# Master of Science in Educational Leadership (MS)
Akamai University
Dr. Douglass Capogrossi
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In the current climate of technological change and disorder among schools and programs, educational organizations must continually reinvent themselves to become truly "learning organizations" and able to flexibly and fluidly reinvent themselves to respond to disorder in our constantly changing chaotic world of this century, like all living organisms (Wheatley, 2006).
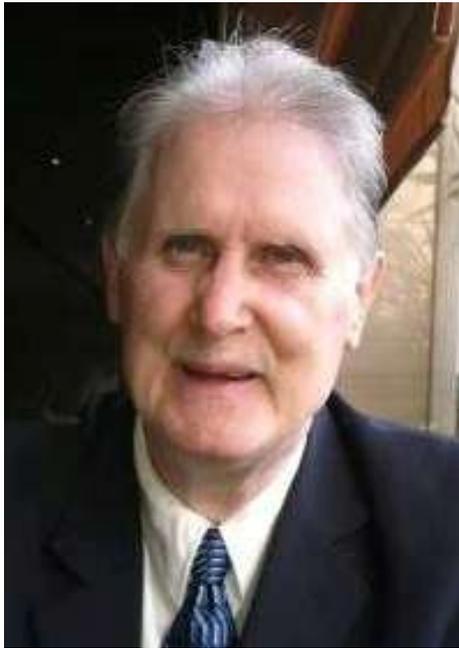
To lead the way the educational leaders of this century and the administrators with new ideas and new perspectives will apply the "new science of management" and will shape new forms and new understandings in our organizations in this era of chaos and uncertainty. The Akamai Master's degree and the Doctorate in Education degree program in its structures and processes is based squarely on the foundational work of the National Commission on Excellence in Educational Administration in 1988; the current work of Peter Senge (1990, 1994), Margaret Wheatley (2006), and the research of Arthur Levine of 2005 in his four year study of America's Education Schools, "Educating School Leaders," and Marzano, Waters, and McNulty (2005).

The National Commission on Excellence in Education in their report in 1988, titled Leaders for America's Schools set the foundations for future programs in excellence in Educational Administration. Akamai University's Master's and doctoral degrees in Educational Leadership have established the framework of five main areas of focus: These areas of focus are: The Theoretical Study of Educational Administration, The Technical Core of Educational Administration. The Solution to problems through Applied Research, the Development of Administrative Skills,. and involvement of Supervised Practice along with Demonstration of Competence.

Advance education is the capstone upon which the balance of advanced culture is built. Countries with low levels of literacy are easily overtaken by political and economic powers beyond their borders. Citizens with low levels of literacy are likely to play an ineffective role within the leadership of their home country and are not likely to have a substantial voice in the growth of their culture. The poorest countries have the lowest levels of overall literacy and have the greatest degree of major problems: disease, malnutrition, homelessness, underemployment, and underdeveloped economic bases. In fact, poor literacy is related to high infant mortality rates, and a generally low standard of living overall. Improved literacy is essential to the betterment of the human condition.

People of all nations are interested in education and the quality of their schools and in many ways, a nation's progress is often equated with the success of its educational system. People expect their schools to assist their young to become well educated citizens and the future leaders

of their society and they rely upon their schools to guide their young people through life's chances in a way that will mold their lifelong attitudes and skills in effective preparation for their life's work.

Because of its vital importance to the survival of any culture, most nations expect their young to continue in their education from the age of 6 through 18, and encourage the capability to complete a college degree. Indeed, the opening of the schools in Afghanistan signaled to the world that this is a nation in progress. In fact, education is so important to these nations that huge amounts are spent each year to support and maintain the educational enterprise. Financially, in the United States alone, more than $400 billion is spent on education each year, an amount approximating seven percent of the total gross domestic product (OECD: 1995:66 in Brint, 1998, 4).

Over the past two decades new technologies and the internet have brought access to education to millions of people around the world whose countries previously faced illiteracy issues.

