

Faculty of Education
Doctor of Education in Educational Leadership

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Edd Educational Leadership – K-12 School Leadership

9720 – Contemporary Leadership Issues in Organizational Contexts
Course 1/Year 1 Fall (0.5 credit)

This course emphasizes understanding and problematizing educational leadership as a field, including history, contemporary trends, issues, and controversies. Students will engage with theoretical diversity and identify leadership problems in organizations at the level of the individual, the institution, and (inter)national contexts. Students will articulate an authentic Problem of Practice that is relevant to their organizations.

9743 – The Aims of Education and Educational Leadership
Course 2/Year 1 Winter (0.5 credit)

In this course, students examine political philosophies, ideologies, and specific theoretical approaches to education and leadership. Importantly, students will examine and re-imagine their Problems of Practice so that problem-framing is consistent with the tenets/principles of each approach and explain how different approaches shape educational aims and leadership practices.

9722 – Theories of Leadership and Organizational Development
Course 3/Year 1 Summer 1 (0.5 credit)

The course draws on theories, principles, and frameworks of leadership to consider how such perspectives may be used to inform leadership philosophy and practice. Students will critically interrogate their own approaches to leadership, particularly as embedded within an ethical framework for decision-making.

9723 – Policy Studies and Organizational Governance
Course 4/Year 1 Summer 2 (0.5 credit)

This course focuses on the challenges facing educational leaders as related to organizational governance, structure, and finances. The course adopts an organizational-level view to understand different ways of thinking about what organizations are and what they do. General topics for discussion may include organizational culture, decision-making, organizational climate, internationalism and globalization, organizational learning, and strategy development within organizations. Students will refine their Problem of Practice through a needs assessment of their organizational contexts.

9744 – Understanding Change Theories, Processes, and Tools
Course 5/Year 2 Fall (0.5 credit)

This course examines how change happens in organizations, and considers understanding organizational need, to facilitate planning for, implementing, and evaluating change. Students will think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals within their organizations. By the end of this course, students will be able to explain diverse perspectives on change theory and change management using selected approaches.

9725 – Researching for Leadership Improvement and Educational Reform
Course 6/Year 2 Winter (0.5 credit)

Students will examine relevant research literature to analyze particular 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 key methodologies and methods for collecting and analyzing data for researching leadership and organizational improvement practices, including research ethics.

9746 – Seminar Part 1: Leading Ethical Change in K-12
Course 7/Year 2 Summer (1.0 credit)

Students consider leadership ethics in organizational development and change planning. This course investigates how change is executed, monitored, and reported in organizations. Students examine the ways and contexts in which change processes may enhance social, institutional, and leadership outcomes and goals in their organizations. Students develop a Proposal for their Dissertation in Practice that is informed by research relevant to their Problem of Practice.

9733 – Seminar Part 2: Planning & Development in K-12
Course 8/Year 3 Fall-Winter (1.0 credit)

Students will write a Dissertation in Practice in the form of an Organizational Improvement Plan that introduces the context, problem, vision, and leadership approach for organizational change; finalizes their educational leadership framework for understanding 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. Under the guidance of an instructor advisor, students will engage collaboratively in various forms of peer review. At the end of this course, students will be able to reflect on and communicate a research-informed, evidence-based plan to address a leadership Problem of Practice for organizational improvement.

9714 – Assessment and Evaluation
Course 9/Year 3 Summer 3

This course focuses on the final development and assessment and examination of the EdD Dissertation-in-Practice. The course prepares students for a public lecture and final examination of the EdD Dissertation-in-Practice.

EdD Educational Leadership – Community Leadership

9750 – Contemporary Issues in Leadership Course 1/Year 1 Fall (0.5 credit)

This course focuses on societal trends, issues, and controversies impacting community leadership. The emphasis is on relationships between the individual, the institution, and society and considers local, national, and global levels of influence on these relationships. Specific course topics will be considered, such as the purposes of public community leadership, 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.

9721 – Educational Leadership Approaches and Ethical Concerns Course 2/Year 1 Winter (0.5 credit)

This course adopts an ethical, educational leadership view to understanding different ways of thinking about what community organizations are and what they do. Scholar-practitioners will be able to articulate a clear argument about their Problem of Practice and reference ethical concerns, given their leadership perspectives and the context of their organizations.

