EDMC 601 Leading Teams and Fostering Learning Communities
This module is designed to help students learn what is known about teams and team leadership. It will be both research and case based. Drawing on the research literature, it will help students understand the nature of the different kinds of work teams are asked to do and how teams may be structured for effectiveness, depending on their objectives. Students will be asked to examine two cases that reflect different objectives and different designs. Through a field-based assignment, particular emphasis will be given to the various kinds of teams and groups principals, heads of schools, superintendents and others associated with the educational enterprise must work with and lead. As they work on their projects in this module, in other modules and in particular, in the Practitioner Research Module this fall, participants will also learn how to collect and make meaning of data on teams they choose to study. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 602 Social Foundations of Education
This module provides the basis for more rigorously and thoroughly understanding the key, big picture, foundational issues of education, such as defining education, exploring common goals of education, and moral and political challenges in education. This module will introduce students to a handful of standard intellectual frameworks and provide guided challenging of prevalent assumptions about education. A handful of humanistic and scientific approaches will be used, but the principle disciplinary lens will be sociocultural anthropology, which investigates shared norms, values and activities within and across social groups. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 604 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in the Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
1.5 Course Unit

EDMC 605 Frameworks for Understanding Literacy, Teaching & Learning
Designed as a collaborative inquiry, this module will provide a range of contexts for exploring the nature and purposes of literacy education in the 21st century. Individually and collectively, we will unpack the conceptual frameworks - the images, practices, assumptions, and beliefs - that structure our understanding of what it means to teach and learn literacy in various settings. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 606 Exploring Frameworks for Learners and Learning
This module will use a contextual approach to examine individual developmental issues across the life-course, specifically learner's identities and pathways to learning. In addition to investigating how children learn at school, home, and in their communities, students in the course will become their own units of analyses. It is sometimes advantageous in fields of education and social science to regard oneself and life experiences as a point of departure in order to make sense of larger social forces. To that end, we will reflect on our own learning at different points throughout our lives and within a variety of social and educational contexts. This approach assumes that educational leaders might better understand and respond to developmental issues and identity formation of teachers and students by (re)examining our own biographies as learners and professionals and the interconnectedness of these roles and the expectations associated with them. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 607 Qualitative Research Methods I
This year-long course will introduce students to the foundations, theories, methods, and practices of qualitative inquiry broadly and practitioner research specifically. This course is intended to teach students, who are educational leaders, what research is, both historically and currently, and in terms of its promise for guiding informed, inquiry-based practices, including the practices of change and reform. Further, this course is designed to prepare students to conduct qualitative research in their own educational or community-based settings. Students will be guided through a systematic and self-reflective process of learning to become reflective, ethical, and critical researchers. Students will be supported as they develop a theoretically strong practice of qualitative research that is directly informed by their own professional experiences, questions, and contexts. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
EDMC 608 Quantitative Methods I
This module focuses on the use of statistics for analyzing numerical data from educational contexts. The course materials and assignments are designed to help you gain the skills and knowledge required to plan and conduct high-quality quantitative research. As such, the curriculum for this course focuses on the statistical methods most frequently used in education research and provides examples of the application of these methods using real data. This is an applied methods course, so the content will not be highly technical. While we will discuss some of the details of the mathematics behind statistics, we will place much more emphasis on understanding the concepts behind the statistics. What does each method do? How does it work? How do we interpret the results? This course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Taught by: Leslie Nabors Olah
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 609 Leadership and Literature
Running a school is about understanding yourself and the perspectives of others to include your administration and staff, your students, their parents, alumni, and the larger school community. Good literature deepens your self-awareness and provides a wider appreciation of the experiences of others. Literature lets you experience what leaders are thinking and feeling and see how their decisions affect the lives of others. Reading literature opens insight into the most complex human issues, provides access to multiple human perspectives, and develops in school leaders empathy for the human condition and the complexity of the leadership challenges they face. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 610 Public Leadership: Philosophy
In this module we will examine how education prepares students for citizenship and citizenship as a key aim of education. The tensions around this and other aims of education, the accommodation of difference, and the role of patriotism in education will be explored in relation to the preparation of the next generation of citizens. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 611 Understanding Race and Politics
