Educational Leadership (EDLR)

edlr.education.uconn.edu

5015. Teacher Leadership and Organizations

Three credits.

Teachers' role in providing leadership that extends beyond the walls of the individual classroom and includes collaboration with other adults.

5085. Capstone Project in Sport Management

Variable (1-6) credits. Prerequisite: Open only to Kinesiology M.A. students in the Sport Management concentration who have completed all coursework toward the degree and are in the final semester; instructor consent required.

Students develop and present a semester-long research project in an area of sport management.

5091. Internship

Six credits. May be repeated for credit.

The application and implementation in a work situation of theories and practices related to the student's area of specialization.

5092. Practicum: Administrative Field Experience

Variable (1-6) credits. Prerequisite: Instructor consent. May be repeated for a maximum of 12 credits.

Provides an opportunity for educators who wish to become administrators of educational organizations to become familiar with the functions and tasks that certified administrators perform. Intended primarily for Sixth-Year students.

5094. Seminar

Three credits. May be repeated for a maximum of 12 credits.

Analysis of the issues and research in the field of education. Open primarily to Master's and Sixth-Year students.

5099. Independent Study in Education

Variable (1-3) credits. Prerequisite: Instructor consent. May be repeated for credit.

Students requesting this course should have a significant background in education and should present to the instructor problems, well-defined and well laid out for investigation, which hold special interest for them and which will be pursued on the plan of advanced study.

5102. Assessment, Evaluation, and Research in Student Affairs I

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

The role of assessment and evaluation to address current student affairs issues in higher education settings. Focus on skill development in problem identification, research question formulation, qualitative design, interview protocol development, and critique and applications of professional literature.

5103. Assessment, Evaluation, and Research in Student Affairs II

Three credits. Prerequisite: EDLR 5102; open only to Higher Education and Student Affairs M.A. students; instructor consent required.

Application of assessment and evaluation research methodologies to address genuine problems in student affairs contexts. Focus on development of theoretical framework, quantitative methods, reporting results, and formulating recommendations for improving practice and policy.

5105. Structured Group Dialogue in Student Affairs

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

Explore basic approaches to structured intergroup and intragroup dynamics and implications for personal and educational development of students and student affairs professionals.

5107. Resource Management in Student Affairs Administration

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

Analysis of higher education resource development and management with an emphasis on issues in student affairs administration; including, financial management and analysis, human resource management, and management of information technology resources.

5108. Leadership Challenges in Higher Education

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

Application of leadership theory to challenges faced by higher education professionals. By developing critical thinking and problem solving skills, students will learn to identify a crisis, provide leadership for crisis management, and utilize methods of managing communication regarding incidents.

5113. College and University Environments

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

Seminar designed to explore various institutional types, missions, and cultures including private liberal arts colleges, community colleges, comprehensive, research-extensive and special purpose universities. Primary emphasis is on the effect of institutional structure on higher education and student affairs administration.

5114. Access to Higher Education

Three credits.

Provides students with an opportunity to examine and discuss research on individual, institutional, and political factors that are known to impact participation in higher education. Particular attention is given to stratification in higher education including but not limited to the historical and legal context of access; points of access; pathways to higher education; state and federal policies; and college affordability. In addition to learning and discussing various topics related to college access, students in the course will engage in indirect or direct service around college access in the local community.

5117. The College Student

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students.

Characteristics of today's college students. Student behavior theory. Impact of college on students.

5118. Seminar in Higher Education

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students.

Seminar designed to promote the integration of the core curriculum and practitioner experiences of the Master's degree program in Higher Education and Student Affairs and to prepare students for transition to professional positions within student affairs upon graduation.

5119. The Law, Ethics, and Decision-making in Student Affairs

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students.

Survey of case law and statutory provisions related to higher education with a focus on student affairs administration. Students will develop an understanding of ethical decision-making and its application to relevant student affairs scenarios.

5122. College Student Development: Programs and Services

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

History and philosophy of student personnel work related to contemporary and projected student developmental programs and services. Rights, freedoms and responsibilities of students in relation to the college.

5123. Administration of Student Affairs in Higher Education

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students.

Administration of student affairs and services and applications of student development theory in the college community.

5125. Issues in Student Affairs Administration

Three credits. Prerequisite: Open only to Professional Higher Education Administration students.

