

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Department Website: Master of Education in Educational Leadership
(<https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership---online/>)

The Department of Educational Leadership and Administration offers a 30-credit online program which strives to develop reflective, educational leaders who are committed to a spirit of inquiry and social justice and who guide their communities toward a rich, equitable, and comprehensive education for all students.

The program is designed for practicing educators who aspire to become more effective formal and informal leaders in the K-12 environment. An educational leader's key task is to foster learning for everyone in that environment.

The 30-credit program consists of 11 courses delivered across four consecutive semesters. The 11 courses in this program are designed to help educators develop the knowledge and skills that will help them create a school environment in which everyone can realize their potential.

This online master's program is, at heart, a community of learners. To enhance this community of learners, this program is designed as a cohort model. Members of the cohort begin the program with online courses that are mostly asynchronous. The online coursework is enhanced by personal one-to-one support via a learning management system, e-mail, telephone, and teleconferencing throughout the program. During the summer, the cohort will meet together for synchronous sessions for a week.

Master of Education in Educational Leadership Program Requirements

Code	Title	Hours
EDLA 618	Professional Literature Review	3
EDLA 626	Cultural Competence Development	3
EDLA 628	Educational Leadership and Inquiry	3
EDLA 633	Educational Leadership and Organizations	3
EDLA 638	Educational Leadership: Change, Management, and Supervision	3
EDLA 641	Ed Leadership & Community	3
EDLA 653	Educational Leadership: Curriculum, Instruction and Assessment	3
EDLA 688	Evidence Informed Decision Making	3
EDLA 689	Professional Seminar	3
EDLA 698	Research and Data Analysis	3
EDLA 699	Comprehensive Oral Exam	0
Total Hours		30

Courses

EDLA 600. Program Administrator Intern. (3 Credits)

May be repeated for credit.

The internship is planned for candidates contemplating a calling to central office administration. This two semester course field experience places the candidate-administrator in a firsthand work experience in which academic knowledge can be applied in the educational setting. The candidate's experience is aligned to Washington State Program Administrator Certification requirements.

EDLA 601. Professional Development. (1-5 Credits)

This course is designed for experienced teachers. The course involves both in-class and field-based learning.

Equivalent: EDLA 501

EDLA 609. Program Adm Role Seminar. (2 Credits)

This course is delivered through a series of five seminars during the candidates' internship year. Attendance of each seminar in the specific sequence is mandatory. Seminar topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, public relations and the job search process.

EDLA 610. Program Administrator Intern. (3 Credits)

May be repeated for credit.

The internship is planned for candidates contemplating a calling to central office administration. This two semester course field experience places the candidate administrator in a firsthand work experience in which academic knowledge can be applied in the educational setting. The candidate's experience is aligned to Washington State Program Administrator Certification requirements.

EDLA 611. Continuing Education. (1 Credit)

May be repeated for credit.

This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.

EDLA 612. Leadership Role Seminar. (3 Credits)

This course is designed to explore the NELPs standards required by Washington State for principal certificate candidates. Topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, diversity, equity and inclusion, professional standards and ethics, and instructional leadership, Fall.

EDLA 613. Leadership Role Seminar. (3 Credits)

This course is designed to show competence in applying the NELP standards through a problem of practice Spring.

EDLA 618. Professional Literature Review. (3 Credits)

This course will guide candidates through the first steps in the process of evidence-informed decision making. Candidates will learn how to articulate a topic that is specific to their problem of professional practice, access research-based literature specific to the problem of practice that guides their action research project, analyze and critique the relevant literature, marshal the relevant literature into a coherent whole, learn and practice skills in graduate level writing, and then write a professional review of the literature according to APA and Departmental guidelines.

EDLA 620. Principal Internship. (3 Credits)

The internship a field experience and places the candidate-administrator in a firsthand experience in which academic knowledge can be applied to the educational setting. The candidate's experience is aligned to Washington State principal certification requirements. Fall

EDLA 623. Risk and Protective Factors. (3 Credits)

This course addresses the interdependency of family, school and community as they impact the school-aged child. Risk factors are addressed, as well as protective factors that can support family, school, and community in fostering resiliency in children.

Equivalent: EDAC 623

EDLA 625. Classroom Intervention Skills. (3 Credits)

This course offers teachers the opportunity to learn communication and counseling skills that can be used within the instructional settings. Supportive classroom management techniques that result in logical consequences and assist the child in accepting responsibility for behavior are addressed. This course focuses on a multitude of methods and modalities in order to address various learning styles to reduce non-academic stressors.

Equivalent: EDAC 625

EDLA 626. Cultural Competence Development. (3 Credits)

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education, regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, sexual orientation, religious perspective, or ability level. Candidates will explore diversity, equity and inclusion from a local and global perspective.

