

# The Graduate College



## *Specialist of Arts in Educational Leadership*

*PreK-12 & Higher Education*

*Courses offered at the Adrian Campus*

## *Educational Leadership Educational Specialist (Ed. S.) Degree*

The Educational Leadership Specialist Program is designed for educators who have, or aspire to assume, leadership roles as professional practitioners (e.g., central office personnel, principals, North Central Coordinators and team members, curriculum coordinators, reading specialists, grant-writers) in education. The Educational Leadership Specialist Program offers current educational leaders the opportunity to expand their knowledge base, while integrating the theory and research into their immediate reflective practice. For educators aspiring to leadership and responsibilities, the program offers the knowledge base and experiences with supervision and mentoring to help develop the skills and decision making for initial leadership positions. Although the program has expectations of all the students in the area of research and inquiry, the application is focused on the immediately accessible and desirable educators for full-time faculty positions in higher education.

The Educational Leadership Specialist Program is designed with a minimum of 30 semester hours for the degree. A master's degree in an educational field is a prerequisite to acceptance into the specialist degree program. The total number of semester hours for the prerequisite master's program and the Educational Leadership Specialist Program is no fewer than 66. Students entering the program are expected to have completed master's level coursework in curriculum, assessment, educational psychology and/or human growth and development, and research.

The curriculum of the Educational Leadership Specialist Program is based on the standards, recommendations and the guidelines of several educational bodies and learned societies, including the National Council for Accreditation of teacher Education (NCATE), Council of Chief State School Officers, Department of Education of the United States Catholic Conference (*Formation and Development for Catholic School Leaders*, 1993), and Interstate School Leaders Licensure Consortium (ISLCC/ELCC). Using these guidelines and the model of Siena's existing graduate programs, the Educational Leadership Specialist Program is comprised of a common core in foundations (6 semester hours); a professional core (12 sem. hrs.); a concentration selected and developed by the student (minimum 6 sem. hrs.); and an integrative experience (internship and mentorship, with seminar, for 3 sem. hrs.); and a summative experience (project and seminar for 3 sem. hrs.) which should relate directly to the student's concentration. Possible concentrations may include:

- Administration of services and systems
- Instructional leadership ( curriculum and instruction)
- Public policy
- Community and public development
- Spiritual leadership in Catholic education
- Community and educational partnerships
- Informational technology
- Development of human talent

Two integrating strands throughout the program are instructional technology and decision-making. Every course includes the extensive use of online dialogue and electronic information resources and some type of application, practicum, or field experience. Due to the program's distinctive one-night-per-week "blended" online format, through which two 3-credit courses can be completed in one 10-week semester, the degree program may be completed in less than two years of part-time study. Students are expected to move through the program in a cohort, taking the same courses at the same time, thus forming important networks for collaboration and support both during and after the program.

This degree is approved by the Higher Learning Commission of the North Central Association.

## *Specialist of Arts in Educational Leadership*

*Degree Requirements (30 sem. hrs. total)*

### **Prerequisite:**

Master's degree in an educational field

### **Common Core: (6 s.h.)**

ELS 701	Orientation to Educational Leadership	3
ELS 703	Curriculum Process	3

### **Professional Core: (12 s.h.)**

ELS 710	Assessment and Development of Human Talents	3
ELS 712	Financial Planning and Resource Allocation	3
ELS 730	Communication and Information Management	3
ELS 740	Legal and Ethical Issues in School Governance	3

### **Concentration: (6 s.h.)**

ELS 760	The Process of Change	3
ELS 770	Best Practices in Educational Leadership	3

### **Integrative Experience: (3 s.h.)**

ELS 790	Internship and Mentorship	3
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### **Summative Experience: (3 s.h.)**

ELS 794	Project and Seminar in Educational Leadership	3
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**NOTE:** One requirement for graduation from the Educational Leadership Specialist Program is completion and presentation of a "Reflective Professional Portfolio of Continuous Progress" documenting how the candidate is highly qualified to serve as an educational leader in his/her chosen area of specialization. In general, the portfolio is completed in electronic format, for ease of portability, revision, and dissemination. It is organized and evaluated based on the 1996 ISLLC (Interstate School Leaders Licensure Consortium) National Standards and the 2002 Standards for Advanced Programs in Educational Leadership developed by the Educational Leaders Constituent Council adopted by the National Council for Accreditation for Teacher Education (NCATE) for accreditation reviews of preparation programs for educational administrators.

