

## **NEW COURSE DESCRIPTIONS FOR M. Ed. PROGRAM 2021**

### **EDUC 605: CONTEMPORARY CURRICULUM DESIGNS AND IMPLEMENTATION PRACTICES**

The course evaluates the historical, philosophical, sociological, epistemological, and pedagogical bases of curriculum to cultivate, and advocate for equitable, inclusive, culturally responsive and anti-bias curriculum design and implementation. The emphasis will be on high-quality and equitable academic and non-academic curricular design and implementation that covers impact of curriculum on development, and implementation of the school's instruction, technology, data systems, and assessment practices. Students explore and critically analyze curriculum designs and curriculum implementation practices and advocate for required changes. Credit Hours 3.

### **EDUC 614: HUMAN GROWTH AND DEVELOPMENT IMPLICATIONS: DESIGNING LEARNING EXPERIENCE TO MEET THE NEEDS OF DIVERSE STUDENTS**

This course helps students to understand human development as a lifelong dynamic process in the physical, cognitive, and emotional dimensions in the societal and cultural contexts. Students will analyze developmental continuities, changes, and mechanisms to account for the development in multiple domains across the human lifespan and draw educational implications of them to meet the needs of diverse students and adults in schools. The candidates will be oriented to culturally relevant and developmentally appropriate teaching and learning to meet the needs of each student based on cognitive levels and learning styles. The course also introduces students to the human developmental approach in educational leadership, policy, and student development through the nurturing, inclusive and equitable school culture. Candidates will conduct survey research, with attention to the teaching and development of diverse students. The candidates will acquire theoretical and practical knowledge about the relationships between school-wide learning systems, effective grouping and instructional approaches, behavioral development, and student learning achievements among students with diverse needs, including special needs populations and gifted and talented learners. Experiential learning is an essential component of this course. Credit hours 3.

### **EDUC-625: INTERPRETING AND APPLYING EDUCATIONAL RESEARCH**

This course addresses the fundamentals of evaluating and designing educational research with an emphasis on applied and action research. Types of research, their advantages and disadvantages, the research process and the similarities and differences between action research and formal quantitative and qualitative research will be examined. Use of scholarly descriptive and inferential statistics to address research questions will be examined. Additionally, scholarly databases will be examined. Critique of research tailored to cultural responsiveness, professional development, learning and instruction will help to evaluate how data impacts students, current policy and practices, assessment, operations and management for the development of equitable and inclusive school

mission and visions, stimulating long-lasting improvement. Participants will develop an action research proposal. Credits, 3 hours.

### **EDUC 680: LEADERSHIP WITH VISION FOR CHANGING SCHOOL CULTURE IN A DIVERSE SOCIETY**

This course investigates management roles and leadership styles of today's school leaders. Advanced students will acquire an understanding of political and economic theory as it relates to developing and maintaining positive relationships with all communities (internal and external). Moral and ethical issues in education and leadership and social, cultural, and developmental perspectives are discussed. Moreover, aspiring administrators will confront and debate the evolving role of the administrator with respect to new directions for supervision in the changing face of American education. A field-based practicum experience is required. Advanced students will immerse themselves in the real issues, problems, and workplace of a mentoring administrator. Finally, this course focuses on high standards of learning, success for all students, and valuing the unique diversities that interact with a pluralistic society. Credit hours 3.

### **EDUC 681-60: ENGAGING COMMUNITIES: HUMAN RELATIONS IN DIVERSE POPULATIONS**

This course examines how administrators must research, understand, collaborate, and communicate or respond to a diverse and changing society to foster a true sense of community in and outside the schools. The course primarily addresses three dimensions: 1) collaboratively engaging diverse staff, families, and communities in support of student learning; 2) Identifying and using diverse internal and external community resources to create schools as learning organizations (communities of practices); and 3) nurturing the development of personalized learning environments for students by using varied communication means. Since diverse populations is critical to the educational success of students, experiential learning is an essential component of this course. Credit Hours 3.

### **EDUC- 682 ASSESSMENT OF INSTRUCTION: DATA DRIVEN PRACTICES OF ASSESSMENT AND EVALUATION IN SCHOOLS**

The course emphasizes on the role of assistant principals and principals as the instructional leaders of the school and the official in charge of promoting equitable, inclusive, and culturally responsive instruction and behavior support practices in schools. The course explores, explains, and critiques the instructional assessment and evaluation processes utilizing data-driven practices. The advanced students conduct evaluation research on topics such as 1.) Use of technology in instructional assessment; 2.) Culturally responsive and equitable assessment practices 3.) Reflective assessment practices, Instructional improvement, and student well-being. Additionally, the course focuses on collaboratively evaluating, the school's curriculum, instruction, technology, data systems, and assessment practices. Experiential learning is an integral part of this course. Credits, 3 hours.

## **EDUC 683 CYBER SECURITY FOR EDUCATIONAL LEADERS: IMPLEMENTING TECHNOLOGY TO ENHANCE STUDENT LEARNING AND ORGANIZATIONAL MANAGEMENT**

The course addresses the current technology policies from a practitioner's point of view. The Internet and World Wide Web are used with the intent to make informed decisions. Advanced candidates will have the opportunity to focus on emerging technologies and their applications from the viewpoint of planning, enhancing communications, managing information and the latest technologies used by professionals in their respective fields. Candidates are assigned to an on-site field experience, in which the student demonstrates the ability to report research, security, data collection, etc. Candidates complete a project focusing on the applications of technology policies related to the unique areas within educational administration, leadership, supervision, and teaching field. Credits, 3 hours.

