

Master of Science in Educational Leadership (30 s.h.)

EDU 5050 American Education: Historical, Social, and Political Perspectives 3 s.h.

A focus on the historical events, ideological controversies, and political and social forces that have shaped the American education system from the colonial period to the present. Designed to develop in educational leaders an understanding of the relationship between schooling and society.

EDU 5060 Research & Educational Practice 3 s.h.

A focus on the knowledge and skills needed by educators to understand, evaluate, and use research. Critical analysis of the major principles of teaching and classroom learning. Applying research skills to researching and critically analyzing recent trends and traditional theories in the field of education. Prerequisite: permission of advisor.

EDU 5070 Schooling In Comparative and International Perspectives 3 s.h.

Provides an overview of education systems and developments in selected countries; describes major similarities and differences among these systems of education; and delineates exemplary practices of some countries that may be worth emulating by others. Particular attention is given to assessing Americans' education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

EDU 5100 Data Management for Educational Leaders 2 s.h.

The design, implementation, and evaluation of typical data management activators at the building and school system level. Attention is given to (1) standards-based evaluation, (2) survey data collection and analysis, (3) technology-based strategies for disseminating findings, and (4) ethical considerations in data management.

EDU 5220 Essentials of Educational Leadership 1 s.h.

An introduction to educational leadership, current educational leadership research, and exemplary leadership characteristics and practices. Focus on professional development plan and leadership philosophy vision. Examination of knowledge, dispositions, and performances of national (ISLLC) and State standards of leadership particular to an orientation to the field of study and practice. Overview of competencies and expectations of the master's programs in Educational Leadership.

EDU 5300 Organizational Behavior in Schools 2 s.h.

Theories and models of leadership in organizations; design, structure, and the behavior of organizations within the larger community; and models and strategies of change and conflict management within the political, social, cultural and economic contexts of schools.

EDU 5400 Human Resource Management & Organizational Development 2 s.h.

Theories and models of organizations and the principles of organizational development, human resource management and development; and operational designs and procedures to achieve the vision and goals of the school.

EDU 5650 Education and the Community 2 s.h.

The development of the knowledge and competencies needed by educational leaders to work professionally with their communities, including communication, community organizations and structures, role of key community actors and parents, volunteerism, and the community education concept.

Master of Science in Educational Leadership (30 s.h.)

EDU 5750 Financing of Education 2 s.h.

The development of the knowledge and skills needed by educational leaders to provide leadership in the debate over appropriate financial support of education and how to implement a fiscally sound school program. Focus on the sources and nature of funding for public education, budget development, expenditure control, and current state and national trends in the financing of public education. This course focuses on all Michigan Department of Education Program Standards for the Preparation of School Principals related to fiscal management, planning and budgeting, use of technology to oversee fiscal operations and decision-making, and sound, ethical business leadership. More specifically, many of the standards related to Standards 3, 5, and 6 are addressed through readings, assignments, lectures, discussions, and interactive experiences.

EDU 5890 Legal and Ethical Issues in Education 3 s.h.

Emphasizes the knowledge needed by educational leaders to carry out professional responsibilities mindful of the legal implications of educational decisions. A study of educational policy and governance, the role of the governor, legislature, State Board of Education, boards, courts, and business/community organizations in determining educational policy; mechanisms for enforcing policy; the relation of fiscal resources to policy direction; major educational policy issues and decisions that have shaped the delivery of education; legal and ethical parameters of educational policy initiatives; student rights, legal status of teachers, administrators, boards of education, the State Tenure Act, and teacher certification. Examines how educational leaders can understand, respond to, and influence the larger political, social, economic, legal, ethical, and cultural context of education.

EDU 5950 Curriculum Leadership 3 s.h.

Examines a broad perspective of leadership in instructional areas, current issues in the educational field, and processes of change and re-culturing in teaching and learning based on the latest research. Focus on leaders in the field of educational change and curriculum theory; managing change within the committee infrastructure and collaborative process to improve student instruction; communication processes; the restructuring movement; and leadership qualities of teacher and administrators involved in systemic change. Emphasis on the concept of the coherent curriculum and the interconnection of teaching and learning standards, as well as the "best practices" research. Learning opportunities are kept flexible to reflect current issues in instructional leadership, student growth, and staff professional development.

EDU 6320 Internship/Project in Educational Leadership and Seminar 2 s.h.

The first of a two-semester internship and seminar designed to provide field experience in an educational setting, which allows the student to gain experience in leadership activities. Addresses the proposal and initial planning phases of a school improvement project. Experiences may fall within traditional administrative roles and/or extend to other areas of leadership, including extended school services, staff development, curriculum development, school improvement, collective bargaining, budget development, and community relations.

EDU 6330 Internship/Project in Educational Leadership and Seminar 2 s.h.

Prerequisite: EUD 6320. The second of a two-semester internship and seminar designed to provide field experience in an educational setting, which allows the student to gain experience in leadership activities. Focuses on effective implementation and assessment of a school improvement initiative.

EDU 6930 Seminar in Educational Leadership 3 s.h.

Capstone course intended to provide a synthesis of the course work and professional experiences as students near completion of the program, with the central focus on examination of concepts of leadership in education. Development and articulation of a professional vision of high standards for learning supported by the school community. Final preparation and evaluation of professional portfolio based on the Michigan Program Standards for the Preparation of School Principals.