In the United States higher education online, currently an acceptable mode of learning, is the engine driving the current massive explosion of higher education enrollments. According to a recent report of the National Center for Education Statistics, released in 2006, in the period between 1993 and 2003, the increase of post secondary staff which included administrators, faculty, and support personnel had grown faster than the civilian labor force over the same period. The civilian labor force grew by 13 percent over the period while the postsecondary institutional employees grew by 22 percent. Student enrollments grew by 16 percent. (Audrey Williams, Chronicle of Higher Education, 8/3/06).

The Program Educational Leadership is designed and intended to serve the needs of professionals wishing to enter, benefit from, and excel within the field of Education and its many exciting and rewarding personal and professional experiences. The principal areas of study within the Center cover educational leadership and human resource studies, educational policy and social studies, curriculum and instruction, adult and continuing education, and worldwide literacy. A primary goal of the center is the advancement of learning worldwide through educational technology transfer, improvement of leadership, and expansion of effective educational policies, curriculum and instructional techniques.

Studies in Educational Leadership and Human Resource Studies include but are not limited to, educational leadership, public school administration, postsecondary administration, human resource development and management, pupil personnel and staff personnel, educational planning and advancement, and educational law.

Worldwide Literacy includes offerings in literacy in the developing world, English as a Second Language, TESOL/TOEFL, foreign language acquisition, technology in literacy, international literacy campaigns, and literacy and human rights. (Steven Brint, Schools and Societies, Thousand Oaks: Pine Forge Press, 1998.)

Regards,

Douglass Capogrossi, Ph.D.
Program Director

OBJECTIVES OF THE PROGRAM
Participants successfully completing the MS. Program in Educational Leadership will be:

- Knowledgeable about the theory and practice of educational administration.
- Able to demonstrate competence in the performance of essential skills required for leadership positions in educational organizations
- Sensitive to and knowledgeable of the social/psychology problems of students reflecting the state of the culture of the larger society, and be competent to take appropriate action toward the resolution of such problems within the specific educational settings.
- Knowledgeable of larger problems and issues in education and in schools/colleges and be competent and skilled to take appropriate action toward the resolution of the problems within the specific educational settings
- Competent to undertake research in education and apply the findings in their educational settings
- Competent to lead the implementation of continuing current technological applications and organizational changes necessary with alternative educational delivery modes.

PROGRAM AUDIENCE
The Master of Science in Educational Leadership designed to prepare professional educators who are in or are interested in occupying leadership roles in educational institutions. The Master's Program will prepare educators interested in assuming roles as instructional supervisors, team leaders, business managers, and master teachers.

PROGRAM FACULTY

- Douglass Capogrossi, Ph.D.
  Program Director
- Ruth Huffman-Hine, Ph.D.
  Deputy Director
- Merton Bland , PhD
- Tricia Devin, EdD
- Revalyn Faba Sack, PhD
- Antonio Cardona, MS
- Austin Mardon, PhD

ENTRY REQUIREMENTS
As a prerequisite for acceptance to the Master's program participants should have completed a recognized undergraduate degree in an appropriate field of study and have at least five years of career related experience. On occasion, selected students are accepted into the Master's program lacking a few elements of preparation (the Bachelors degree requirement is never waived), when they are deemed highly likely to succeed in the program, due to the strength of their overall background. In the event that specific prerequisites are absent at the time of enrollment, participants are required to add these as required elements to their program. Successful

participants are proficient in Standard English (British or American) and computer literate, and for the duration of their program, maintain access to a computer, electronic mail and the Internet.

NOTE: It is highly desired that candidates at the Master's degree level have a baccalaureate degree in teaching, psychology, social work or a related field and an undergraduate grade point average of at least 2.75.

DEGREE REQUIREMENTS

Participants in the Master of Science in Educational Leadership complete a minimum of 40 credits above the baccalaureate degree, including the thesis, field study and summary reviews. The coursework requirements include the core elements of the academic major, a major concentration within the major field and research preparation coursework.

