

# LEAD - Educational Leadership | Grad

## LEAD 5501 Foundations of Educational Leadership and Administration (3)

This course examines the historical, philosophical and sociological foundations of education as they relate to schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Students will understand the process of change and change models. (20 hours of embedded field experience.)

## LEAD 5502 Curriculum, Instruction and Assessment (3)

This class is designed to increase theoretical and practical knowledge about curriculum, assessment, differentiation, evaluation and the revision cycle across a school system/building from the perspective of the building principal of K-12. The goals of curriculum inquiries should always be to improve teaching/learning/assessment and increase student performance. (20 of hours embedded field experience.)

## LEAD 5503 Ethics for Leaders (3)

This course is designed to cultivate ethical leaders at the classroom, school and district level who are prepared to influence system transformation. Using student-generated and case study scenarios, participants will engage in reflective practice to develop their ethical leadership capacity. (20 hours of embedded field experience.)

## LEAD 5504 School Finance & Facilities (3)

This course focuses on school finance at the building level and a practical based view of school facilities with some introduction to the foundations, techniques and principles related to the planning, maintenance and remodeling of school buildings. Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas and will evaluate and reallocate financial resources to improve student results. Students will explore school construction sites, compare buildings and how they contribute to the educational environment. Methods for forecasting enrollment will also be studied. (20 hours of embedded field experience.)

## LEAD 5505 Collaboration & Leadership (3)

This course will examine critical functions of collaborative leadership and decision making responsibilities of school leaders, problem-solving tools, conflict resolution strategies and how to build positive relationships between schools and communities. (20 hours of embedded field experience.)

## LEAD 5506 Vision, Innovation and Technology (2)

This graduate education course introduces students to the importance of vision, innovation and current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current and future developments in educational endeavors. Students will also explore the research and latest trends in technology integration and understand how these trends affect curriculum and instruction. (20 hours of embedded field experience.)

## LEAD 5507 School Law (3)

This course provides legal foundations of U.S. public schools. It examines general principles of statutory and case law, and applies judicial decisions to educational environments. A focus will be on legal responsibilities, constraints and opportunities of

education leaders in the public school environment. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. The course also includes special education law. (20 hours of embedded field experience.)

## LEAD 5508 Educating for Equity and Cultural Competence (3)

Educational leaders face a society where continual and rapid change is the norm, where communities, staff and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure and learning styles. At the same time, long-standing barriers of racism and other forms of oppression remain embedded and create unequal outcomes for students and staff. This environment calls on educational leaders to better understand the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their leadership to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. In this world, a necessary prerequisite for success is being able to assume resilient, moral and culturally proficient leadership. In this course, participants will begin to see the importance of developing a new systemic vision for educational leadership in the face of increasing diversity, change and complexity in our local, national and global context. Leader candidates will bridge multiple perspectives and apply a cultural proficiency framework to increase the quality of education and achievement for the communities they serve. (20 hours of embedded field experience.)

## LEAD 5509 Relational Leader, School and Community (2)

This course focuses on principles and techniques for improving the educational program through building positive relationships with faculty, students and the school community. The course will also emphasize the importance of public relations, utilizing the constituent base and local businesses, understanding the community culture and working with local media. (20 hours of embedded field experience.)

## LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2)

This course provides principal candidates with the tools to recognize the traits of talents teachers and personnel, and to recruit talented teachers and personnel. It will focus on developing the talent through coaching, informal and formal evaluations as well as how to retain talented teachers and personnel. (20 hours of embedded field experience.)

## LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2)

Practical Statistics & Data-Driven Decision-Making for Educators is an introductory graduate course in using quantitative methods for inquiry in the social and behavioral sciences. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. This course will also provide school leaders with the knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and how to use data-driven decision-making to improve student learning. Students will develop competence in reading and understanding statistics topics from sources such as texts, dissertations, journals or technical reports. (20 hours of embedded field experience.)

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## LEAD 5520 Internship I (2)

The purpose of principal internships is to bridge the gap between theory and practice for candidates' academic and experiential learning. In the internship, students will engage in assessing their strengths and weaknesses, learn from a mentor, and use action research as a tool for school improvement. Candidates will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences that use data to make decisions which promote equity and enhance their leadership. Internship hours total 100 in this course. Fifty (50) hours are to be held at the level which the student practices. The other fifty (50) are to be at a different level. The candidate will keep a portfolio of internship experiences, hours, artifacts, and reflections. The candidate will submit the portfolio in the capstone course.