Equivalent: EDAC 626

EDLA 627. Teacher as Counselor. (3 Credits)

This introductory course addresses the metacognitive aspects of the teacher as person and counseling skill development for classroom teacher use. Areas of emphasis will include self-awareness, awareness of impact on others, recognizing and attending to different learning styles and personality types, maintaining healthy relationships with others, and creating a vision for the future. It will focus on personal and academic growth.

Equivalent: EDAC 627

EDLA 628. Educational Leadership and Inquiry. (3 Credits)

This course creates opportunity for personal reflection on one's role as a leader in the classroom and the broader educational culture. Because schools are centers of inquiry, candidates will develop the capacities to lead a process of evidence-informed decision-making. Candidates will examine leadership theory, practice, and the skills associated with professional inquiry.

Equivalent: EDLA 525

EDLA 630. Certification Internship. (3 Credits)

The internship is a field experience and places the candidate-administrator in a firsthand experience in which academic knowledge can be applied to the educational setting. The candidate's experience is aligned to Washington State Principal Certification requirements. Spring

EDLA 633. Educational Leadership and Organizations. (3 Credits)

This course is designed to enhance candidates' understanding of organizations and to build their capacity as leaders with and without authority to help their organization achieve its goals. Candidates will apply leadership theories in an analysis of their problem of practice.

Equivalent: EDAC 633

EDLA 635. Principalship. (3 Credits)

This course explores the role of the building administrator. It examines the nature of school leadership in today's schools; core values and beliefs; and the relationships of the principal with students, teachers, parents, and the community.

Equivalent: EDAC 635

EDLA 638. Educational Leadership: Change, Management, and Supervision. (3 Credits)

This course is designed to provide an overview of the school leader's role in developing a shared vision, mission, and set of core values for continuous school improvement. Candidates will study fundamental leadership and management principles and skills to explore methods of effective school operations such as financial, human resources, and technology. Candidates will also study and describe the processes and practices of effective school supervision and evaluation methods embedded in trust and professional growth.

EDLA 641. Ed Leadership & Community. (3 Credits)

The purpose of this course is to advance candidates understanding of school and community relationships by applying and promoting a culture of learning that is respectful of all stakeholders. This course will address the significant aspects of developing school and community partnerships that create supports for the academic, social, and emotional needs of students.

Equivalent: EDAC 641

EDLA 646. Staff Development. (3 Credits)

This course provides the professional teacher with an understanding of the concepts of adult learning and development and an awareness of some of the components, processes, and techniques of staff development programs. The focus is on the underlying theme of staff development programs that the professional teacher perceives learning and the acquisition of new competencies as a life-long process.

Equivalent: EDAC 646

EDLA 647. Advanced Learning Strategies. (3 Credits)

This course is designed to identify for teachers, principals and curriculum developers a range of teaching models and instructional approaches for creating learning environments. The course provides a systematic exploration of interactions among educational objectives, pedagogical strategies, curricular designs, social and psychological theory. The course emphasizes the wide range of options teachers may adopt and adapt to their unique teaching situation. The course assists students in developing a basic repertoire of teaching models through analysis of the underlying theoretical structures, principles and procedures of four different groups of approaches to teaching. Students will have the opportunity to participate in the "coaching" process designed to assist with the acquisition of new teaching behaviors.

Equivalent: EDLA 546

EDLA 648. Teacher Leadership. (3 Credits)

This course focuses on the skills of promoting effective cooperation between community and school. It also includes discussion of communication strategies, team building, and meeting patron need. Prerequisite: Postgraduate standing or permission. (Canada only)

Equivalent: EDAC 648

EDLA 650. Instructional Practicum. (3 Credits)

This is a field-based experience for practicing teachers. The focus is on the development and documentation of growth standards from research on teaching. Teachers use peer coaching, effective schools research, climate expectations, and goal setting strategies. Some application of specific models, social styles, and positive growth strategies may be involved.

Equivalent: EDLA 597

EDLA 651. Supervision of Instruction. (3 Credits)

This course is designed to support the position that the primary purpose of supervision is to provide the means for teachers and supervisors to increase their understanding of the teaching-learning process through collaborative inquiry that can increase classroom effectiveness and student learning. The primary assumption on which this course rests is given a democratic setting; all teachers have the potential for growth and are capable of making appropriate instructional decisions based on relevant classroom data. Teachers are perceived as active constructors of their own knowledge about learning and teaching and supervision is viewed as a collaborative means in creating this knowledge. The emphasis is on multiple methods of collecting objective data during instruction that can be used to make inferences and interpretations regarding the effectiveness of the teaching process.

Equivalent: EDAC 651

EDLA 653. Educational Leadership: Curriculum, Instruction and Assessment. (3 Credits)

This course addresses how formal and informal leaders can promote alignment between curricular design, pedagogical decision, and assessment methods while attending to historical, ideological, and political contexts. Emphasis will be placed on promoting equity and access to learning through classroom-based diagnosis of student needs and student involvement, and through school-based tiers of support.