An examination of issues that affect the new student affairs administrator. Topics vary per semester.

5126. Leading Toward a Multicultural Educational Environment

Three credits. Prerequisite: Open only to Higher Education and Student Affairs M.A. students.

American higher education continually struggles with issues of difference, particularly racial, ethnic, gender, ability, religion, sexual orientation, and other cultural differences. Course participants are challenged to reflect on their personal experiences and examine their values, beliefs, and attitudes with regard to multicultural difference as a means to deepen a critical understanding of multicultural issues in higher education.

5130. Teaching College Students through Transition

Three credits. Prerequisite: Instructor consent.

A practical and theoretical course that gives students the opportunity to explore academic literature of student transition while teaching a UNIV freshman year experience course for students transitioning into the University of Connecticut.

5201. Influences on Adult Learning

Three credits. Prerequisite: Instructor consent.

Interaction of person and environment. Culture. Role of environment. Situational barriers. Motivation. Self-regulation. Personality. Gender. Life transitions. Self-directed learning.

5202. Workplace Learning

Three credits.

Trends in workplace learning and workforce development. Conceptual models of performance improvement and transfer of training. Focus on individual, work team, and organizational variables related to learning, performance, and transfer of training.

5203. The Brain, Experience, and Adult Learning

Three credits.

Four learning systems within the brain. Role of experience in learning. Implications for adult learning and professional development programs.

5204. Organizational Learning

Three credits.

Group and collective learning in organizational settings, with an emphasis on adaptive and generative learning processes.

5205. Professional Development

Three credits.

Using research on how adults learn best and principles of human resource development to implement effective, job-embedded professional development programs. Using professional development to advance organizational goals. Examination of best practices.

5206. Development of Programs for Adult and Human Resource Education

Three credits. Prerequisite: Instructor consent.

Program development for adult learners; emphasis on collaborative planning, needs assessment, effective learning strategies, transfer of training, evaluation, principles of good practice.

5207. Methods for Facilitating Adult Learning

Three credits. Recommended preparation: EDLR 5201.

Focuses on principles and practices of adult learning facilitation, including situational and methodological factors that impact how adults learn in conventional and multimedia contexts.

5300. Management of Sport Services

Three credits.

Management processes and practices involved in operating sport organizations.

5302. Program Evaluation for School Improvement

Three credits.

Program evaluation issues critical to effective school leadership.

5303. Supervision of Educational Organizations

Three credits.

Supervision models; teacher selection and induction; teacher evaluation; staff development and organizational change.

5304. Curriculum Laboratory

Variable (1-3) credits.

Open to teachers and administrators seeking practical solutions to curriculum problems in elementary and secondary schools. Reorganization of courses, reorientation of the program of studies, articulation of administrative units, and development of new materials are considered in relation to the local situation. Students make individual studies of their specific problems, and group studies of related problems.

5308. Psychological Foundations of Education

Three credits.

Learning and related psychological theories and their implications for curriculum, teaching methods, and other aspects of educational practices.

5310. Creating and Sustaining a Positive School Climate

Three credits. Prerequisite: Department consent.

Gives aspiring school administrators practices and processes for establishing and sustaining a positive school climate for the purpose of improving student achievement. The aspiring school administrator will recognize the necessity of developing a clear vision for education and applying it when building a positive school culture.

5315. Sport in Society

Three credits.

The structure and function of sport as an institution, including issues and controversies involving gender, race, and intercollegiate, professional, and children's sports.

5325. Legal Aspects of Sport

Three credits.

Tort law principles specific to sport, fitness and recreational activities.

5343. Women, Education and Social Change

Three credits.

Examination of the lives of girls and women as students, teachers and academics. Emergence of teaching as a hierarchically sex-segregated profession. Effect of gender on the status and organization of the profession. Changing women's roles and social ideologies as related to women's educational aspirations, career achievement and leadership.

5355. Seminar in Change and Innovation in Education

Three credits.

Innovation has been widely acknowledged as a driving force in all areas of human activity. The need for innovation in business receives much of this attention, but the need for creative solutions to vexing problems has also been noted in human services, such as education, social welfare, etc. Introduces current and future educational leaders to the ways in which creativity and change leadership can help them promote real, lasting change in their work.

