EDUCATIONAL LEADERSHIP (EDL)

EDL 509. Leading School Improvement. 6 Credits.
This course analyzes the characteristics of effective schools and
the leadership theories and concepts related to the change process.
Participants examine the application of these theories and concepts to
the practice of improving the work of the school and the achievement
of students. Case studies focus on the analysis of schools in need
of improvement, the specific issues facing the schools, data analysis
techniques, effective leadership practices, strategic planning, financing
improvement plans, and evaluation processes. The role of teacher-leaders
within the school improvement process is emphasized.
Prerequisites: None
Offered: Every year

EDL 601. Leading and Managing the Contemporary School. 6 Credits.
Introduction to leadership, management theories and concepts and
how school leaders apply them to address problems and issues facing
schools today. Case studies focus on the development and analysis
of school policies, practices and resources related to contemporary
educational issues such as social justice, diversity, student wellness and
equity and the leadership and management styles required to implement
them. The course includes a field-based experience involving the analysis
of successful school leadership and district policies, practices and
resources related to closing one or more identified opportunity gaps.
Prerequisites: None
Offered: Every year

EDL 603. Leading and Managing the Instructional Program for Equitable
Outcomes. 6 Credits.
Explored through the lens of equitable outcomes, this course is
an examination of contemporary, standards-based curriculum
designs, teaching/learning/assessment models and the leadership
processes directed toward developing, implementing and supervising
instructional programs to improve student learning. The course includes
a field-based experience involving a curriculum audit, a formal classroom
supervision, an analysis of state generated assessment data and
accountability reports, and an overview of the school’s technology
program. It culminates in recommendations for program improvement
that are attentive to differential outcomes for historically underserved
students.
Prerequisites: None
Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.
The course provokes an analysis of the characteristics of effective
schools and the leadership theories and concepts related to the change
process. Emphasis of the course is on the application of these theories
and concepts to the practice of improving the work of the school and the
achievement of all students. Case studies focus on analysis of schools
in need of improvement, the specific issues facing the schools, data
analysis techniques, effective leadership practices, strategic planning,
financing improvment plans and evaluation processes. The course
includes a field-based project where students collect and analyze the
data for improvement efforts of a school that has successfully increased
achievement over time.
Prerequisites: None
Offered: Every year

EDL 607. Administrative Internship in Educational Leadership. 3 Credits.
This course is a field-based administrative experience requiring the intern
to assume a leadership role and authentically apply the Connecticut
Standards for Educational Leaders. The intern applies a systems
perspective theory of action to strategic and equity planning. The intern
builds a cultural competency with an emphasis on promoting equitable
learning experiences in student-centered environments. The internship is
planned, guided and evaluated by the student, the university supervisor
and the field site mentor, who is a licensed practicing administrator. The
course culminates in the development of an electronic portfolio, which
represents the work during the internship.
Prerequisites: Take EDL 601, EDL 603, EDL 605.
Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.
This course provides an introduction to the concepts and approaches in
educational program planning and evaluation with an emphasis on the
responsibilities of school leaders to use program evaluation to improve
teaching and learning. The interpretation of data collected through the
program evaluation process is emphasized so that decisions may
be made to continue, restructure or terminate educational programs.
Case studies focus on critiquing program evaluations and students are
required to plan and conduct an assessment of an educational program
in their school or district.
Prerequisites: None
Offered: Every year

EDL 611. Educational Law. 3 Credits.
This course provides a practical analysis of constitutional law, federal
and state statutes, regulations, case studies and executive agency
opinions related to the rights of students and school employees.
Emphasis is on the basic principles of school law and the responsibilities
of teachers and administrators. Case studies focus on legal claims
brought to before U.S. courts by students, parents, teachers,
administrators and the public.
Prerequisites: None
Offered: Every year

EDL 613. Public School Finance. 3 Credits.
This course provides a comprehensive, detailed overview of the budget
development resource allocation processes derived from the planning
guidelines associated with school financial operations. Theoretical
and practical treatments of the budget process are examined, with a
focus on the budget as a tool to accomplish school goals. Case studies
and practical exercises focus on how schools can utilize the budgeting
process and both competitive and entitlement grants to reallocate
and manage resources to improve educational programs and student
learning.
Prerequisites: None
Offered: Every year

EDL 615. Conflict Resolution and Transformational Leadership. 3 Credits.
This course introduces theories and applied strategies of conflict
resolution through the lens of becoming a transformational leader.
The course will focus on the multiple constituencies served by the
contemporary educational leader: families, colleagues, students, staff,
boards of education, and broader communities, and how conflict
resolution applies in such varying contexts. Focus on modes of
communication, both written and oral, enhancing listening skills and
providing opportunities for transformation through building supportive
communities will be highlighted.
Prerequisites: Take EDL 601.
Offered: Every year, Summer
EDL 700. Connecticut Administrators Test. 0 Credits.

Prerequisites: None