Participants also complete a comprehensive final examination at the conclusion of the academic coursework, prepare a formal thesis proposal, complete the thesis project, and prepare the manuscript for physical and oral review by faculty.

> Core Element of the Academic Major (Required: 18 credits minimum)
> Major Concentration (Required: 9 credits minimum)
> Research Preparation (Required: 3 credits minimum)
> Comprehensive Examination (Required: 2 credits)
> Thesis Proposal (Required: 2 credits)
> Thesis (Required: 4 credits)
> Oral Review of Thesis (Required: 2 credits)

Core Elements of the Academic Major

Participants complete core elements of the academic major comprised 18 credits of mandated studies, as outlined below:

> **Required:**
> EDU 501: Leadership in Educational Institutions (3 credits)
> EDU 502: Organizational Behavior in Education (3 credits)
> EDU 503: Models of Teaching and Learning (3 credits)
> EDU 504: Human Resource Management in Education (3 credits)
> EDU 505: Managing Educational Resources (3 credits)
> EDU 509: Field Study in Educational Leadership (3 credits)

Major Concentration (Required: 9 credits minimum)

Participants complete a major concentration comprised of nine credits of specialized studies selected from one the following fields of inquiry:

> Educational Administration   Instruction Theory
> Educational Transformation   Sociology in Education
> Quality Assurance in Education   Literacy Leadership
> Curriculum Development   Distance Learning

Educational Administration
EDU 520: Introduction to Educational Administration and Governance (3 credits)
EDU 521: Leadership in Distance Education (3 credits)
EDU 522: Professional School Leadership (3 credits)
EDU 523: Managing Educational Resources (3 credits)
EDU 524: Financing Education, Elementary-Secondary (3 credits)
EDU 525: Human Resource Management (3 credits)
EDU 526: Administration of Pupil Personnel Services in Public Education (3 credits)
EDU 527: The School Principalship (3 credits)
EDU 528: Advanced Readings in Education and the Law (3 credits)

Educational Transformation
EDU 530: Transforming Universities: A Vision Driven University (3 credits)
EDU 531: Operational Excellence for Global Universities (3 credits)
EDU 532: Integrative Modeling: A Reflective Approach (3 credits)

Curriculum and Instruction
EDU 540: A Comprehensive Introduction to Curriculum (3 credits)
EDU 541: Curriculum, Program Delivery and Accountability (3 credits)
EDU 542: Leadership in Curriculum Development and Evaluation (3 credits)
EDU 543: Teaching Science in the Secondary School (3 credits)
EDU 544: Teaching Mathematics in the Secondary School (3 credits)
EDU 545: Leadership and the Instructional Program (3 credits)
EDU 546: Models of Teaching and Learning (3 credits)
EDU 547: The Exceptional Individual (3 credits)

Quality Assurance in Education
EDU 551: Continuous Reform in Education (3 credits)
EDU 552: Informed Decision-Making in Education (3 credits)
EDU 553: Quality Assurance in Education

Sociology in Education
EDU 560: Leadership and Team Building in Diverse Social Settings (3 credits)
EDU 561: Social Problems (3 credits)
EDU 562: Social Organizational Development and Behavioral Applications (3 credits)
EDU 563: Directed Readings in Sociology (3 credits)

RESEARCH PREPARATION (Minimum 3 credit)
Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project.

Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective

scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

Required:
ERE 500: Research Methods in Education (3 credits)

OR
One of the following research preparation courses, selected under guidance from the senior faculty advisor:

RES 500: Survey of Research Methods (3 credits)
RES 501: Basic Research Statistics (3 credits)
RES 502: Intermediate Research Statistics (3 credits)
RES 505: Qualitative Research Methods (3 credits)
ERI 500: Research Methods in Social Science with Applications to Education (3 credits)

COMPREHENSEIVE EXAMINATION (2 credits)

Once you have completed the coursework elements of your degree, you will be asked to schedule the Comprehensive Examination. Your primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

Required:
EXM 880: Comprehensive Examination (2 credits)
http://www.akamaiuniversity.us/EXM880_ComprehensiveExamination.pdf

THESIS PROPOSAL (2 credits)

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary mentor and according to University expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

Required:
RES 885: Thesis Proposal (2 credits)
http://www.akamaiuniversity.us/RES885_ThesisProposal.pdf

THESIS PROJECT (4 credits)
Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field.

Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University for such projects.

Required:
RES 890: Thesis Project (4 credits)
http://www.akamaiuniversity.us/RES890_ThesisResearch.pdf

ORAL REVIEW OF THESIS (2 credits)
Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary mentor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary mentor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for permanent archival storage.

Required:
EXM 895: Oral Review of Thesis (2 credits)
http://www.akamaiuniversity.us/EXM995_OralDefenseofDissertation.pdf

THE THESIS COMMITTEE

Formation of Thesis Committee
Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis project

Responsibilities of Thesis Committee
Under leadership of the Committee Chair, responsibilities of the Committee are as follows:
- Directing the preparation and approval of the student's plan for study, clarifying the timeline for study and the assignment of faculty to provide instruction and to assist with the functions of the Thesis Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Thesis and overall degree program and cooperate fully in building the appropriate archival records for the University of record.

Master's Committee Appointment Schedule
The Committee Chair is appointed immediately following the Master's student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

Building the Student's Plan for Study
Immediately following registration, Master's students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion. The plan for study includes the following essential elements:
- The designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program.

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair. Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

Participants will learn the theory behind the featured models from the text, examine related research from cognitive science (psychology, neuroscience and developmental science), and examine models popular in current practice for potential efficacy appropriate application.

COURSE DESCRIPTIONS

Core Competencies

EDU 501: Leadership in Educational Institutions (3 credits)
This course examines current concepts, research, and philosophies of educational leadership. The goal is to promote teacher-leadership in effective teaching and learning and influence in local educational policies and programs. This course provides teachers with the knowledge and skills to be leaders in their classrooms and schools, make teaching and learning more effective throughout their school and district, and to successfully advocate for and influence local educational policies and programs. Students are encouraged to become self-directed learners who engage other professionals, networks, organizations, and resources related to the issues of the class. Students choose an issue to investigate in detail, using professional resources in building a case study project report.

EDU 502: Organizational Behavior in Education (3 credits)
This class is a study of the school as an organization and how individuals behave in educational organizations. Participants assess administrative needs of a selected school, as a case study, and construct a brief project report. Participants acquire a foundation and develop a philosophy of leadership upon which to build a knowledge base for effective school administration. Topics focus upon leadership styles, principles of organizational behavior, building of human capital, understanding motivation, resolving conflicts, and effective decision making. Participants also examine development of a working vision and mission statement for a school, and an administrative philosophy that values collaboration, openness, mutual respect, responsibility, cooperation and excellence.

EDU 503: Models of Teaching and Learning (3 credits)
This class examines teaching models within a student-centers learning environment and investigates why particular teaching models better facilitate specific learning goals. Participants will learn several new teaching models and consider the effectiveness and appropriate choices of models for particular learning goals. Participants will apply key concepts, models, and strategies related to different theories of learning (behaviorist, cognitive and socio-cultural perspectives). Topics examine epistemological frameworks, issues of transfer, social and cultural influences, as well as, motivation and engagement to design powerful learning experiences.

EDU 504: Human Resource Management in Education (3 credits)
This class examines the role of the human resource manager in the field of educational leadership. Topic review effectiveness in employee acquisition and retention, work functions, workforce development, benefits and compensation, and employee relations are reviewed and analyzed. This course looks into the challenge of workplace and workforce diversity as well as best practices and future trends in human resource administration within the educational leadership field. Topics review trends, best practices, and strategic importance of human resources in organizational effectiveness. Participants also explore laws and regulations applicable to HRM in education, as well as employee benefit programs, employee health and welfare, performance modification, employee discipline and employee compensation programs.