5360. Leadership in Sport Organizations

Three credits.

Examines multiple perspectives of leadership, from original theories of leadership through to the most contemporary forms of collaborative and team-based leadership. Examines the personal, interpersonal, and team-based skills that are required in leadership roles. Explores the practice of effective leadership, understanding how leadership roles require different skills during times of change or crisis, and in different contexts (intercollegiate, professional, sport for development, etc.).

5365. Managing Diversity in Sport Organizations

Three credits.

Managing sport as a social and cultural phenomenon. Using management theories, sociological concepts and critical thinking to investigate such issues as: how sport impacts our ideas about masculinity, femininity, sexual orientation, class inequality, race and ethnicity, dis/ability, achievement, competition, and individualism; how the organization and management of sport is connected with social relations in groups and societies; and how sport extends beyond competitive outcomes and deals with issues of power and power relations in society.

5370. Ethical Leadership in Sport Organizations

Three credits.

A broad understanding of ethics, ethical theory development and the importance and relevance of ethics to the sport management profession. Students will examine ethical frameworks as they relate to the sport industry, the environment, and the individual within a sport organization. Students will work to develop personal and professional codes of ethics and ethical leadership based on sound ethical theory, and apply critical thinking and ethical decision making skills to contemporary ethical and legal issues within the sport context.

5375. Strategic Human Resource Management in Sport Organizations

Three credits.

Sport management is the coordination of several factors and the most significant of those factors is human resources. Students will understand that managing human resources requires more knowledge, time, and patience than managing any other resource. Students will examine the technical and legal aspects of human resource management from a strategic sport business perspective. They will learn from faculty and industry professionals on how to direct a sport organization through decisions on staffing patterns and responsibilities, evaluation of and rewards for performance, and establishing a fair and just work environment. Emphasis on how to integrate human resource management into overall strategy in a sport organization.

5380. Sport Marketing

Three credits.

Examines the application of marketing principles to collegiate and professional sport, event promotions, and commercial and public organizations.

5385. Sport Facility and Event Management

Three credits.

Examines all aspects of the management of sport facilities and events, including development, planning, staffing, operations, and evaluation.

5401. Principalship and Administration of Educational Organizations

Two credits. Prerequisite: Departmental consent.

Introduction to concepts and skills fundamental to the principalship and successful administration of educational organizations. Provides pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations.

5402. Human Development for School Leaders

Two credits. Prerequisite: Departmental consent.

Introduction to a variety of learning theories that can form the foundation for many practices and decisions as a school leader. Beyond pedagogy and school-aged learner learning theories, the course focuses in depth on adult learning concepts, research, and theory in relation to professional and organizational learning in a school/system context. Exploration of the role of new media applications and Web 2.0 to professional learning and human resource development in education.

5403. Instructional Leadership: Instruction and Intervention

Two credits. Prerequisite: Departmental consent.

Addresses instructional leadership with particular attention to how principals develop and support teachers' effective instruction and instructional accommodation for students. After forming a working definition of instructional leadership, aspiring leaders will learn about facets of curriculum and instruction that can ameliorate outcomes for students. Then they will learn about leadership activities, including data use and communication strategies, to support improvement at both the classroom and school levels.

5404. Organizational Leadership: Culture and Parent and Community Engagement

Two credits. Prerequisite: Departmental consent.

Essential school leadership aspects of organizational culture and parent and community engagement. Developing a positive and strong culture of achievement lays the foundation for strategic improvement and supports instructional leadership and talent management effort. Proactively engaging parents and members of the community to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes.

5405. Instructional Leadership: Curriculum and Assessment

Two credits. Prerequisite: Departmental consent.

Addresses instructional leadership with particular attention to how principals create and sustain systems for instructional improvement. In so doing, the course builds the competencies of aspiring leaders in using routines and teams to promote schoolwide change. Provides structured learning opportunities for aspiring leaders to reflect on the intersection between instructional and equity-oriented leadership to promote positive outcomes for all students.

5406. Talent Management: Supervision and Performance Evaluation

Two credits. Prerequisite: Departmental consent.

Development knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. Students will understand the elements of an effective teacher evaluation plan and the support required to implement and maintain it. Focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large.

