

Doctoral Program in Educational Leadership at Fresno State (DPELFS)
EDL 280T (Topics in Educational Leadership)

| Course Title | Strand | Course Description |
|---|--------|--|
| Community College Administration | HE | This course provides an understanding and development of knowledge of community college administration with emphasis on the California Community College system. The course combines theory, research, topics, issues, and debates of the profession. Practical applications will be explored while enabling students to develop a knowledge base grounded in current theory and research in community college administration. |
| Contemporary Issues in Post-Secondary Education | HE | This course is intended to explore a broad area of current issues and challenges facing post-secondary education. Students will gain an understanding of leadership, shared governance, funding, changing demographics, articulation, labor relations, media, and student retention and the impact these challenges have on providing a quality education to students in post-secondary education. Student will gain an understanding of how these issues are important and how they interplay so they can follow and interpret these current issues in the news media, journals and discussions. |
| Human Resources and Collective Bargaining in Higher Education | HE | Through the study of statutes, regulations, court decisions and case studies students will examine the major functions of human resources such as: employer-employee relations, performance evaluation, recruitment and selection processes, employee discipline, interpreting bargaining agreement language, prevention of harassment and discrimination. There will be an emphasis on the critical role of human resources in education. |
| Post-secondary Legal Issues | HE | This course is designed to expose the student to a wide range of administrative problems at the college and university level that have legal implications. This course should assist current and prospective college and university faculty and administrators in recognizing the legal parameters around which decisions are made. The course will address the legal relationships between the higher education institution and its trustees, administrators, faculty, students, local/state/federal governments, educational associations, and business/industry communities. |
| Resource and Fiscal Planning for Higher Education | HE | This course introduces students to the complexities of resource and fiscal planning and management in higher education. Students will analyze ways in which social, economic, and political dynamics impact financial decisions in higher education and within institutions. Students also will examine finance and budgeting through the lenses of theory, policy, and practice.” As a seminar class, students will lead class discussions from the readings; examine current funding and resource issues presented in the media; write an analysis paper that examines the strategic plan, an environmental scan, and a department’s current and future needs to justify recommended items to be included in a department’s budget request; and write a research paper related to one or more of the course learning outcomes, such as examining the impacts of financial trends and related policies on student access or completion. |

| Course Title | Strand | Course Description |
|---|--------|---|
| Advanced Curriculum to Support Diverse Learners | P12 | This course explores significant theories of curriculum through the lens of educational leadership. Coursework will apply historical perspectives, research-based theories and emerging theories and practices to critical educational challenges facing leaders in our Valley--third grade reading achievement, achievement of English Learners, middle school challenges and high school dropout rates. |
| Closing the Achievement Gap Using Data-driven Decision Making | P12 | Course aim is to promote students' skills to analyze and interpret data relevant for programmatic decision-making. Students will gain experience through all phases of data-driven decision-making, including: (a) developing testable research questions, (b) gathering and analyzing data, and (c) interpreting and reporting results. This will be attained by students actively collecting and analyzing qualitative and quantitative data from their respective school/program. As such, the course will serve particularly beneficial for students in leadership positions who routinely use data for program purposes or analyzing data for their dissertation. Students are strongly encouraged to utilize their dissertation data in the course. |
| Human Resource Administration Tier II | P12 | This course focuses on the application of human resource management theory, empirical findings, and best practices to school administration. The theories and practices associated with the major functions of human resources including recruiting, staffing, motivation, performance management and development will be examined. There will be an emphasis on the critical, strategic role of human resources in enhancing organizational effectiveness. |
| Leadership for Reading Instruction | P12 | Through this course, students will analyze the forces driving reading/language arts mandates and their impact on the evolving role of administrators and teacher leaders in the implementation of reading curricula. Through the analysis of seminar studies, Scientifically Based Reading Research (SBRR), and reports of the federal reading panels that drive No Child Left Behind and Reading First legislation, students will explore the philosophical and corporate underpinnings of the "Reading Wars" and their impact on reading mandates. Students will then synthesize course content and discover the praxis between theory, research, and practice as part of a field experience component. |
| Resource Management and Fiscal Planning Tier II | P12 | This course develops advanced skills to effectively manage internal and external resources within the school setting. The course provides an overview for leveraging external resources, obtaining grants, developing external partners and examining issues and studies related to financing public education. |