EDU 505: Managing Educational Resources (3 credits)
This class explores the forces and issues involved with resource management in educational institutions, with focus upon financial, capital, and human resources. Assignments prepare senior level administrators with a more robust understanding of leadership in turbulent times, including an understanding of industry economics, financial management tools, government policy and impact. Includes a study of basic bookkeeping and accounting principles, business practices, and records which are necessary for the proper function of an educational facility.
http://ntbis.com/undergraduate.html

EDU 509: Field Study in Educational Leadership (3 credits)
Students in Educational Leadership investigate the core tasks and responsibilities in the field of Educational Leadership through close contact with practitioners and the tasks and roles of an administrator in an educational institution. Students may pursue field study through a supervised practice, advanced field study or other external exploration under the direction of a qualified mentor and an approved field site sponsor. Graduate students participate in the field study for a minimum of 45-50 contact hours per Akamai University semester credit. The field placement is expected to afford students appropriate practical hands on experience and in-depth knowledge of the profession. Students complete a daily journal and prepare a scholarly paper summarizing their findings for the field study.

<u>**Educational Administration**</u>

EDU 520: Introduction to Educational Administration and Governance (3 credits)
This introductory course is designed for those who wish to become administrators of school systems. It is an overview of school administration in the American context. Topics to be examined include, the context of schooling in America, both public and private, overview of

responsibilities and administrative processes; leadership, managerial, political and educational roles and educational administration in the 21st century; the culture of school and administration, governance, power, and influence structures; Federal and state government roles in education, policy making, legal and financial issues.

EDU 521: Leadership in Distance Education (3 credits)
This course provides an introduction to leadership issues, concepts, and trends dealing with the organization, management, and operation of distance education systems. Within this framework, students will explore global trends and developments; challenges facing educators and trainers; the entrepreneurial culture; organizational change processes; leadership in traditional and non-traditional entities; as well as management and leadership theory. The course is aimed at both prospective and practicing in personnel leadership positions within education and training environments that utilize distance learning.

EDU 522: Professional School Leadership (3 credits)
This course is intended to provide the skills needed for effective school leadership. Course topics examine the qualities of effective leadership, definitions of leadership, efficient approaches to leading transformation, the importance of transitions when one is attempting to lead change, and the need for effective communication are key course topics. Students will be expected to construct an administrative philosophy that will function as a hybrid between an evaluation of the school community and the administrative approach they would wish to take if given the opportunity to lead.

EDU 523: Managing Educational Resources (3 credits)
This is a practical course in applying business management principles to the management of the resources in the school system. Skills will be developed in financial management, accounting, auditing, computerized business management systems, salary schedules, budgeting procedure managing the use of facilities, and pupil transportation

EDU 524: Financing Education, Elementary-Secondary (3 credits)
This is an introductory course of the analysis and abases for the collection and distribution of federal, state and local funds for elementary-secondary education). Problems and issues in financial support of education are addressed. Special attention is focused on the financing of special populations at the elementary and secondary level. The career orientation of the student will determine the educational level of focus for the course.

EDU 525: Human Resource Management (3 credits)
Personnel decisions are critical decisions that greatly affect the teaching and learning in educational systems. This course examines the human resource, personnel management functions. Topics include but are not limited to, selection and recruitment of personnel, legal issues in personnel management, compensation and reward; strategies for promoting human resource development, managing personnel conflicts, designing and implementing performance evaluation systems; staff termination, reduction in force and collective bargaining.

EDU 526: Administration of Pupil Personnel Services in Public Education (3 credits)
Participants will examine the organization, operation and delivery of school programs in student

vocational and psychological counseling, health, social services, discipline, child juvenile justice system. The aim of the course is to provide a framework for the study of student services administration. Legal issues will be studied within this framework. Students will select an area to study in depth in the operations, delivery and administration of student personnel services. Participants will be evaluated on field projects and a scholarly paper.

