

**M.Ed. Educational Administration & Supervision
Proposed Program of Study**

Student: _____ **Date:** _____

All courses listed in the Program of Study are required.

CORE

<u>COURSE NO.</u>	COURSE TITLE	DATE TO BE TAKEN	CR HR
EPY 601	Psychology of Learning - Study of the application of psychological principles to learning environments with special emphasis on the classroom.	1st Summer I	3
ELR 605	Methods of Research & Statistics – Development of library skills, analysis of types of research, investigation of research design and introduction to descriptive inferential statistic	1st Summer II	3
CUR 608	Historical Foundations - Cultural, historical and philosophical background in educational thought to include curriculum methods.	2nd Summer I	3
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**COURSE
NO.**

EDL 601	Foundations I - This course establishes the foundation for the program participant’s vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the <i>Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning</i> program anchors are presented. 3	1st Summer I	3
EDL 602	Foundations II - This course develops the program candidate’s instructional leadership skills for (1) understanding and analyzing effective teaching/learning behavior as applied in a specific teaching situation, (2) using and interpreting data to improve teaching and learning, (3) demonstrating knowledge of school law, district policy and procedures, and its relationship to educational decisions, and (4) understanding the diversity issues in a multicultural school and community. 3	1st Summer II	3
EDL 603	Foundations III - This course furthers the development of the instructional leadership knowledge and skills in the areas of: 1) using the clinical supervision cycle to assess teaching and learning; 2) the ability to collect, analyze, interpret, apply, and evaluate data for continuous improvement; and 3) assessing, planning, and understanding the principles of quality professional development and systems that promote efficient practices in the management of people, processes, and resources to improve student achievement. 3	Fall	3

EDL 620	Leadership Practices I - Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. 3	Fall	3
EDL 624	Leadership Practices II - Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. 3	Spring	3
EDL 628	Leadership Practices III - Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. 3	Spring	3
EDL 640	Organizational & School Issues I - This course is intended to provide candidates an opportunity to develop and conduct a capstone project that effectively expands the knowledge and understanding of complex issues facing educational leaders. Through the capstone project, each candidate will tie together the major educational leadership program development areas: <i>Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning</i> . The required exit portfolio will provide clear and convincing evidence of growth in meeting program standards. 3	2nd Summer I	3

INTERNSHIP HOURS

EDL 650	Elementary Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned elementary school with a trained principal-mentor. 3	Fall, Spring	3
EDL 652	Middle School Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned middle school with a trained principal-mentor. 3	Fall, Spring	3
EDL 654	High School Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned high school with a trained principal-mentor. 3	Fall, Spring	3
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TOTAL HOURS IN PROGRAM: **39**

Approved: _____
Dr. Thomas R. Taylor, Advisor