9753 – Leading for Learning Course 3/Year 1 Summer 1 (0.5 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 culture, and organizational learning.

9723 – Policy Studies and Organizational Governance Course 4/Year 1 Summer 2 (0.5 credit)

Focused on the challenges facing educational leaders as related to organizational governance, structure, and finances, this course adopts an organizational-level view to understand different ways of thinking about what organizations are and what they do. General topics for discussion may include organizational culture and learning, decision-making, organizational climate, internationalism/globalization, and development strategy within organizations. Students will refine their Problem of Practice through a needs assessment of the organizational context.

9754 – Organizational Theory and Educational Administration
Course 5/Year 2 Fall (0.5 credit)

This course develops an understanding of organizations in order to enhance leadership practices in learning contexts. Scholar-practitioners will learn theories of organizations and engage in discussions and activities that develop a critical analysis of study, research, and practice in organizations. The course is developed with an assumption that critically examining organizational concepts can assist leaders to better research and analyze the educational contexts in which they practice in order to better inform decision-making processes.

9755 – Understanding Change Theories and Processes
Course 6/Year 2 Winter (0.5 credit)

This course examines how change happens in community organizations, with consideration for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for scholar-practitioners to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations.

9726 – Seminar Part 1: Evaluating and Communicating Organizational Change
Course 7/Year 2 Summer (1.0 credit)

Scholar-practitioners consider the context, problem, vision, and leadership approach for organizational change. They investigate how change is executed, monitored, and reported in organizations. Students examine the ways and contexts in which change processes may enhance social, institutional, and leadership outcomes and goals in their organizations. Students develop a Proposal for their Dissertation in Practice that is informed by research relevant to their Problem of Practice.

9757 – Seminar Part 2: Planning & Development
Course 8/Year 3 Fall-Winter (1.0 credit)

Students will write a Dissertation in Practice in the form of an Organizational Improvement Plan that introduces the context, problem, vision, and leadership approach for organizational change; finalizes their educational leadership framework for understanding 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. Under the guidance of an instructor advisor, students will engage collaboratively in various forms of peer review. 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.

9714 – Assessment and Evaluation
Course 9/Year 3 Summer 3

This course focuses on the final development and assessment and examination of the EdD Dissertation-in-Practice. The course prepares students for a public lecture and final examination of the EdD Dissertation-in-Practice.

EdD Educational Leadership – Higher Education Leadership

9770 – Contemporary Issues in Higher Education Course 1/Year 1 Fall (0.5 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.

9771 – Critical Policy Studies in Higher Education Course 2/Year 1 Winter (0.5 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.

9772 – Leadership Theories and Practices in Higher Education Course 3/Year 1 Summer 1 (0.5 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.

9773 – Challenges of Governance in Higher Education Leadership
Course 4/Year 1 Summer 2 (0.5 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.

9774 – Organizational Theory in Higher Education
Course 5/Year 2 Fall (0.5 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.

9785 – Organizational Change in Higher Education
Course 6/Year 2 Winter (0.5 credit)

In this course, students examine how change occurs in higher education organizations. They will consider understanding organizational need in order to plan for, implement, and evaluate change. Course 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 – Seminar Part 1: Evaluating and Communicating Organizational Change in Higher Education
Course 7/Year 2 Summer (1.0 credit)

Students will understand how research can be used to evaluate change in educational organizations and will begin to design and communicate plans for organizational improvement that are based on educational research. The course has a two-part structure. First, students will learn about research approaches used in higher education, understand how different research approaches relate to particular knowledges, and consider how these knowledges might inform change processes. Second, Students develop a Proposal for their Dissertation in Practice that is informed by research relevant to their Problem of Practice.

9778 – Seminar Part 2: Planning & Development in Higher Education
Course 8/Year 3 Fall-Winter (1.0 credit)

Students will write a Dissertation in Practice in the form of an Organizational Improvement Plan that introduces the context, problem, vision, and leadership approach for organizational change; finalizes their educational leadership framework for understanding 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. Under the guidance of an instructor advisor, students will engage collaboratively in various forms of peer review. 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 higher education.

9714 – Assessment and Evaluation
Course 9/Year 3 Summer

This course focuses on the final development and assessment and examination of the EdD Dissertation-in-Practice. The course prepares students for a public lecture and final examination of the EdD Dissertation-in-Practice.