL teacher with a broad spectrum of tools to assist in the teaching and learning of second language literacy skills. An emphasis in Second Language Acquisition research will be connected to practices in the ESL classroom. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 595. ESL Clinical Experience. 2 Hours.

The ESL teacher will demonstrate strategies through 100 hours of clinical experience in an authentic supervised classroom approved by faculty coordinator and on-site supervisor. Students must have successfully completed 16 hours of course work prior to enrollment. Clinicals may not be required based on requirements of ISBE ESL Letter of Endorsement. Course Information: Students must hold a bachelor's degree and a valid teaching certificate.

EDL 598. MAE Capstone Continuing Enrollment. 0 Hours.

This course is offered to those students who enrolled in EDL 586 and were unable to complete the project. Students must register for EDL 598 for zero credit hours (one billable hour) during all fall and spring semesters until the project is completed.

EDL 599. Independent Research And Study. 1-12 Hours.

Supervised investigation into specific topic or research project selected by the student with faculty approval. May include library or field work. Course Information: May be repeated to a maximum of 4 hours with approval. Students may register in more than one section per term.

EDL 603. Advanced Seminar on Law and Public Policy. 4 Hours.

Examination of federal and state constitutional, statutory and policy sources applicable to educators and a variety of legal and policy issues affecting educational administration.

EDL 604. Politics of Education: Federal, State and Local Politics and Policies. 4 Hours.

The political and social environment of public education in Illinois: analysis of the power structure and its influence on educational policymaking.

EDL 605. Research in Educational Leadership. 4 Hours.

Examination and critique of education research and issues related to designing and planning research studies and improvement projects. Candidates learn to apply techniques to specific research problems and projects.

EDL 611. Superintendent as Instructional Leader. 4 Hours.

Study of the major ideas and emerging research on school improvement issues of the superintendent. In-depth examination of reform initiatives for changing the organization of schools, the instructional program, and the role of students, teachers, and school leaders.

EDL 612. Management of Educational Funds and Facilities. 4 Hours.

Study of financing public education in Illinois: school finance policy, budgeting, and financial administration as well as management of educational facilities.

EDL 621. Superintendent and Central Staff/Personnel Management. 4 Hours.

The course will address the legal, social, ethical, and financial issues relating to employment, supervision, and evaluation of employees as well as development and leadership of the administrative team or cabinet.

EDL 626. Clinical Experiences/Internship I. 2 Hours.

On-site field experience provides opportunities for candidates to work with administrative leaders and faculty coordinator to improve each candidate's professional developmental needs in a live setting. Course Information: Credit/No Credit grading only.

EDL 627. Clinical Experiences/Internship II. 2 Hours.

On-site field experience provides opportunities for candidates to work with administrative leaders and faculty coordinator to improve each candidate's professional developmental needs in a live setting. Course Information: Credit/No Credit grading only. Prerequisite: EDL 626.

EDL 628. Clinical Experiences/Internship III. 2 Hours.

On-site field experience based on previous chief school business official course work documented in their individual clinical portfolios, past district administrative experiences and their previous administrative certification course work. Credit/No Credit grading only. Course Information: Prerequisite: EDL 626 and EDL 627.

EDL 635. Organizational Theory and Leadership. 4 Hours.

Overview of sociological and behavioral theories that relate to administration of various educational organizations.

EDL 640. Business Application Revenues. 4 Hours.

Techniques and methods of estimating local, state, and federal revenues; alternative methods of school budget planning and control; alternative methods for reducing costs/increasing revenues using existing funds.

EDL 645. Business Application Expenditures. 4 Hours.

Principles of school fund accounting with a focus on areas of expenditure to include a study of budgeting for expenses, payroll administration, personnel costs, curriculum costs, bonded indebtedness, accounting for receipts and expenditures, extracurricular funds and expenses and analysis of statements, and auxiliary enterprises such as cafeteria.