## LEAD 5530 Internship II (2)

The Field Experience II in the Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator. **Prerequisite:** LEAD 5520

## LEAD 5540 Internship III (2)

The Internship III in Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator.

## LEAD 5550 Capstone in Field Experience Seminar (2)

The capstone for the MA in Leadership is the culminating course in which candidates will demonstrate the integration and application of all the standards, their coursework, and learning through an applied project. Candidates will also develop a resume, cover letter, and plan for future leadership growth. **Prerequisite:** LEAD 5530

## LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

## LEAD 6001 Foundations in Educational Leadership (4)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. Students will be required to demonstrate an understanding of leadership theories and organizational change. They employ active inquiry, experimentation and reflection to investigate issues of race, ethnicity, gender, disability, equity,

social justice and ethics examining the impact of these issues in urban, rural and suburban contexts.

## LEAD 6002 School Administration and Resource Management (4)

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated.

## LEAD 6003 Instructional Leadership (4)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection.

## LEAD 6004 Leadership and Collaboration (4)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes.

## LEAD 6006 Advanced Internship (1-3)

This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

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- **Advanced Internship: Early Childhood Administration**  
Participants will develop skills and strategies for administering early childhood programs and curricula.
- **Advanced Internship: Writing Grants**  
Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.
- **Advanced Internship: School-Community Partnerships**  
This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite:** Approval of faculty mentor.

## LEAD 6007 Special Education Law and Legal Issues (1-3)

These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- **Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender**  
This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.
- **Topics in Leadership: Special Education Administration, Issues and Law**  
This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

## LEAD 6008 Foundations in Special Education Administration (3)

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

## LEAD 6120 Research I (2)

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research, examine internal and external validity, sampling methods, data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results

and data and develop strategies for improvement of academic achievement.

## LEAD 6122 Special Education and Law (2)

Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent participation and Shared Decision Making, Compliance Through the Courts, and School Reform. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

## LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

## LEAD 6125 Building Level Administration (2)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

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## LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

## LEAD 6127 Personnel (1)

This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation. Topics include: statutory and procedural issues, human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

## LEAD 6128 Facilities & Building Level Management (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles, related to the planning, maintenance, and remodeling of school buildings. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:

- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

## LEAD 6129 Curriculum (2)

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle and revision plan.

**Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. Any deficits must be addressed through courses that are not part of this program.

## LEAD 6130 Supervision (2)

This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:

- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

## LEAD 6131 School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

## LEAD 6132 Seminar in Principalship: Issues and Politics (2)

The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

## LEAD 6134 Internship I: Dispositions (2)

In the EdS degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised,

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supported, individualized and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics and integrity in education are the grounding values. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics and integrity in their decision-making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

## LEAD 6135 Internship II: Diversity (2)

In the EdS degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

## LEAD 6136 Special Education Internship (2-3)

This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits for 100 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

## LEAD 6138 Foundations of Special Education Administration (3)

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. This course will examine the roles and responsibilities of an administrator, director or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial procedures and obligations, organizational structures and service delivery options, relationships to general school administration and access to the general education curriculum. Topics covered will also include current trends in special education, state and federal guidelines and regulations, legal and financing aspects of

special education, program planning and administration of special services.

## LEAD 6141 Portfolio Based Analysis (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop and individual will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. **Prerequisites:** 27 credit hours in the EdS program.

## LEAD 6500 Introduction to the Field Experience (1)

During this course, students will be introduced to the field experience which is under the direction of a university and site supervisor. Activities for the field experience are outlined in the practicum handbook as are the practicum hours required for each of the courses. Candidates should provide coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP and MOLeader Building-Level Program Standards.

Fifty (50) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6501 Foundations of Educational Leadership (3)

This course provides an overview of philosophy, leadership and change models. Outcome of the course will be increased knowledge of leadership styles, problem solving, Root Cause Analysis (RCA), identification of resources, school/community analysis and change models.