Using a culturally responsive philosophical world view and a racial socialization framework, this course will cover theoretical frames for shifting educational leaders' assessment, engagement, and processing, and problem-solving of racial tension within educational contexts. The course will follow a self-development, emotions processing and interactive role-playing format where participants will offer experience from their own schooling and employment challenges where racial politics are at play. This course fits within the Understanding Context, Self, Others, Vision & Direction theme of the Mid-Career program. The objectives of this course include helping students to develop useful knowledge on racial literacy and practice of racial negotiation skills in the following areas: theorizing about managing racial politics in urban schooling, identifying the impact of racial microaggressions on psychological adjustment, applying problem-solving strategies to address racial tensions in relationships, policies, and curricula. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 612 Introduction to Education Research
This course is designed to introduce students to the cycle of inquiry used in the on-going process of school reform and improvement. In this process, methods of gathering and analyzing various types of quantitative and qualitative data are central to posing questions, testing hypothesis, and evaluating new programs and initiatives—all of which are components of the inquiry cycle. This course will provide students with a hands-on opportunity to experience using the inquiry cycle to guide the exploration of the causes and effects student performance and possible means of improving poor performance through the analysis of internal data from a case study of a school district with twenty elementary schools. Analysis of both quantitative and qualitative data will be a particular focus of this guided inquiry, with the goal of helping students to begin developing fluency in these methods. Students will be asked to take on the responsibility of the superintendent of this school district and in this role, lead a team in the investigation of the problems underlying the schools' performance on the statewide assessment of fourth grade writing skills. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 613 Quantitative Methods II
This module focuses on the use of statistics for analyzing numerical data from educational contexts. The course materials and assignments are designed to help you gain the skills and knowledge required to plan and conduct high-quality quantitative research. As such, the curriculum for this course focuses on the statistical methods most frequently used in education research and provides examples of the application of these methods using real data. This is an applied methods course, so the content will not be highly technical. While we will discuss some of the details of the mathematics behind statistics, we will place much more emphasis on understanding the concepts behind the statistics. We will investigate what each method does, how it works, and how we interpret the results. Prerequisite: this course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership.
Taught by: Leslie Nabors Olah
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
EDMC 614 Qualitative Research Methods II
This year-long course will introduce students to the foundations, theories, methods, and practices of qualitative inquiry broadly and practitioner research specifically. This course is intended to teach students, who are educational leaders, what research is, both historically and currently, and in terms of its promise for guiding informed, inquiry-based practices including the practices of change and reform. Further, this course is designed to prepare students to conduct qualitative research in their own educational or community-based settings. Students will be guided through a systematic and self-reflective process of learning to become reflective, ethical, and critical researchers. Students will be supported as they develop a theoretically strong practice of qualitative research that is directly informed by their own professional experiences, questions, and contexts. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 615 Public Leadership: History
This module will examine how Americans have used their public schools to make citizens, from the birth of the republic into the present. By 1850, the United States sent a greater fraction of its children to school than any other nation on earth. Why? What did young people learn there? And, most of all, how did these institutions both reflect and shape our evolving conceptions of America itself? Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 616 Leadership Seminar: Theory & Cases
Central to enhancing the leadership practice is the deepening of competency to frame and reframe challenges. Through a series of guest instructors, this seminar will address intentionally distinctive perspectives on leadership practice, toward the development of increased reframing skills. Conceptual frames will include change management theories, entrepreneurship, recent leadership theory, and equity/social justice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 617 Exploring/Enacting Leadership for STEM
Our approach to the STEM module embraces all three of these meanings of STEM. Our aims are to 1. introduce you to the critical competencies and practices that are at the heart of STEM learning and activity regardless, 2. ensure that you understand the key components of the four content domains brought together by STEM, and 3. provide opportunities for you to imagine and design STEM learning opportunities in your educational site. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 701 Proseminar I (Research Methods)
The goal of this course is to support you in your first steps toward forming your dissertation proposal. Beginning this process can be daunting for many doctoral students, but the clearer you are in articulating your research questions and the more knowledgeable you are about the research literature informing your questions, the more successful you will be in efficiently completing a strong proposal. To this end, we will focus on the relationship between reviewing the research literature, developing a conceptual framework, asking researchable questions, and choosing appropriate methods for addressing such questions. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 702 Leadership and Emotional Intelligence
