Course Descriptions 2017-2020 & 2018-2021
Faculty of Education
Doctor of Education in Educational Leadership (EdD)
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**EdD – Field of Educational Leadership, focus in *K-12 and Community Leadership* (2017-2020 & 2018-2021)**

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EdD – Field of Educational Leadership, focus in School Leadership in International Contexts (2017-2020 & 2018-2021)

9790A – International Education in Global Times
COURSE 1 | FALL Y1 (.5 credit)

9791B – Theoretical Foundations of Leadership Studies
COURSE 2 | WINTER Y1 (.5 credit)

9792L – Comparative and International Perspectives on Educational Leadership
COURSE 3 | INTERSESSION Y1 (.5 credit)

9793L – Education Policy and Global Contexts
COURSE 4 | SUMMER Y1 (.5 credit)

9794A – Understanding Educational Organizations: Intro to Organizational Theory

COURSE 5 | FALL Y2 (.5 credit)

9795B – Researching Educational Organizations
COURSE 6 | WINTER Y2 (.5 credit)

9796 – OIP Part 1: Evaluating and Communicating Organizational Change in International School Contexts
COURSE 7 | INTERSESSION-SUMMER Y2 (1.0 credit)

COURSE 8 | FALL-WINTER Y3 (1.0 credit)

EdD – Field of Educational Leadership, focus in K-12 and Community Leadership (2017-2020 & 2018-2021)

9720A – Contemporary Leadership Issues in Organizational Contexts
COURSE 1 | FALL Y1 (.5 credit)

This course focuses on understanding and problematizing educational leadership; the history of the field, and contemporary trends, issues, and controversies. Emphasis in this course is on identifying and understanding leadership in broader societal contexts in which organizations are embedded. International and Indigenous contexts and perspectives will be considered. Course materials will consider specific topics that are relevant to the cohort.
9721B – Educational Leadership Approaches and Ethical Concerns
COURSE 2 | WINTER Y1 (.5 credit)
In this course students will learn about key leadership paradigms and theoretical approaches, with focus on influences of power and politics in organizations. Students will examine a selection of problems of practice using multiple leadership approaches and ethical frameworks, with the aim of demonstrating how different approaches shape leadership aims and practices. International and culturally responsive approaches to leadership will be considered.

9722L – Theories of Leadership and Organizational Development
COURSE 3 | INTERSESSION Y1 (.5 credit)
The course draws on several theories of leadership and organizational development to consider how such perspectives may be used to understand organizational problem of practices from a leadership perspective. Topics for discussion may include established and emergent theories of leadership, organizational climate and culture, organizational learning, internationalism and globalization, indigenizing leadership and organizations, and organizational development strategy. Students will refine their problem of practice through a needs assessment of the organizational context.

9723L – Policy Studies and Organizational Governance
COURSE 4 | SUMMER Y1 (.5 credit)
Course participants will address the relationships between leadership and local and global policy in education, and develop a deeper understanding about what counts as evidence in educational leadership research. This course is also focused on the challenges facing educational leaders as related to organizational governance, structure, and finances. The course adopts a policy- and organizational-level view to understand different ways of thinking about what organizations are and what they do.

9724A – Understanding Change Theories and Processes
COURSE 5 | FALL Y2 (.5 credit)
This course is focused on examining how change happens in organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways in which change processes may achieve social and institutional goals in their organizations. At the end of this course, students will be able to explain diverse perspectives on change theory.

9725B – Researching for Leadership Improvement and Educational Reform
COURSE 6 | WINTER Y2 (.5 credit)
In this course, students will examine relevant research literature to analyze topics related to a leadership problem of practice relevant to their organization. Students will explore using extant theory, research, and data to plan for organizational improvement and educational reform. Students will also investigate a selection of methodologies and methods for collecting and analyzing data for researching leadership and organizational improvement practices, including research ethics.
9726 – OIP Part 1: Evaluating and Communicating Organizational Change

COURSE 7 | INTERSESSION-SUMMER Y2 (1.0 credit)
This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in organizations. Students will also consider change planning implementation through community building and culturally responsive partnerships, particularly with diverse stakeholders. Students will prepare an initial outline for an organizational improvement plan.

9733– OIP Part 2: Planning & Presenting

COURSE 8 | FALL-WINTER Y3 (1.0 credit)
Students will write three chapters of an organizational improvement plan that introduces the context, problem, vision, and leadership approach for organizational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the organizational change process. At the end of this course, students will be able to reflect on and communicate about a research-informed, evidence-based plan to address a leadership problem of practice for organizational improvement. Students will engage collaboratively in various forms of peer review.

EdD – Field of Educational Leadership, focus in Leadership in Higher Education (2017-2020 & 2018-2021)

9770A – Contemporary Issues in Higher Education

COURSE 1 | FALL Y1 (.5 credit)
This course focuses on societal trends, issues and controversies impacting higher education. Emphasis in this course is on the relationship between the individual, the higher education institution and society, considering local, national and global levels of influence on this relationship. Specifically, the course material will consider topics such as the purposes of public higher education, funding, tensions and dilemmas in education, corporatization, relations with external partners, accountability, marketization, Indigenous education, internationalization policy and curriculum, student mobility, political and economic influence on local policies, changing demographics of student populations and equity issues.