5407. Contemporary Educational Policy Issues

Two credits. Prerequisite: Departmental consent.

Introduction to the formation and implementation of education policy. The study of education policy focuses on the processes by which society develops, implements, evaluates, and modifies the rules, both official and unofficial, by which the American education system runs.

5408. Leadership for Special Populations

Three credits. Prerequisite: Departmental consent.

Addresses leadership to support special education students and other special populations in schools. It proposes that effective leadership for all special student populations involves particular knowledge and requires a strong equity orientation.

5409. Organizational Leadership: Improving Educational Organizations

Two credits. Prerequisite: Departmental consent.

Essential school leadership aspects of improving schools as educational organizations.

5410. Talent Management: Professional Learning

Two credits. Prerequisite: Departmental consent.

Development of the knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. In addition, students will understand the elements of an effective teacher evaluation plan and the support required to implement and maintain it. Focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large.

5411. Legal Aspects of Education

Two credits. Prerequisite: Departmental consent.

Legal issues relevant to school administrators, including mandatory attendance, curriculum, school district obligations, liability issues, student rights, teacher and other employee rights, tenure, collective bargaining, and religion in schools.

5412. Organizational Leadership: Developing Organizational and Leadership Capacity

Two credits. Prerequisite: Departmental consent.

Essential school leadership aspects of developing organizational capacity for strategic and sustainable improvement. Students will examine the role the principal plays in ensuring the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

5518. Introduction to Sport Based Youth Development

Four credits. Prerequisite: Instructor consent.

This is a service learning course that requires both classroom participation and community involvement.

6001. Legal Issues in Student and Parent Rights

Three credits.

Examines the legal issues that arise with respect to student and parent rights, such as search and seizure, student discipline, speech and religion, and homeless children.

6002. Legal Issues in School Employment

Three credits.

Examines the legal issues that arise with regards to employment in K-12 education, such as tenure, employment discrimination, due process, and collective bargaining.

6004. Legal Issues in Educational Technology

Three credits.

Examines the legal issues that arise with respect to special education in K-12 education, such as intellectual property, social media, cyberbullying, sexting and virtual schools.

6050. Dissertation Proposal/Prospectus Development I

Three credits. Prerequisite: Instructor and major advisor consent; completion of program or concentration General Examination, or comprehensive literature reviews in area of study. May be repeated for up to six credits.

Open to advanced students enrolled in doctoral programs. Systematic development of dissertation proposal components, including introduction, problem statement, conceptual framework and/or review of literature, and research questions. IRB and ethical considerations, and preparations for proposal defense. May include methodology/methods, pilot study, limitations, and related appendices depending on student needs.

6051. Dissertation Proposal/Prospectus Development II

Three credits. Prerequisite: Department consent.

Open to students enrolled in doctoral programs. Systematic development of dissertation proposal components, including methodology, methods, procedures, limitations, all related appendices, IRB application, and proposal defense.

6052. Qualitative Methods of Educational Research II

Three credits. Prerequisite: EDCI 6000.

Companion to EDCI 6000. Provides the opportunity for students to more closely examine qualitative methodology and methods to ensure that students are able to synthesize an analysis of qualitative data. Specifically, students will generate credible units from narrative and visual data and develop categories from the units through comparing, contrasting, aggregating, and ordering data. Students will present findings in a chronological or thematic case example or case history, in an essay formulated around topics or theses, or in an alternative format appropriate to the analysis.

6054. Inquiry and Research in Educational Leadership I: Foundations, Design, and Use

Three credits. Prerequisite: Open only to Educational Leadership Ed.D. students.

Explicates knowledge production through systematic inquiry in education, including processes, questions, and strategies used to conduct meaningful research in schools. Explores the intersection of theory and practice with emphasis placed on the critical analysis and interpretation of the research literature to the practice of school leadership.

6055. Inquiry and Research in Educational Leadership I: Implementation, Analysis, and Discovery

Three credits. Prerequisite: Open only to Educational Leadership Ed.D. students.

A continuation of EDCI 6054. Elaborates the strategies and tools used to conduct meaningful research in schools with emphasis in the actual conduct of research in school settings. Explores the link between research findings and the improvement of practice.

6092. Practicum

Variable (1-9) credits. May be repeated for credit.