| Course Title | Strand | Course Description |
|---|----------|--|
| School Law Tier II | P12 | This course provides the legal foundation of U.S. public schools with an emphasis on California schools. There will be an overview of general principles of law and judicial decisions in relation to educational environments. The course will focus on legal responsibilities, constraints, and ways to effectively implement educational programs given legal requirements. The course will provide an understanding of federal law, California Education Code, California Code of Regulation, district policies, and school level regulations. Topics will include issues related to freedom of expression, separation of church and state, personnel law, liability, governance requirements, and special education. |
| Educational Measurement in Leadership Decision Making | P12 | This course will promote students' understanding of the role of educational measurement in leadership decision-making. The purposes of educational measurement throughout all phases of educational practice and assessment will be explored. Course readings will center on the types of tests used in education, procedures for test development, and psychometrics (reliability, validity). Students will become thoroughly familiar with the processes involved in test development and the types of scores used to communicate examinee performance. Students will gain experiencing reviewing published instruments, developing a test for administration, and analyzing data to investigate the psychometric properties (reliability, validity) of obtained scores. |
| Advanced Service-Learning Pedagogy and Practice K-HE | P12 & HE | This course is designed to prepare students with the advanced skills, knowledge, and dispositions to develop service-learning partnership programs among K-12 schools, colleges/universities, non-profits, and public agencies. Students will explore how service-learning pedagogy impacts academic achievement, social/emotional development, and civic engagement across elementary, secondary, and higher education contexts. Practical field experiences will be used to explore how service-learning addresses academic curriculum standards and the needs of diverse student populations, including English Learners, Students with Special Needs, and Students from Disadvantaged Backgrounds. |
| Interpersonal Leadership and Conflict Resolution Tier II | P12 & HE | This course highlights issues related to Interpersonal Relations and Conflict Resolution. The course develops a broad-based awareness of the issues and variables that contribute to conflict, to develop skills and competencies to resolve conflicts, and to become aware of the methods and procedures available to resolve conflicts. |
| Ethnography and Case Study Methodologies | P12 & HE | This course deals with ethnographic approaches with an emphasis in race, immigrant children and education. It will use ethnographic approaches in the area of immigration and education as examples for conducting qualitative studies. It will also look at various social theories in race, class, schooling and how they relate to the experiences of immigrant children in education. These theories will help students conduct qualitative methods in their own studies. |

| Course Title | Strand | Course Description |
|---|----------|---|
| Leaders and Leadership | P12 & HE | During this course, attention will be focused on the following questions: 1) What is leadership? 2) How does the research literature define leadership generally? Educational leadership? 3) What role does leadership play in the policy-making process? What role does it play in everyday practice? 4) How have notions of leadership changed in recent times? 5) What characteristics make an individual a leader? 6) What are the implications for leaders of K-12 and higher education institutions? |
| Organization Development for Higher Performance | P12 & HE | This course provides knowledge and practice of organizational development methods used in promoting organizational and large system change. Students examine organizations using organizational diagnosis and development tools in an effort to help leaders transform their organizations into high performing entities. Emphasis will be placed on the knowledge and skill of leaders in designing and conducting appropriate interventions to improve team functioning, in using effective facilitation techniques to support teams in defining and reaching their goals, and the role of leadership in creating and sustaining teams that contribute to positive individual, team, and organizational success. |
| Practicum in Program Evaluation | P12 & HE | This course provides hands-on evaluation experience using evaluation projects contracted by the Center for Research, Evaluation, Assessment, and Dissemination (CREAD). The course begins with designing an evaluation plan. Students will collect data and write evaluation reports related to the evaluation project. |
| Research, Practice and Issues in Educational Technology | P12 & HE | <p>This course is designed to explore critical issues, research findings, predictions for the future, and exemplary practice in the field of Educational Technology. Students will participate in a variety of activities including hands-on explorations, small and large group discussions, synthesizing through discussion boards, and short group presentations. Through these activities, participants will formulate a vision of teaching with technology in the present and the future and a plan for implementing effective use of technology.</p> <p>Upon completion of this course students will be able to: identify and discuss significant issues involved in the access and use of technology in our schools, summarize research in the field of educational technology, explain the strengths and weaknesses of the research performed in the field of educational technology and implications for future research, summarize and explain the exemplary use and implementation of technology in the education, articulate a philosophy and a vision on the educational use of technology in the present and the future, design, explain, and justify a plan to facilitate the implementation of effective use of technology in a school/institution.</p> |
| Writing for Publication | P12 & HE | This course is intended to explore the world of publishing for educational research. In this course, students will gain an understanding of how educational researchers prepare manuscripts for publication. Students will also conduct in-depth explorations of the type of publishing venues that exist for the publication of |

| Course Title | Strand | Course Description |
|--------------|--------|---|
| | | educational researcher, such as: online journals, peer reviewed journals, methodological journals, theory journals, and practitioner journals. Students will also learn different ways to: engage with journal editors, assess editorial boards of journals, select journals to publish in, and assess journal quality. |

Updated 6-29-11