EDLA 662. Leadership and Finance. (3 Credits)

This course presents a thorough overview of the economics and financing of education. This course also presents, and prepares participants for using, standard budgeting procedures for managing schools and school systems.

Equivalent: EDAC 662

EDLA 663. Leadership and Law. (3 Credits)

The course is designed for graduate students in education without prior formal training in school law, but who have experience working in schools. Through multiple activities students are expected to be able to identify legal issues which may arise in their jobs in school, be familiar with the legal rules which govern these issues, and be able to make an educated guess about how a court might apply these legal standards to their situation.

EDLA 665. Assessment and Learning. (3 Credits)

This course is designed to help candidates extend their expertise in applied educational measurement at the classroom, building, district, state, provincial, and national levels. The philosophical, cultural, ethical, and political issues surrounding assessment and evaluation will be examined from the perspectives of classroom practitioners and school leaders. Candidates will also focus on involving students in a variety of rigorous assessment methods to promote a fair, supportive, and reciprocal learning environment.

Equivalent: EDLA 565

EDLA 670. Leadership and Change Planning. (3 Credits)

This course consists of one module that can be taken in either the fall or spring semesters. The module topic addresses planning for school change. The course is designed for those candidates that already hold a master's degree in the field of education and is primarily developed for those individuals that have a Principal or Program Administrator Certification.

EDLA 671. Leadership and Capacity Building. (3 Credits)

This course consists of one module that can be taken in either the fall or spring semesters. The module topic addresses Leadership and Building Capacity in others. The course is designed for those candidates that already hold a master's degree in the field of education and is primarily developed for those individuals that have a Principal or Program Administrator Certification.

EDLA 680. Special Topics. (0-3 Credits)

May be repeated for credit.

Topic to be determined by instructor.

EDLA 688. Evidence Informed Decision Making. (3 Credits)

In this course, candidates will create an action plan specific to their problem of professional practice. This action plan will apply leadership practices to promote school growth by addressing systems change. Strategies that enhance educators' collaborative school improvement processes will be explored.

EDLA 689. Professional Seminar. (3 Credits)

In this course, candidates will demonstrate the integration of the knowledge and skills gained throughout the program. They will also articulate their translation of theory into continuous improvement of professional practice.

Equivalent: EDAC 689

EDLA 690. Directed Readings. (1-3 Credits)

May be repeated for credit.

This is an individualized study based on readings approved by professor. Student develops a selected bibliography.

Equivalent: EDAC 690

EDLA 692. Independent Study. (0-3 Credits)

May be repeated for credit.

This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.

Equivalent: EDAC 692

EDLA 694. Special Project. (0-3 Credits)

May be repeated for credit.

This is an individualized and project-based study, which results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

Equivalent: EDAC 694

EDLA 695. Professional Experience. (1-3 Credits)

May be repeated for credit.

This is a planned series of field experiences in settings related to education, junior colleges, court services, social agencies, etc.

Equivalent: EDAC 695

EDLA 698. Research and Data Analysis. (3 Credits)

This course will address research processes and systemic-wide data collection. Emphasis will be placed on critically evaluating educational research and on analyzing data as a way to mobilize action steps towards improved student learning or school environments. Data from a variety of sources will be summarized in graphs, tables, and oral or written narrative.

Equivalent: EDAC 698

EDLA 698A. Research Project. (3 Credits)

This is a research project for a master's degree.

EDLA 698C. Research Seminar. (1 Credit)

An analysis of basic elements of research proposal design.

EDLA 699. Comprehensive Oral Exam. (0 Credits)

The Oral Exam is the opportunity to demonstrate your knowledge acquisition, your ability to use knowledge to solve problems, and a chance to focus on yourself as a leader: how you believe you have grown—in response to each program outcome or goal. Review your work from the program that you think provides evidence of meeting the program outcomes and come prepared to discuss what you have done to meet these outcomes. You may bring notes or evidence that support your self-assessment. Bring a hard copy of the Oral Exam Reflection and email a copy to your advisor in advance of the Oral Exam. (Note: One project/assignment/experience may provide evidence for several of the outcomes or goals).

Equivalent: EDAC 699

EDLA 970. Leadership & Change Planning. (3 Credits)

This course consists of one module that can be taken in either the Fall or Spring semesters. The module topic addresses planning for school change. The course is designed for those candidates that already hold a Master's Degree in the field of education and is primarily developed for those individuals that have a principal or program administrator certification.

EDLA 971. Leadership & Capacity Building. (3 Credits)

This course consists of one module that can be taken in either the Fall or Spring semesters. The module topic addresses Leadership and Building Capacity in others. The course is designed for those candidates that already hold a Master's Degree in the field of education and is primarily developed for those individuals that have a principal or program administrator certification.