The implementation and application of theory in the student's area of specialization.

6201. Strategic Applications of Adult Learning

Three credits. Prerequisite: EDLR 5201, 5202, 5203, and 5204; open only to students in the Adult Learning graduate program; instructor consent required.

Case study analysis and live case study consultation to develop innovative approaches to adult learning to address the challenges of employee development in corporate, education, public sector, and private sector settings.

6300. Organizational Theory in Sport

Three credits. Prerequisite: Open only to doctoral students with instructor consent.

Exposes students to some critical areas of management and the theories associated with these areas.

6301. School District Executive Leadership

Three credits. May be repeated for a maximum of six credits.

Seminar and practicum experiences focusing on leadership and policy issues facing school superintendents, central office administrators, and senior state education agency officials.

6302. School District Policy, Politics, and Governance

Three credits. Prerequisite: Instructor consent.

Study of educational policy and school governance; the politics of educational administration; reform; finance; and the processes of district policy formulation, implementation, and analysis. Specific school district policy and governance issues are examined.

6303. Data-Driven Decision Making for School Improvement and Policy Development

Three credits. Prerequisite: Instructor consent.

Provides school leaders with the knowledge necessary to improve instructional programs and improve policy by relying on data-driven strategies and tools. The course meets in seminar/lab format with students working on data-driven problems, analyses and developing action plans as a result. Students work on several case studies and a major project of personal, professional significance.

6304. Financial and Human Resources Management in Education

Three credits. Prerequisite: Instructor consent.

Study of human resources development practices in school systems, with emphases on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. This course also includes the study of concepts in school finance and school business management. Attention is given to national, state, and local issues. Emphasis is also given to school support services including transportation, faculty planning and maintenance, food service, and risk management.

6310. Organizational Behavior in Sport

Three credits. Prerequisite: Open only to doctoral students with instructor consent.

A discourse on theories related to behavior of individuals and groups in sport and exercise organizations.

6312. Leadership for Teaching and Learning: The Role of the Leader in School Improvement

Three credits.

Explores leadership skills required to improve instruction and student learning in the school and district. Students develop and apply models to address an instruction/achievement issue in practice.

6313. Educational Policy and Politics

Three credits.

Study of educational policy; the politics of educational administration; and the processes of policy formulation, implementation and analysis. Specific educational policy areas are examined.

6314. Legal Issues in Organizational Management

Three credits. Prerequisite: Open only to Educational Leadership Ed.D. students.

The legal process and understanding of legal issues in education involving students, teachers, and boards of education.

6315. Current Research in Sport Management

Three credits. Prerequisite: Open only to doctoral students with instructor consent.

Research in the field of sport management. Each week one or more researchers will present their completed work, studies in progress, or proposed research.

6322. Economics of Education Reform

(Also offered as PP 5337.) Three credits. Prerequisite: Instructor consent.

Examines a number of prominent education reform strategies, using economics as a lens through which to understand the motivations for and potential impacts of each. Economics enables us to focus on the incentives created by these policies, allowing us to predict their intended and unintended consequences. We will utilize this framework throughout the course as we read about and evaluate the effectiveness of various educational interventions and policy reforms. Topics include (among others): class size reduction, teacher quality and teacher certification, merit pay, school accountability, school choice, school finance reform, early childhood education, and topics in higher education.

6323. Seminar in the History of K-12 Education Reforms, 1890-present

Three credits. Prerequisite: Instructor consent.

Seminar examining the history of K-12 education reforms from the 1890s to the present day.

6464. Seminar: Leadership and School Organizations

Three credits.

Study of organizations and leadership from the perspective of the humanities and the social and behavioral sciences.

6465. Educational Administration Issues and Research

Three credits. Prerequisite: EPSY 5605, 5607, and 6601. May be repeated once for credit.

Designing educational research studies; current topics in school administration. Ordinarily meets for 10 full days for special research activities.

6466. Policies for Improvement: Mobilizing School and Community

Three credits.

Advanced seminar explores perspectives on the policy environment for school improvement. Students identify policy issues, collect data, conduct analyses, and propose actions.

6467. Social Justice Leadership, Equity and School Change

Three credits.

Exploration of various tenets, theoretical tensions, and transformative applications of social justice leadership in American education.