EDU 527: The School Principalship (3 credits)
This course examines the roles and responsibilities of the school principal and the issues of those roles from practical and theoretical perspectives. Topics include, instructional leadership, ethical and moral leadership, leadership in technology and curriculum development, staff development, policy development, and community relations. Case studies, projects and papers are required.

EDU 528: Advanced Readings in Education and the Law (3 credits)
Through this course, graduate students pursue a directed study project in education law under the direction of qualified faculty. This course is intended to allow graduate students to add in a significant manner to their advanced knowledge in the discipline through research and reading, field explorations or completion of a special project. Students begin the course with the preparation of a brief proposal for study and pursue selected foundational readings in support of their studies. Students may pursue a survey of the academic literature and conduct field investigations on t he topics and construct reflective elements of the discipline under the guidance of a qualified mentor. A scholarly paper, research report of special presentation of the quality suitable for publication is required. The goal of this course is to open for closer student inspection a selected and defined area of study in education and law.

Educational Transformation

EDU 530: Transforming Universities: A Vision Driven University (3 credits)
This module provides University leaders with models and tools for transforming their institution to meet 21st Century challenges by cultivating vision and purpose toward development of the vision-driven University. Topics examine the creation of educational entrepreneurship, organic-oriented and quantum leap innovative mindsets, building a strong learning and knowledge-based organization within the University. Participants focus on organizational development and institutional leadership with appropriate process mapping as the vehicle for transforming the University. These study ways to enhance international and global capabilities via effective transformation initiatives with planned communication strategies and to promote global and international visibility and potential for scaling up the purpose-economic-benefit to transforming universities. Participants learn to assume a holistic focus to drive transformation and change for their University.

EDU 531: Operational Excellence for Global Universities (3 credits)
Participants will design, develop, and enhance the institutional systems based upon the 7S methodology. Topics will explore the concept of structural support for operational excellence: physical facilities, organization reporting system, internal and external communication structures and tools. Participants will understand the importance of systemization and standardization of operational processes and methodologies to strengthen and enhance operational excellence. They will investigate the creation of key core values and shared values to support their

University's vision and mission and to enable corporate social responsibility and mindset for effective community branding. Topics will focus on the enhancement of leadership styles and methodologies including the establishment of effective internal and external communication systems, feedback management system, and empowerment enabled systems, and the establishment of a strong sharing culture to ensure continuous Kaizen for sustainability within the university environment. Participants will understand to find the right person for the right job and to enhance on the development of professionalism from both the academic and administrative support services perspective. They will learn to ensure an effective design and implementation of a continuous human capital development and improvement system and culture to promote innovation, creativity, and Kaizen to assist in cultivating a culture of operational excellence to achieve the university's vision and mission. Topics also include the concepts of designing, implementing, and reflecting on the entire operation strategy and model to ensure continuous 'fit' or 'match' with the university's vision, strategic direction, brand, position, and mission.

EDU 532: Integrative Modeling: A Reflective Approach (3 credits)

This module aims to consolidate, and provide a reflection on the models, tools, systems, and best practices shared, learned, and experienced in the past few days to provide the participants with an opportunity for reflection to ascertain how to translate the strategies, models, tools, systems, and thoughts into effective and productive actions to spur the university towards global competitiveness and international visibility. The purposes of this integrative module are to provide an impetus for University leaders to reflect, review, and determine how to translate vision, mission, strategic direction and strategies into actions for effective and efficient implementation at all levels of the University. The integrative modeling will help participants to "internalize" the knowledge learned and gained in order to assist in the transformation of the university. This module will empower participants to prepare and charter a short-term and long term strategic roadmap to thrive towards a Transforming University with contextual-specific solutions to meet the institutional goals and missions.

