

EDUCATIONAL LEADERSHIP, M.A.

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Degree offered: Master of Arts

The purpose of the educational leadership program is to prepare collaborative, proactive educational leaders committed to improving the quality of leadership in a variety of organizational contexts. This is achieved by assuming leadership positions or roles within educational organizations and classrooms, engaging in scholarly inquiry about school and classroom leadership, meeting state and national standards and school reform initiatives, as well as improving practices within educational arenas.

The educational leadership program is characterized by an integration of a wide variety of scholarly and clinical activities oriented toward practical application of intellectual, democratic, and ethical aspects of school and classroom leadership. These include formal courses, clinical experiences, research, and the master's closure activities. The educational leadership program serves graduate students with concentrations in 1) administrative leadership and 2) master teaching and leadership (online).

Contact: Information about the educational leadership program is available at (217) 206-6306. Information can also be requested at edl@uis.edu or mtl@uis.edu.

ENTRANCE REQUIREMENTS

Students must apply to UIS before it is possible to enroll in courses. To be eligible for full admission to the educational leadership program, a student must have completed a bachelor's degree with a grade-point average of 3.00 or better on a 4.00 scale. A student can be conditionally admitted if the GPA is between 2.50 and 3.00. Conditional admission means that the student must achieve a GPA of 3.00 or better in the first eight hours of course work in the EDL program. If a student achieves the required GPA within those first eight hours, he or she will be fully admitted to the program. Transfer credit is evaluated on a course-by-course basis with the faculty adviser and approval of the EDL convener.

GRADING POLICY

A passing grade in an EDL course is considered to be B

or above. A failing grade is given for work below that level. Grades of C awarded during the effective period of this catalog will be counted, provided that an equal or greater number of A credits are earned in EDL courses. However, no more than eight hours of C grades will be accepted.

COMMUNICATION AND LIBRARY SKILLS

Oral and written communication skills are practiced and evaluated in most EDL courses. Satisfactory completion of the master's closure activities fulfills the UIS communication skills requirement. Completion of EDL 505 Introduction to Research and EDL 541 Educational Research Methods satisfies the library skills requirement.

MASTER'S CLOSURE

All educational leadership degree candidates are required to complete master's closure activities. See the program handbook for further details.

PROGRAM REQUIREMENTS

The EDL master's degree requires completion of

40 semester hours. There are four core area requirements each for the administrative leadership (ADL) and master teaching and leadership (MTL) concentrations. These are:

Research

- EDL 505 Introduction to Research (ADL) 4 Hrs.
EDL 541 Educational Research
Methods (MTL) 4 Hrs.

Educational Leadership

- EDL 509 Organizational
Dynamics (ADL) 4 Hrs.
EDL 542 Teacher Leadership (MTL) 4 Hrs.

Curriculum

- EDL 511 Curriculum (ADL) 4 Hrs.
EDL 543 Instructional Design (MTL) 4 Hrs.

Master's Closure

- EDL 528 Master's Project Proposal (ADL) 2 Hrs.
EDL 529 Master's Project (ADL) 2 Hrs.
EDL 561 Master's Project/Portfolio
Proposal (MTL) 2 Hrs.
EDL 562 Master's Project/Portfolio (MTL) 2 Hrs.

ADMINISTRATIVE LEADERSHIP CONCENTRATION

The administrative leadership concentration (ADL) is designed to meet the professional growth and in-service needs of Illinois educators. The ADL concentration provides for a carefully planned set of experiences designed to develop the knowledge, skills, and competencies needed for elementary and secondary administrative leadership positions. Courses in the program are appropriate for classroom teachers, State Board of Education personnel, central administrative staff, and school board members. A wide selection of courses is available to meet students' needs and interests while fulfilling degree and/or certification requirements.

The curriculum provides an opportunity to obtain the M.A. in educational leadership, as well as fulfill state requirements for the general supervisory and the type 75 general administrative certificates. The master's degree requires the completion of 40 semester hours of course work, including 32 semester hours of ADL courses.