The Leadership and Emotional Intelligence Module will focus on concepts and practices that will enable you to become a great leader. Through the study of social and emotional intelligence, you will become familiar with competencies that actually work in the real world of organizations and institutions. You will learn how these concepts have been identified, how they can be applied, and how to develop them in yourself and others. As part of the course, you will engage in reflective exercises that enable you to focus specifically on your own leadership - your strengths, your weaknesses, your vision for yourself as a person and as a professional, and how you plan to realize this vision and your goals. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 703 Public Policy Workshop I
This workshop provides a survey of key policy debates and the various ways in which issues can be assessed and contested. The course explores democratic governance, education policymaking, and the way policy shapes education practice. Four topics will frame the class: the nature of public policy, the question and politics of accountability, the topics of teacher quality and school choice, and how science, research, and innovation interact with policy. Specific topics that the class will touch upon will include No Child Left Behind, Teach For America, charter schooling, scientifically based research, and parent trigger laws. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 704 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
EDMC 705 Public Leadership: Social Contexts
This module will focus on conceptual, pedagogical, and practical issues typically studied under the headings, social context and social capital. It will examine families as a particular cultural and social context in which learning takes place and in which learners are engaged and engage others. Class meetings will be designed around three questions that will serve as themes for our reflections and discussions over the course of the module. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 707 Educational Brand Management
This class experience is designed to provide experienced educational leaders with the requisite skills and knowledge necessary to design, implement and manage a brand identity for educational organizations, primarily schools or school districts. Successful branding is a comprehensive management issue. In schools, proactive and successful brand management builds financial and emotional value that enables success for the school or school district. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 708 Research Proposal & Instrument Design I
In the first module, students will receive structured assistance as they develop a solid research plan that includes refining their research questions' theoretical framework, identify and marshal literature in support of the planned study, devise a research design, identify and/or construct instruments to collect data, and produce a plan for analysis. Ideally, the first module will culminate in the completion of the dissertation proposal. The second module will focus on data collection and analysis as well as study implications. The two modules in this course are designed to provide structured support to students as they proceed with their dissertation work. While there will be didactic instruction on selected topics, significant time will be spent in small groups iteratively and collaboratively working through common challenges that students face in developing an empirical piece of research that emerges from their practice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 709 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 710 Organizational Diagnostics
Leaders in education are constantly presented with organizational challenges and opportunities for innovation. Each system has its own characteristic strengths and dynamics. Organizational Diagnosis is a process by which school leaders can learn to systematically see a system and decide what to do. This course will teach a sound framework for understanding and enhancing a system. The process focuses on identifying and defining an organizational issue, collecting and analyzing data on the system to create a narrative for what is and a roadmap for what ought to be, and determining the measure and method of feedback to both promote increased understanding of the situation and energize the school to take action. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 711 Engaging the Polis and Public of U.S. School Reform I
In recent decades, significant institutional changes to the education policy landscape have made local public engagement more difficult. Among these changes are increased centralization of policymaking in the federal government and in state governments, the rise of charter schools and portfolio management models, and mayoral and state takeovers of urban school districts. In this part of the module, we examine scholarship addressing the new landscape and the challenges it poses to community-based groups and to democratic decision-making. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 713 Research Proposal & Instrument Design II (Continued)
In the first module, students will receive structured assistance as they develop a solid research plan that includes refining their research questions' theoretical framework, identify and marshal literature in support of the planned study, devise a research design, identify and/or construct instruments to collect data, and produce a plan for analysis. Ideally, the first module will culminate in the completion of the dissertation proposal. The second module will focus on data collection and analysis as well as study implications. The two modules in this course are designed to provide structured support to students as they proceed with their dissertation work. While there will be didactic instruction on selected topics, significant time will be spent in small groups iteratively and collaboratively working through common challenges that students face in developing an empirical piece of research that emerges from their practice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
EDMC 714 Creating Contexts for Teacher Learning and Leadership
This module will be a collaborative inquiry into the nature and relationships of teaching, teacher learning, and teacher leadership and their implications for leading learning in a school, district, or other educational organization. It will build on your work in other strands of the program, especially the Instructional Strand in which you have been taking up current perspectives on teaching and learning in various subjects and promising ways to provide leadership at the level of the department, school, and district, as well as in other educational organizations. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in spring term Activity: Lecture 0.5 Course Units