Curriculum and Instruction

EDU 540: A Comprehensive Introduction to Curriculum (3 credits)

This is an introductory course in curriculum for teachers. The aim of the course is to integrate the theoretical conceptions of curriculum into classroom practice. Participants will examine conceptions of curriculum, developing and selecting learning opportunities, implementing curriculum change, evaluating the curriculum, the politics of curriculum making and trends, and issues and research of curriculum making. Participants will demonstrate knowledge by designing and developing a curriculum of their choice. Restrictions: Open only to graduate students in the School of Education.

EDU 541: Curriculum, Program Delivery and Accountability (3 credits)

This course examines curriculum, instruction, and assessment in the context of various standards and accountability and their relationships to improvement in student learning, based on sound pedagogical approaches. It explores theories, methods, and procedures underlying the development and design of instruction and also the interrelationships among curriculum, instruction, and assessment. The methodology for developing curriculum which will meet the

needs of a heterogeneous student body, including the special needs of exceptional students, is presented. The importance of alignment to learning outcomes and the necessity for valid assessments are discussed. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed. The use of technology to assist with accurate assessments is presented.

EDU 542: Leadership in Curriculum Development and Evaluation (3 credits)
This is a practical course planned for curriculum coordinators, senior teachers, and curriculum directors, who wish to develop skills in developing and leading curriculum development processes. The development of skills in understanding curriculum models, developing situational analyses strategies for developing and evaluating and improving curriculum in schools, including integrating technology into the curriculum will be emphasized. The role of the principal in leading curriculum development and evaluation will also be examined.

EDU 543: Teaching Science in the Secondary School (3 credits)
This course will consist of an analysis of effective instructional strategies, classroom management, and assessment techniques of pupil learning in the science curriculum in the secondary school. Issues and problems in the teaching of science will be an area of focus.

EDU 544: Teaching Mathematics in the Secondary School (3 credits)
This course will consist of an examination of instructional strategies, classroom management, and assessment of pupils in the curriculum framework of mathematics in the secondary school. Issues and problems in the teaching of mathematics will be an area of focus.

EDU 545: Leadership and the Instructional Program (3 credits)
This course focuses on the school administrator's professional and ethical responsibilities as a leader, principal, to improve instruction and the learning process. Participants will study the wealth of research and theoretical concepts relative to the dynamics of leadership focusing on the work of Marzano, Waters, and McNulty (2005) and the relationship of leadership to student achievement. Participants will be provided the opportunities to evaluate and refine their leadership skills and apply them in their administrative positions; and resolve leadership problems through the use of case studies.

EDU 546: Models of Teaching and Learning (3 credits)
The aim of this course is to present to the teacher a wide selection of teaching models or approaches to teaching that teachers can effectively use to develop curriculum, design instructional materials and assist them in the day to day and long term instruction in the classroom. Topics include: where models of teaching come from, how to classify and apply them, the generic social models, information-processing models, personal family models, and behavioral system models. At the conclusion of this course, participants will demonstrate that they can apply various models of teaching and learning in their classroom.

EDU 547: The Exceptional Individual (3 credits)
The goals of this course are to provide teachers within the regular classroom setting, and administrators, psychologists social workers, members of the legal profession and law

enforcement, and others who interact on a daily basis with children, a better and more comprehensive understanding of the identification and characteristics of exceptional children, , in addition to arriving at a better understanding of the issues related to the involvement of these children as they participate in the social, recreational, and educational aspects of their everyday lives. This course will include definitions of the various categories of exceptionality, planning and providing Special Education services, consideration of Special Education within a culturally diverse population, parents and families of children with special education needs, Early Childhood Special Education, and specific attention to each of the various categories of exceptionality.

Quality Assurance in Education

EDU 551: Continuous Reform in Education (3 credits)
This class examines the history of school reform and the outcome of change upon quality within the educational environment. Topics examine the effectiveness of specific reform models and the implications for leadership in managing change efforts for quality improvement and assurance of integrity. Educational leaders involved with continuous reform and change recognize the need for planning for quality and careful assessment of available models.