As leaders are increasingly implementing technologies into their districts and schools, they need to understand the implications and risks of doing so. *Cyber Security for Educational Leaders* will allow the candidate to gain knowledge in developing, integrating, and understanding technology policies that govern schools and districts. Based on research and best practices, the field experience will provide the knowledge to understand threats associated with technology use and policies and arms aspiring and practicing leaders with the necessary tools to protect their schools and to avoid litigation. Experiential learning is an integral part of this course. Credits, 3 hours.

## **EDUC 684: LEADING INCLUSIVE SCHOOLS: LEGAL ISSUES, ETHICAL CONDUCT, AND SOCIAL JUSTICE IN TODAY'S SCHOOLS**

This course examines the ethical and legal standards and practices that today's school leaders follow to design and cultivate a supportive and inclusive school culture. The major topics to be discussed are: (1) knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for equitable, inclusive, and legal decisions; (2) principles and practices of ethical leadership; (3) evaluate, communicate about, and implement laws, rights, policies, and regulations; (4) understand, analyze, and critique the legal and ethical issues that impact equitable access to educational resources, technologies, and opportunities that support the student learning; and (5) culturally responsive instruction and behavior support practices among teachers and staff. Credits, 3 hours.

## **EDUC-685-60 – SUPPORTING A SCHOOL VISION: CREATING SAFE AND NURTURING LEARNING ENVIRONMENT THROUGH EFFECTIVE RESOURCE & FISCAL MANAGEMENT**

This course provides advanced students with an understanding of the school vision as related to issues and challenges facing administrators with regards to the financing of education in an era of intense change. To meet the needs and priorities, the school leaders are required to adopt strategic approaches to plan budgeting, accounting, auditing, and human resource management for the school improvement. School's sustainability and

growth is invested in innovative fiscal practices that are sound and suitable for the business world. This course addresses the various principles relating to the fiscal operations of a school's management and the entrepreneurial acts required to support the continuous improvement of instruction, and nurturing learning environment for each student's success. Some other issues facing school administrators, teachers, school board members, legislators and other interested parties that include, but are not limited to: Every Student Succeeds Act, The No Child Left Behind Act; budget cuts at the federal, state, local and school levels; and changes in legislation allowing for school choice, voucher plans and charter schools, will also be discussed. Credits, 3 hours.

### **EDUC-686: SUPERVISION OF INSTRUCTION AND LEADERSHIP IN ELEMENTARY & SECONDARY SCHOOLS**

This course focuses on the core set of values, priorities, knowledge, dispositions, and performance skills required of school principals that include, but are not limited to, the following: (1) collaborative development, articulation, implementation, and stewardship of a vision of learning in a pluralistic and diverse society; (2) encouraging and achieving high standards of learning through application of new leadership, cultural sensitivity, and continuous learning; (3) effective data and technology use for continuous school improvement; (4) involvement of the school community; (5) continuous staff professional growth; (6) effective instruction and instructional leadership (learning theories, motivational theories, assessment strategies and recognizing student growth and development); (7) technology in promoting student learning and staff professional growth; (8) valuing student diversities, promoting equity, and building sense of community; (9) creating a safe and supportive learning environment; (10) implementing and evaluating curriculum and instruction; (11) management of school operations; and (12) selecting, supervising, and evaluating staff.

The students will have an opportunity to conduct a direct interview with an active school administrator in order to conceptualize and develop administrative skills and appreciate real-life experiences. Students will be expected to create an interview template with questions that will address, but are not limited to: (1) development, articulation, implementation and stewardship of a vision of site-based management; (2) chief administrator of disciplinary policies; (3) effective communications within the school, district, county, and state; (4) the opportunity to demonstrate professional dispositions (respect, fairness, dignity, responsibility, accountability, caring, nurturing, conflict resolver, negotiator, chief operating officer (CEO), communicator, collaborator, ethical decision-maker, and reactor to legal obligations); (5) developing and implementing strategic plans, systems theories, school improvements; (6) understand the change process for systems, organizations and staff; (7) management of facilities, operations and resources for a safe, efficient and effective learning environment; (8) understand the Delaware Performance Assessment System (DPASII); (9) understand state and district accountability programs (No Child Left Behind); and (10) involving stake-holders in management processes. Credits, 3 hours.

## **EDUC-690 –APPLIED EDUCATIONAL LEADERSHIP INTERNSHIP**

This course provides a supervised administrative internship experience of 240 hours in addition to 60 hours of field experience spread over across the program's curricula. The candidates will complete authentic 16 evidence-based activities in diverse school settings (NELP 8.2). The purpose is to provide interns with coherent, authentic, and sustained opportunities to interact with stakeholders, synthesize and apply the content knowledge, develop, and refine the leadership skills identified in NELP 1 to 7 professional standards (NELP 8.1). An educational leader/administrator of the school will be assigned as a site supervisor to mentor and evaluate the candidate's performance in collaboration with the program faculty as the university supervisor (NELP 8.3). Candidates will learn hands-on skills to evaluate school's existing mission and vision processes and statements; engage in reflective practices, model professional norms, and develop an effective communication plan for advocating equitable practices and ethical decisions; evaluate school culture, policies and procedures to cultivate equitable and culturally responsive instruction and behavior support practices for inclusive school culture; use research evidence to suggest strategies for improving school's curriculum and assessment practices; collaborate with community members to identify diverse community resources; develop a data informed equitable resourcing plan aligned with the goals and priorities of the school. The candidates will enhance their problem solving and analytical skills to deal with the everyday challenges while learning to make equitable management decisions to promote professional culture and a positive school environment for each student success and well-being. Six Credit Hours.