These standards, in use by over 40 states and 150 institutions of higher education, provide a common language for the definition and redefinition of the role of the school leader, and a framework around which the Educational Leadership Specialist Program is built:

- I. Vision of Learning
- II. Culture of Learning and Teaching
- III. Management of the Learning Environment
- IV. Relationships with the Broader Community
- V. Integrity, Fairness, and Ethics
- VI. Larger Political, Social, Economic, Legal, and Cultural Context
- VII. Internship/Mentorship

(See <http://www.npbea.org/ELCC/index.html> and <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.)

## *Educational Leadership*

### *Course Offerings & Descriptions*

#### **ELS 701 Orientation to Educational Leadership**

**3 s.h.**

An overview of the positions, roles, and responsibilities associated with leadership in educational settings. Includes analysis and self-assessment of leadership knowledge, skills, abilities, and work habits leading to the formation of professional development plans. Provides the study of the context in which educational leaders develop and work. Incorporates technology as an instructional methodology. Requires interviews and job shadows.

#### **ELS 703 Curriculum Process**

**3 s.h.**

An investigation of the needs and intent of curriculum to facilitate student learning and application, and preparation for the future. Examines the components of existing curricula and the historical context in which they have developed as a means for implementing change for future curricula. Focuses on design, development, and evaluation of curricula, as well as instructional delivery and assessment models, including the incorporation of technology as a tool.

#### **ELS 710 Assessment and Development of Human Talents**

**3 s.h.**

An introduction to the recruitment and selection, orientation and mentoring, supervision, and appraisal of staff necessary for positive and productive operations in the educational setting. Includes career planning and development and staff development as aspects of the human resource function within the educational organization.

#### **ELS 712 Financial Planning and Resource Allocation**

**3 s.h.**

An exploration of the tactical and strategic planning necessary for the decision-making associated with efficient and effective allocation of human and material resources. Considers aspects of projecting revenue and needs, budgeting, responses to changing economic, social, and political conditions, staff negotiations, establishing priorities and sources of funding, and other issues related to planning and resource allocation.

#### **ELS 730 Communication and Information Management**

**3 s.h.**

An examination of communication theories and their application in the educational organizational system and with external constituencies. Presents ethics in communication and the collection, analysis, and communication of information; human and public relations theories and application; and the consequences of various communication approaches, styles, modalities, and techniques on morale, motivation, and effectiveness. Also deals with operational matters such as planning and conducting efficient and productive meetings.

#### **ELS 740 Legal and Ethical Issues in School Governance**

**3 s.h.**

An overview of the legislation and regulations governing education, including those related to IDEA, NCLB, and special education services. Examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. Discusses the roles of the educational leaders, including school board members, in school governance.

**ELS 760 The Process of Change****3 s.h.**

An examination of change theory and related modes, strategies, and approaches to change and transformation in education. Students are expected to develop an understanding of how to apply such theories and concepts to guide institutional change in the direction of continuous improvement.

**ELS 770 Best Practices in Educational Leadership****3 s.h.**

A seminar to support self-designed and self-directed study of research and practices associated with effective educational leadership, particularly as it relates to management of change. Each student is expected to develop a proposal for an action research/transformation project, concentrating on a specific aspect of educational leadership, such as services and systems, instructional leadership, spiritual leadership, public policy, information technology, or the development of human talent. Class readings and discussion, as well as individual consultation with a faculty member are intended to support the development of the proposal through the culminating project.

**ELS 790 Internship and Mentorship****3 s.h.**

This course deals with the application and reflective practice of principles and approaches in educational leadership. Requires the student of educational leadership to work with and assume some responsibilities of a current educational leader in the specialization to which the student aspires, and/or serve as a mentor to another educator or educator-in-training. The student is expected to work with the assigned educational leader for a full school year (for ELS 790 and 794) in an adjunct capacity, with documentation of a minimum of 216 clock hours. In conjunction with the ELS794 course, provides an opportunity for the student of educational leadership to devise and conduct a project associated with the chosen area of specialization, and to begin documenting this and other work in an electronic professional portfolio. Seminar participation is required; some seminar sessions are conducted online.

**ELS 794 Project and Seminar in Educational Leadership****3 s.h.**

This course deals with the application and reflective practice of principles and approaches in educational leadership. Requires the student of educational leadership to work with and assume some responsibilities of a current educational leader in the specialization to which the student aspires, and/or serve as a mentor to another educator or educator-in-training. Expects the student of educational leadership to work with the assigned educational leader for a full school year (for ELS 790 and 794) in an adjunct capacity, with documentation of a minimum 216 clock hours over the course of six months. In conjunction with the ELS790 course, provides an opportunity for the student of educational leadership to complete a project(s) associated with the chosen area of specialization, and to document this and other work in an electronic professional portfolio, and present the completed project for an appropriate audience. Seminar participation is required; some seminar sessions are conducted online.