Entrance Requirements for the Administrative Leadership Concentration

Applicants must hold a valid state-issued teaching

certificate. A photocopy of the certificate should be submitted at the time of application to the ADL concentration. All admission materials must be received before June 15 for admission to the ADL concentration for the fall semester, before November 15 for the spring semester, and before April 1 for the summer session. Late applications will be considered for the following semester.

Certification Requirements

Individuals interested in obtaining administrative positions in Illinois public schools must be properly certified. General requirements established by the State Teachers Certification Board include a master's degree, two years of documented successful full-time teaching or school service personnel experience, 32 semester hours of required graduate courses, and clinical experiences. Courses required for the general supervisory and general administrative certificates can be completed in the ADL concentration. Detailed information about course requirements is included in the *EDL Student Handbook*, available from the program office. All students desiring certification must apply for admission to the certificate program. Requirements are a valid, completed master's degree or

admission to the ADL concentration. Clinical experiences are required for type 75 administrative certification.

Advising

A student enrolled in the ADL concentration is expected to see a faculty adviser during the first semester of enrollment. Assistance in selecting an adviser is available from any member of the faculty. The adviser assists the student in planning his/her program of studies and is also available to provide career counseling.

SPRINGFIELD EDUCATIONAL CONSORTIUM

The UIS educational leadership program is a member of the Springfield Educational Consortium. Composed of the University of Illinois at Springfield, Southern Illinois University, Western Illinois University, and Illinois State University, the consortium allows the coordination of course offerings in educational leadership/administration in the Springfield area, thus broadening the range of courses available to students. Students enrolled in the UIS educational leadership program are encouraged to complete some of their course work with the consortium universities as ap-

propriate and approved by the UIS educational leadership convener. Advanced certificate and doctoral-level courses are available as offered by participating universities.

MASTER TEACHING AND LEADERSHIP CONCENTRATION – ONLINE

The master teaching and leadership (MTL) concentration is designed specifically for teachers who wish to assume leadership roles but who are not interested in obtaining an administrative certificate. It is conducted entirely online and is characterized by lectures, discussions, and projects, with emphasis on reflection and writing about the relationship of leadership and teaching within and beyond the classroom. Courses include studies in teaching, leadership/research, specific disciplines, and a master's closure project or portfolio. Courses in MTL also meet the requirement for teacher certificate renewal and facilitate National Board for Professional Teaching Standards for the master teaching certification.

Entrance Requirements for the Master Teaching and Leadership Concentration

While applicants for MTL should have a state-issued

teaching certificate, that is not a requirement for admission. The admission application must be made online at the MTL website, followed by an interview with the MTL coordinator or other assigned faculty adviser. Late applications will be considered only during the first week of the semester.

Advising

Advising for MTL is conducted by the MTL coordinator or other assigned faculty adviser and must be completed by the end of the student's first semester. The faculty adviser assists the student in planning his/her program of studies and is also available to provide career counseling. See <http://mtl.uis.edu> for further details.

COURSE DESCRIPTIONS

ADMINISTRATIVE LEADERSHIP (ADL)

EDL 500 Thesis

(2 to 8 Hrs.)

Credit awarded upon acceptance of thesis. May be substituted for EDL 529. **Note:** If the thesis is not completed during the initial two-hour continuous enrollment, students must register for one hour on an audit basis in *all* subsequent semesters until the thesis is completed. Prerequisite: EDL 528.



EDL 501 Organization and Administration (4 Hrs.)

Introductory course for people considering or starting the master's program in educational administration or seeking supervisory endorsement on a type 10 certificate. Provides an overview of the organization and administration of American public education. Basic concepts will be introduced; policy issues will be considered; and administrative skills, behaviors, and processes will be explored.

EDL 502 School Finance (4 Hrs.)

Sources of school revenue, analysis of expenditure policies, intergovernmental relationships, introduction to economics of education, trends and issues, and other aspects of school finance. Clinical experiences included.

