MED Educational Leadership (EDUC)

Course Descriptions

EDUC 525. Legal and Ethical Issues, 3 hours, Fall
This course focuses on legal and regulatory mandates as outlined in federal, state, and local laws, as well as court decisions, with an emphasis upon the legal rights, responsibilities, and liabilities of school personnel for maintaining a safe, orderly, and fair school climate. Moral, ethical, and professional dilemmas that affect decision-making processes and relationships of school personnel with students, parents, staff, and the larger community will be a significant part of the course.

EDUC 530. Curriculum and Instructional Strategies, 3 hours, Fall
This course provides an overview of current trends in PreK-12 school curriculum and recent research findings related to best practice in instructional design, including the integration of technology. The factors that impact high quality curriculum and instruction, including attention to the developmental characteristics of students in PreK-12, will be addressed.

EDUC 538. Foundations of Leadership, 3 hours, Fall
This foundation course on leadership includes theory and research along with practical applications to allow administrators to lead in the face of challenging and changing climates in schools and society, nationally and locally. Specific paradigms of leadership include the leader as visionary, instructional supervisor, financial officer, chief executive officer, and the Christian leader.

EDUC 561. Effective Home, School, Community Relations, 3 hours, Fall
Course content will focus on meeting students’ academic, social, guidance, and career needs through understanding communication theories and strategies; social and cultural change with respect to racial, gender, ethnic, and academic differences; and knowledge of differing cultural and lifestyle patterns. The course will also explore ways in which school professionals (teachers, counselors, administrators) can enhance communication with students, parents, other school personnel, and the community.

EDUC 571. Change Theory and Practice, 3 hours, Spring
Managing change in educational institutions from three perspectives: technical, political, and cultural, is examined in the course. Theories and concepts in organizational change and the interpersonal dynamics of working with and leading teams will be a focus of the course.

EDUC 572. Evaluation for Continuous Improvement, 3 hours, Spring
Planning and implementing assessment strategies to evaluate instructional programs, student learning, and staff professional growth; utilizing assessment data to make decisions regarding instructional programs, student learning, staff professional growth, and school vision/goals and to inform stakeholders of progress related to these areas.

EDUC 573. Management of the School, 3 hours, Summer
Knowledge of management issues related to human, fiscal, facility, and technological resources; implementing operational plans to ensure that human, fiscal, facility, and technological resources are managed effectively and are aligned to school vision and goals.

EDUC 574. Professional Learning Community, 3 hours, Summer
This course focuses on the development of skills to promote a sense of professional community with all stakeholders from culturally diverse backgrounds, including school personnel, students, parents, and community leaders. An emphasis is placed upon the development of interpersonal relationship skills, consensus-building strategies, and conflict resolution techniques, as well as traditional forms of verbal and nonverbal communication techniques. The use of emerging technologies to facilitate effective communication with all constituencies will also be included in the course.

EDUC 575. Administrator Field Experience I and II. 3 hours, to be repeated for a total of six hours, Fall, Spring, Summer
The two field experience courses are designed to provide the administrative licensure candidate with practical experiences that are typical of the work completed by a school principal, assistant principal, or curriculum/instructional supervisor in diverse K-12 settings. The candidate will be mentored by an experienced administrator who will guide the candidate in completing an appropriate set of tasks which will include, but not be limited to, the following areas: Development and articulation of a vision of learning; development of a culture of learning that promotes success for all students; leadership for instruction in a school setting; use of appropriate data for making instructional decisions for the school; selection of faculty and staff; supervision and evaluation of faculty and staff; management of physical facilities; budget preparation and management; interaction with parents and other stakeholders in the larger community served by the school; preparation of reports that serve a variety of purposes; and involvement in decision-making processes with the use of appropriate legal and ethical guidelines. Candidates will be expected to use data to demonstrate improvement in their professional practice while completing the field experience sequence.

EDUC 600. Integrating Research and Learning, 3 hours, Fall, Spring, Summer
Designed to help students reflect upon experiences in the graduate program and to complete the non-thesis option for their degree programs. The major project for the course is an action research project that is designed to improve some aspect of the student’s professional practice. Each student submits a proposal, collects and analyzes data, and presents the project to an audience selected by the course instructor. Prerequisites: EDUC 630, Degree Plan

EDUC 630. Educational Research, 3 hours, Fall, Summer
Develop skills in reading, interpreting, and applying results from educational research literature. Students will focus on appropriate quantitative and qualitative designs and data analysis procedures for specific research problems.