

# Postgraduate Diploma in Educational Leadership

**Akamai University**

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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.

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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.

### **Program Learning Objectives**

Participants successfully completing the Postgraduate Diploma. 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.

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- ✚ knowledgeable of the social/psychology issues of students reflecting the state of the culture, 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
- ✚ Competent to undertake research in education and apply the findings in their educational settings
- ✚ Competent to lead the implementation of technological applications and organizational changes necessary with alternative educational delivery modes.

### **Intended Audience**

This Postgraduate Diploma in Educational Leadership is designed to prepare professional educators who are in or are interested in occupying leadership roles in educational institutions. The Postgraduate Diploma 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
- Shannon Voyles, Ph.D.

### **Requirements for Postgraduate Diploma (Required: 18 credits)**

A total of 18 credits is required for the completion of a Postgraduate Diploma in Educational Leadership. Participants are required to enroll in two of the core classes and four classes selected from among areas of specialization. The student and faculty advisor will work to select core courses that add academic significance and continuity to the Postgraduate Diploma Program and focus the remaining coursework towards the student's professional goals and interests.

- Core Modules in Educational Leadership (6 credits)
- Areas of Specializations in Educational Leadership (12 credits)

### **Core Modules in Educational Leadership (Required: 6 credits)**

- 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)

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### Areas of Specialization in Educational Leadership (Required: 12 credits)

Educational Administration  
Educational Transformation  
Quality Assurance in Education

Curriculum Development  
Instruction Theory  
Distance Education

#### **Educational Administration (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

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 (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

EDU 520: Introduction to Educational Administration and Governance (3 credits)  
EDU 528: Advanced Readings in Education and the Law (3 credits)  
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)  
EDU 560: Leadership and Team Building in Diverse Social Settings (3 credits)

#### **Quality Assurance in Higher Education (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

EDU 520: Introduction to Educational Administration and Governance (3 credits)  
EDU 528: Advanced Readings in Education and the Law (3 credits)  
EDU 551: Continuous Reform in Education (3 credits)  
EDU 552: Informed Decision-Making in Education (3 credits)  
EDU 553: Quality Assurance in Education

#### **Curriculum Development (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

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 546: Models of Teaching and Learning (3 credits)  
EDU 547: The Exceptional Individual (3 credits)

#### **Instructional Theory (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

EDU 532: Integrative Modeling: A Reflective Approach (3 credits)  
EDU 543: Teaching Science in the Secondary School (3 credits)  
EDU 544: Teaching Mathematics in the Secondary School (3 credits)

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EDU 545: Leadership and the Instructional Program (3 credits)  
EDU 546: Models of Teaching and Learning (3 credits)  
EDU 561: Social Problems (3 credits)  
EDU 562: Social Organizational Development and Behavioral Applications (3 credits)

### **Distance Education (Required 12 credits)**

**Required:** Twelve credits selected from among the following modules:

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)

### **Educational Transformation**

**Required:** Twelve credits selected from among the following modules:

EDU 528: Advanced Readings in Education and the Law (3 credits)  
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)  
EDU 560: Leadership and Team Building in Diverse Social Settings (3 credits)

### **Curriculum and Instruction**

**Required:** Twelve credits selected from among the following modules:

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**

**Required:** Twelve credits selected from among the following modules:

EDU 551: Continuous Reform in Education (3 credits)  
EDU 552: Informed Decision-Making in Education (3 credits)  
EDU 553: Quality Assurance in Education  
EDU 560: Leadership and Team Building in Diverse Social Settings (3 credits)  
EDU 561: Handling Social Problems in Education (3 credits)  
EDU 562: Social Organizational Development and Behavioral Applications (3 credits)  
EDU 563: Directed Readings in Sociology (3 credits)

### **Program Time Frames**

Akamai University strives to create flexible programs where students can work at their own pace to accommodate professional and personal commitments while pursuing their higher education goals. The standard time frame for completion of a Postgraduate Diploma in Educational Leadership is one year. However, students may work at an accelerated pace and complete all course requirements in a minimum of 6 to 8 months at

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a full time pace. Likewise, students may work at a more gradual pace and complete the Postgraduate Diploma in two years.

### **Transferability**

All successfully completed Postgraduate Diploma programs or individual course modules are directly transferable to Akamai University Master of Education in Educational Leadership Program. To be accepted for degree transfer, Postgraduate Diploma program enrollment should be completed within 5 years of matriculation in a graduate degree program.

### **Application**

Students wishing to enroll in an Akamai University Postgraduate Diploma Program should submit an Application for Admissions along with all accompanying documentation and supporting materials. A requirement for enrollment in the Postgraduate Diploma Program in Educational Leadership is the satisfactory completion of a Baccalaureate degree (BA, BS, or equivalent) from a recognized university. A student's undergraduate focus should be in a relevant academic field; however, applicants with academic backgrounds not directly related to Educational leadership may be accepted to the program, when a review of their application materials and relevant experience reveals that the applicant has a high likelihood for success in the program.

### **Tuition**

Tuition charts and all fees of the University are published online at:  
<http://www.akamaiuniversity.us/TuitionandFees.html>

### **Transfer Credits and Course Waivers**

Since the Postgraduate Diploma programs at Akamai University are short intense courses of study; transfer credits, course waivers, or portfolio credits are typically not offered to reduce the total credit requirements for completion. Under extraordinary circumstances, individual exceptions may be made to this standard; however, students should expect to complete the full 18 credits for award of a Postgraduate Diploma. If a student has already demonstrated a level of mastery in a particular course topic pertinent to the chosen focus area, they will work with the faculty advisor to choose another area of investigation relevant to the student's learning objectives.

## **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

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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-centered 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

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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.

### **Educational Administration**

#### **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 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



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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 the topics and construct reflective elements of the discipline under the guidance of a qualified mentor. A scholarly paper, research report or 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 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.

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### **EDU 528: Advanced Readings in Education and the Law (3 credits)**

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### **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 edu-preneurship, 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

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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.

### **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.

### **Instructional Theory**

#### **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. (Instructor Dr. Donald F. Logsdon, Jr.)

**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. [Instructor Dr. Donald F. Logsdon, Jr.]

#### **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

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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.

### **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.

## **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.

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### **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.

### **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.

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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.