EDL 503 School Law (4 Hrs.)

Examination of the legal aspects of public education; statutory and case law; rights and responsibilities of boards, administrators, teachers, and students; legal principles; and specific applications.

EDL 504 Politics of Education (4 Hrs.)

Political effects on education at federal, state, county, and local levels. Political roles of superintendent, board, and special interest groups. Political activities of principals, teachers, and community groups. Effects of court decisions and legislation. Clinical experiences included.

EDL 505 Introduction to Research (4 Hrs.)

Basic research methods in educational administration.

Topics include qualitative and quantitative research design, sampling, ethics, instrumentation, and validity.

EDL 508 School/Community Relations (4 Hrs.)

Relationships of schools to communities and citizen involvement in educational issues, development of effective ways for educators to deal with the new role of the public, and changes in school/community relations practices. Emphasis on effective communication processes. Clinical experiences included.

EDL 509 Organizational Dynamics (4 Hrs.)

Structure and function of an organization as a social system and of individual, group, and leadership processes and behavior within it. Clinical experiences included.

EDL 511 Curriculum (4 Hrs.)

Modern curricular theories, practices, and development. Sources of knowledge used in formulation of elementary and secondary curricular patterns that have emerged in American education. Approaches to curricular study, revision, and evaluation. Clinical experiences included.

EDL 512 School Business Management (4 Hrs.)

Local school business management. Includes principles and practices of accounting, budgeting, debt service, insurance, investments, lunch programs, maintenance and operations, purchasing, transportation, and other responsibilities of managing school business affairs. Clinical experiences included.

EDL 513 Educational Evaluation (4 Hrs.)

Theory, techniques, and application of evaluation as related to policy formulation and decision making in an educational environment. Recommended completion of EDL 505 prior to enrollment.

EDL 514 Collective Bargaining (4 Hrs.)

Examination of the history and impact of collective bargaining in public education associated with the changing attitudes and problems, and of the process itself.

EDL 519 The Principalship (4 Hrs.)

Competencies, role, and responsibilities of the building principal. Elementary, junior high, and senior high school principalships studied. Current research, issues, and problems considered. Clinical experiences included.

EDL 521 Personnel Management (4 Hrs.)

Personnel function in educational administration, including hypotheses, concepts, and practices for resolving human problems in educational systems. Problems of manpower planning, compensation, collective negotiations, personnel information, and continuity of personnel services. Clinical experiences included.

EDL 525 Supervision of Instruction (4 Hrs.)

Application of principles of supervision in the instructional setting. Includes current curricular and instructional practices, K-12. Specific goal is improvement of curricular and instructional practice through the supervisory role.

EDL 526, 527 Supervised Clinical Experience (2 Hrs. each)

Sequence of on-site practical experiences provides students with opportunities to work with administrative practitioners in the educational enterprise. These planned and supervised experiences must be worked out among the faculty coordinator, on-site supervisor, and student. Designed to be taken in consecutive semesters; required of students seeking general supervisory or general administrative certificates. Prerequisites: 20 hours of course work to include EDL 502 or EDL 512, EDL 503, EDL 511 or EDL 525, and EDL 519 or EDL 521.

EDL 528 Master's Project Proposal (2 Hrs.)

Integrative course using case analysis of various aspects of educational administration and school practices. Student's particular area of interest is the focus of a required written proposal for a major project to be completed during EDL 529. Prerequisites: 28 hours of EDL course work including EDL 505, or approved equivalent. Clinical experiences included.

EDL 529 Master's Project (2 Hrs./1 Hr.)

Student carries out inquiry and/or problem-solving project designed and approved in EDL 528 and submits a report on the project that must be accepted by a committee of three faculty members. Prerequisite: Completion of EDL 528. **Note:** If the project is not completed during the initial two-hour enrollment, students must register for one hour on an audit basis in *all* subsequent semesters until the project is completed.

EDL 531 The Organization and Administration of Special Education (2 Hrs.)