9771B – Critical Policy Studies in HE

COURSE 2 | WINTER Y1 (.5 credit)
The focus of this course is to understand the influences of power and politics in higher education. Students in the course will adopt a critical approach to examining how policies are both designed and practiced, with consideration to the influences of a global policy field on local agendas and practices. Attention will be paid to examining the relationship between how social problems are constructed in policy and how recommendations are tailored to address these problems in students’ organizational contexts.
9772L – Leadership Theories and Practices in HE  
**COURSE 3 | INTERSESSION Y1 (.5 credit)**  
This course focuses on relevant literature in the field of educational leadership in higher education organizations. The course draws on several theories of leadership and considers how theoretical perspectives may be used to inform practice. Students will be asked to critically interrogate their own practice of leadership and to articulate a problem of practice related to leadership in higher education, which includes describing their own approach to leadership embedded in an ethical framework for decision-making.

9773L – Challenges of Governance in HE Leadership  
**COURSE 4 | SUMMER Y1 (.5 credit)**  
This course is focused on the challenges facing educational leaders with attention to the structures of HE organizations and financial issues in leadership. Course topics include governance models, organizational composition in HE organization (department/administration/faculties), global, national and provincial policy influences on higher education, organizational sustainability, leadership and management, financial management, problem solving, working with Indigenous governance in higher education, and diversity and equity of faculty, staff and students.

9774A – Organizational Theory in Higher Education  
**COURSE 5 | FALL Y2 (.5 credit)**  
The focus of this course is to understand the literature, research and theory on organizations. The course adopts an organizational level view to understand different ways of thinking about what higher education organizations are and what they do. Topics for discussion include organizational culture and learning, decision-making, organizational climate, strategy and change within organizations.

9775B – Researching Change in HE Organizations  
**COURSE 6 | WINTER Y2 (.5 credit)**  
This course is focused on examining how change happens in higher education organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations.

9776 – OIP Part 1: Evaluating and Communicating Organizational Change in HE  
**COURSE 7 | INTERSESSION-SUMMER Y2 (1.0 credit)**  
This course is focused on examining how change happens in higher education organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations. Students will prepare an initial outline for an organizational improvement plan.
9778 – OIP Part 2: OIP Planning & Development in HE
COURSE 8 | FALL-WINTER Y3 (1.0 credit)
Students will write three chapters of an organizational improvement plan that introduces the context, problem, vision, and leadership approach for organizational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the organizational change process. At the end of this course, students will be able to reflect on and communicate about a research-informed, evidence-based plan to address a leadership problem of practice for organizational improvement in HE. Students will engage collaboratively in various forms of peer review.

EdD – Field of Educational Leadership, focus in School Leadership in International Contexts (2017-2020 & 2018-2021)

9790A – International Education in Global Times
COURSE 1 | FALL Y1 (.5 credit)
Explore the historical and discursive origins of international education and globalization to gain a better understanding of the challenges, developments, and opportunities of international education today. At the end of this course, students will be able to understand the history of international education, describe prominent theories of globalization, and identify key issues in international education in the present day.

9791B – Theoretical Foundations of Leadership Studies
COURSE 2 | WINTER Y1 (.5 credit)
Consider the nature and purpose of leadership in education, and investigate key leadership paradigms. Course participants will address the relationships between policy and leadership in education, and develop a deeper understanding about what counts as evidence in educational leadership research. At the end of this course, students will be able to identify key frames for understanding and analyzing leadership, with attention to leadership and organizational problems of practice.

9792L – Comparative and International Perspectives on Educational Leadership
COURSE 3 | INTERSESSION Y1 (.5 credit)
Ask questions about how policies, practices, and processes shape leadership in international contexts, and consider the complex relationship between organizational change, internationalization, and school leadership. At the end of this course, students will be able to understand how leadership is conceptualized through policies, processes, and education reform, and be able to compare different strategies for organizational change in the context of internationalization.

9793L – Education Policy and Global Contexts
COURSE 4 | SUMMER Y1 (.5 credit)
Gain a clear understanding of educational policy and how policies inform the work of school leaders. In this course, students analyze how school systems and leaders enact
policy in their contexts. At the end of this course, students will be able to understand the connections and tensions between policies and practices from a global perspective, and critically analyze policies and their impact on school initiatives, particularly concerning global trends on school reform.

9794A – Understanding Educational Organizations: Intro to Organizational Theory
COURSE 5 | FALL Y2 (.5 credit)
The focus of this course is to understand the literature, research, and theory on organizations. The course adopts an organizational level view to understand different ways of thinking about what organizations are and what they do. Topics for discussion include organizational culture and learning, decision-making, organizational climate, strategy, and change within organizations. At the end of this course, students will be able to explain diverse perspectives on organizational development, and analyze the process of organizational change using selected approaches.

9795B – Researching Educational Organizations
COURSE 6 | WINTER Y2 (.5 credit)
In this course, students will learn about research approaches in education. Students will learn how different research approaches relate to particular forms of knowledge and how these knowledges can inform an organizational improvement plan. At the end of this course, students will be able to differentiate between approaches to research in educational administration and leadership, and apply research principles and strategies to the formulation of an Organizational Improvement Plan.

9796 – OIP Part 1: Evaluating and Communicating Organizational Change in International School Contexts
COURSE 7 | INTERSESSION-SUMMER Y2 (1.0 credit)
This course is focused on examining how change happens in international school organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations. Students will prepare an initial outline for an organizational improvement plan.

COURSE 8 | FALL-WINTER Y3 (1.0 credit)
Students will write three chapters of an organizational improvement plan that introduces the context, problem, vision, and leadership approach for organizational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the organizational change process in international schools. At the end of this course, students will be able to reflect on and communicate about a research-informed, evidence-based plan to address a leadership problem of practice for organizational improvement in International School Contexts. Students will engage collaboratively in various forms of peer review.