## LEAD 6502 Leadership for Improving Learning (3)

This course focuses on improving teaching and learning to improve student achievement. Course outcomes will be improving student achievement through instructional leadership practices such as curriculum (vertical and horizontal alignment), instruction, research based instructional practices, formal and informal assessment and data driven decision making for learning as well as meaningful observation and feedback related to effective instructional practice. Candidates will also observe teachers, learn to coach others and give feedback.

Thirty (30) hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6503 Leadership for Ethics, Equity and Social Justice (2)

Principal candidates will examine ethical frameworks as lenses for understanding, evaluating and applying professional standards for ethical practice as well as district and school policies. Principal

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candidates will also learn to identify turbulent situations and environments, assess levels of turbulence and apply theory and action.

Ten (10) hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6504 Resourceful Leadership (3)

This course focuses on vital aspects of how leaders use and acquire resources such as grants to manage a dynamic school focused on improvement while exhibiting equity and ethical behaviors. The course will examine multiple resources such as finance, budget and federal/state/local funding. Learners will explore school organization models, theories of management and personnel from hiring to supervision and retention.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6505 Culture, Collaboration and Diversity (2)

Learners will explore individual, interpersonal and communication skills and strategies to harness the power of diversity and inclusion in teams, organizations and communities for collaboration resulting in education and organizational growth. Learners will understand and practice using conflict management skills.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6506 Leadership with Vision (2)

This course is designed to develop a working theory of visionary leadership. The course will incorporate practical structures, personalized learning experience(s), current issues or challenges fused with the learner's knowledge of self, culture and professional values. Course outcomes will be learning to develop, implement and steward a vision and mission statement which uses multiple sources of data and the inclusion of stakeholders.

Participants will also become proficient at applying tools for engagement including: 1) inquiry, 2) reflection, 3) dialogue, 4) active listening, and 5) ethical and legal handling of information.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6507 Advanced School Law (3)

This course is designed as a law course for school teachers and leaders. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. Special education law (IDEA) and Every Student Succeeds Act (ESSA) will also be studied.

Twenty (20) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6508 Trauma Informed Leadership (2)

Principal candidates will develop a systematic approach integrating trauma-informed practices within existing structures.

They will use a school's demographics to develop a PD plan for helping teachers understand the effects of trauma; use data to drive interventions; generate solutions to trauma; develop community partnerships; and learn the importance of self-care for teachers and staff, students and leaders.

Ten (10) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6509 Relational and Reflective Leadership (2)

This course explores the relationships leaders need to impact the school community in a positive way. Learners will become reflective in addressing power, inequalities and injustice.

They will become proficient in knowing their own strengths, weaknesses, talents and behaviors in order to respond effectively and ethically to the demands of the principalship. They will learn to demonstrate flexibility when needed. Learners will also understand the importance of reflection and feedback for growth. Forty (40) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6510 Innovative Leadership (1)

This course provides opportunities for the successful student to learn about energizing, motivating and communicating with others to accomplish a goal. Innovative leaders apply knowledge, skills and best practices as well as adult learning theory while supporting continuous professional growth and the development of networks. Learners will also apply how new knowledge can be a catalyst for change. Learners will also learn that flexibility is a trait to cultivate when circumstances change.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6511 Managerial Leadership (2)

This course provides opportunities for growth in management on the following topics: a safe and effective school environment, evaluation of routines, schedules, clear expectations, guidelines and procedures, recruitment, hiring, evaluating (observation and feedback), as well as the handling of confidential information.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

## LEAD 6512 Capstone/Field Experience (2)

This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, field experience and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification. Candidates will synthesize and apply the content knowledge, develop and refine the professional skills, and demonstration their capabilities as articulated in each of the elements included in the NELP Building Level Program Standards and the MO Leader Standards. **Prerequisites:** LEAD 6500, LEAD 6501, LEAD 6502, LEAD 6503, LEAD 6504, LEAD 6505, LEAD 6506, LEAD 6507, LEAD 6508, LEAD 6509, LEAD 6510 and LEAD 6511.

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## **LEAD 6523 Action Research I (2)**

Action Research I is the first course in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Students must fill out the School of Education's version of the IRB to conduct research. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.

## **LEAD 6533 Action Research II (2)**

The second semester field experience focuses on continuation and completion of the action research internship project begin in LEAD 6523. Candidates, however, cannot begin research until they have the approval of the School of Education's IRB. 15 hours of field experience required. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.