EDU 552: Informed Decision-Making in Education (3 credits)
This class focuses on using data to augment the decision-making process for school improvement. Topics emphasize the simultaneous use and analysis of multiple data streams to guide leaders through curriculum alignment development and enhancement, supervision of instruction, and targeted professional development for teachers, administrators, and support staff.

EDU 553: Quality Assurance in Education
This class examines the how quality assurance is seen as part of the public responsibility for higher education. Topics examine the contributions of policy makers and practitioners consider the role of quality assurance as an element of higher education governance Students explore the function quality assurance in the recognition of qualifications. Case studies are used to illustrate various aspects in different national settings.

Sociology in Education

EDU 560: Leadership and Team Building in Diverse Social Settings (3 credits)
This introductory course will examine conceptions of leadership with a focus on the identification, development, and effectiveness of diverse leadership modes, styles, and expressions. The role and functions of leadership in the development of teams and cohesive teamwork in small groups, organizations, and natural social groupings will be explored. Selected readings, papers, topics, and activities will be determined after discussion between student and instructor.

EDU 561: Social Problems (3 credits)
Sociological and social-psychological theories, concepts, and research will be studied to define, ground, identify causes and consequences of social disorganization (e.g., addictions, juvenile

delinquency, poverty, hunger, mental illness, homelessness, road rage, bullying, school/family violence, slavery, terrorism) in society's institutions. Specific topics, readings, and projects will be determined in collaboration with the student

EDU 562: Social Organizational Development and Behavioral Applications (3 credits)
The course will study formal and informal social organizations, collect data, assess strengths and weaknesses, identify behavioral/ performance patterns/consequences, and propose interventions for change. Students interested in intra-organizational dynamics, problem solving, and action research will be expected to find organizations for observation, participation, and research purposes.

EDU 563: Directed Readings in Sociology (3 credits)
This course provides students opportunities for directed studies in advanced areas of sociology with a sociology mentor. In collaboration with the instructor, students pursue specific readings in a focal area with questions relevant to sociological theory, research, problem-solving or programmatic/community-action outcomes. A scholarly paper of the quality suitable for publication is expected.

Research Preparation

RES 500: Survey of Research Methods (3 credits)
This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research, as well as participatory action research methods.

RES 502: Understanding Research Journal Articles (3 credits)
This course empowers students in assessing the effectiveness of research papers from professional journals. Topics investigate the rigor of various research methods, replicability, bias and validity issues, and the appropriateness of statements of findings and recommendations from research. Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies.

RES 504: Introductory Research Statistics (3 credits)
This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

RES 506: Advanced Research Statistics (3 credits)
This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

RES 508: Qualitative Research (3 credits)
This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on applied qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that inform and influence qualitative research.

RES 510: Participatory Action Research (3 credits)
This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research in addressing major world problems.

RES 512: Effective Data Analysis (3 credits)
This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

RES 520: Social Science Research Methods (3 credits)
This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

ERI 500: Research Methods in Social Science with Applications to Education (3 credits)
This is a basic course for understanding, designing, and analyzing social research. The emphasis is on applied research in an educational, community, or social-action setting. Social research, as part of science, is viewed as a more systematic set of reliable activities aimed at developing empirically based sociological frames of reference for the investigation of variable relationships, interpretations, and targeted applications. Students will develop knowledge by organizing their conceptual tools, values, and research skills through advanced readings, library research, field projects, examinations, and student-targeted projects. Students will be exposed to a variety of data-collecting roles including the use of quantitative, qualitative, action-research models, interventions, and methodologies.

Finishing Activities

EXM 880: Comprehensive Examination (Required: 2 credits)
Once you have completed the coursework elements of your degree, you will be asked to schedule the Comprehensive Examination. Your primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

RES 885: Thesis Proposal (Required: 2 credits)
This course is required of all Master's students designed to guide them through the formal, research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques.

RES 890: Thesis (4 credits)
This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the e field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students may re-enroll for this course for no-credit, as needed.

EXM 895: Oral Review of Thesis (2 credits)
This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.