EDMC 716 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EDMC 717 Organizational Theory
This module examines schools as organizations and leadership within these organizations to address fundamental questions regarding how organizations come to be, persist, and/or change. Over the semester, we will grapple with questions regarding when and under what conditions do leaders effect meaningful organizational change. Students will be asked to reflect on their own leadership experiences inside organizations as well as potential changes to their approaches. In this way, students will gain knowledge and skills regarding the structures of educational organizations and the enabling and constraining conditions for leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 0.5 Course Units

EDMC 718 Instructional Technology
This module involves exploration and analysis of historical and contemporary ideas about instructional technology, as well as the development of practical applications for such theories. Our focus will be on K-12 contexts; however, we will also consider how relevant experiences and practices with technologies outside of schools are related to what happens within. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 0.5 Course Units

EDMC 719 Leadership for Humanities
This course builds on previous learning in the Frameworks for Understanding Literacy Teaching and Learning module. After having encountered a range of perspectives about the nature of literacy (with an emphasis on literacy as critical social practice), we will examine the links between educational leadership and literacy teaching and learning. Seeing leadership as a shared enterprise, we will explore the core elements of a distributed perspective on literacy leadership at every level with a district/school community. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 0.5 Course Units

EDMC 801 Proseminar II: Data Analysis and Reporting
The goals of this module are twofold. First, it aims to provide students with a set of practical skills for making sense of qualitative and mixed data. Students will practice organizing and coding qualitative data, use various techniques to develop hypotheses and draw conclusions based on data, and apply these skills to their own dissertation research. Second, this module seeks to enable each student to make significant progress on his/her research over the course of the week. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only Activity: Lecture 0.5 Course Units

EDMC 803 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only Activity: Lecture 2.5 Course Units

EDMC 805 Inquiry Seminar
The purpose of the Inquiry Community session is two-fold: to provide students with assistance with problems that occur in the process of doing qualitative or quantitative data analysis and to develop reflective processes for examining data that students can use in their settings of practice. The sessions should serve the practical purpose of providing students with support as they solve problems associated with issues of interpretation, and work toward the completion of their dissertations. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 0.5 Course Units

EDMC 806 Advanced Issues in Educational Leadership I
As a capstone integrative experience, this module features a series of day-long workshop-style sessions on Saturdays of the third program year. These Saturday Experiences will allow students to revisit core themes raised in various modules during the program and provide an opportunity to extend prior module work in new synthetic ways. Sessions will revisit each student’s leadership philosophy, engage constructs of decision-making and judgment, continue discussions around diversity and privilege, engage alumni leadership challenges, re-engage data analysis, take a further view into the global field of educational leadership, and reprise the three-year program experience. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 0.5 Course Units

EDMC 807 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term Activity: Lecture 1.0 Course Unit
EDMC 808 Leading Instructional and Curricular Change
This course is the Capstone Module for the Instructional Leadership strand of the Mid-Career Doctorate Program. A first emphasis of the module will be on several topics that have not yet been directly addressed during the program. The module is designed to provide opportunity to deal more intensively with topics and others that are identified through our initial discussions. A second focus of this course is on the process of collaborative problem-posing and problem-solving around issues in instructional leadership you are currently facing. To engage these topics and issues, we will draw on your experience as well as what has been addressed so far in the Instructional Leadership modules. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 809 Advanced Issues in Educational Leadership II (Continued)
As a capstone integrative experience, this module features a series of day-long workshop-style sessions on Saturdays of the third program year. These Saturday Experiences will allow students to revisit core themes raised in various modules during the program and provide an opportunity to extend prior module work in new synthetic ways. Sessions will revisit each student’s leadership philosophy, engage constructs of decision-making and judgment, continue discussions around diversity and privilege, engage alumni leadership challenges, re-engage data analysis, take a further view into the global field of educational leadership, and reprise the three-year program experience. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 810 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in spring term
Activity: Lecture
2.0 Course Units

EDMC 811 EBL Capstone-Data Informed Inquiries
The goal of this module is to learn to apply the concept of data informed improvement into our daily practice. The field of educational improvement shares a set of goals, frameworks, and methods with other fields like organizational learning in sociology, continuous improvement in business and evidence-informed improvements in medicine. Each of these fields has its own set of frameworks and language to describe the improvement process, but they are all based on the notion of using data to inform continuous learning and improvement. This course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership Taught by: Jon Supovitz Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 812 Engaging the Polis and Public of U.S. School Reform II
In recent decades, significant institutional changes to the education policy landscape have made local public engagement more difficult. Among these changes are increased centralization of policymaking in the federal government and in state governments, the rise of charter schools and portfolio management models, and mayoral and state takeovers of urban school districts. In this part of the module, we examine scholarship addressing the new landscape and the challenges it poses to community-based groups and to democratic decision-making. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term
Activity: Lecture
0.5 Course Units