Philosophy, development, legislation, and current status of Illinois special education. Emphasis on cooperatives and their management including budget, personnel, and governing boards.

EDL 532 Current Issues and Problems in the Administration of Special Education (2 Hrs.)

Current issues confronted by directors, such as new state and federal legislation, new state policies and regulations, and PL 94-142 implementation. Staff recruitment, in-service, and personnel evaluation considered. Effective governing board policies and relations examined.

EDL 533 Organization and Administration of Vocational/Technical Education (2 Hrs.)

Philosophy, development, legislation, and current status of Illinois vocational/technical education. Emphasis on cooperatives and their management, including budget, personnel, and governing boards.

EDL 534 Current Issues and Problems in the Administration of Vocational/Technical Education (2 Hrs.)

Current issues confronted by directors, such as new state and federal legislation, new state policies and regulations, and program evaluation. Staff recruitment, in-service, and personnel evaluation considered. Effective governing board policies and relations examined.


EDL 535 Philosophy of Education (4 Hrs.)

Major philosophical views of aims and processes of education. Consideration given to educational ideas of such thinkers as Plato, Augustine, Rousseau, and Dewey, as well as to assumptions underlying current reform proposals. See PHI 535.

EDL 599 Independent Research and Study (1 to 4 Hrs.)

Supervised investigation into specific topic or research project selected by the student with faculty approval. May include library or field work.

MASTER TEACHING AND LEADERSHIP (MTL) – ONLINE

 Course available only online. Refer to the current course schedule for further information.

 EDL 541 Educational Research Methods (4 Hrs.)

Basic research methods in education. Includes qualitative and quantitative research design, sampling, ethics, instrumentation, and validity. The goal is to increase critical and analytical capabilities and to enhance strategies and systems for achieving excellence in education.

 EDL 542 Teacher Leadership (4 Hrs.)

Examination and application of processes, systems, and strategies in all educational arenas. The goal is to acquire working knowledge of characteristics of successful orga-

nizational systems, core values, and educational concepts that ensure continual improvement of teaching and leadership methods.

 **EDL 543 Instructional Design (4 Hrs.)**

Examination of the role of standards and curriculum at district and school levels in shaping educational changes and reforms. The goal is to examine and understand curriculum and instructional issues within the context of reform efforts.

 **EDL 544 Expectations, Standards, and School Improvement (4 Hrs.)**

Theories, research, and application of standards. Includes integration of standards and school improvement processes. The goal is further understanding of improvement through the use of measurable criteria.

 **EDL 545 Supervision of Instruction for Teacher Leadership (4 Hrs.)**

Theories, research, and processes of collegial supervision of classroom instruction. Includes analysis of teaching, effective practices, and communication. The goal is to enhance collaboration between colleagues and independent work to ensure improvement of curricular development and instructional practice.

 **EDL 546 Teachers in the Learning Community (4 Hrs.)**

Examining and setting expectations of teachers in learning communities. Includes methods of working in teams and applying core values and concepts of leadership to support continuous improvement and to promote learning-centered education.

 **EDL 547 Technology in the Curriculum (4 Hrs.)**

Examination of Illinois State Board of Education and International Society for Technology in Education technology standards for teachers and teacher educators. Topics include software applications and the use of the Internet in the classroom. The goal is to integrate technology into educational situations.

 **EDL 548 Reading and Literacy (4 Hrs.)**

Explores best practices in literacy education. Topics include improving literacy and ways that literacy can be taught across the curriculum. The goal is to gain an understanding of the uses and value of reading and literacy.

 **EDL 549 Strategies for Improving Teaching of Language Arts and Social Studies (4 Hrs.)**

Examination of teaching methods and measures to improve them in relation to standards and continuous improvement processes. The goal is systematic improvement based on results.

 **EDL 551 Strategies for Improving Teaching of Mathematics and Science (4 Hrs.)**

Examination of teaching methods and measures to improve them in relation to standards and continuous improvement processes. The goal is systematic improvement based on results.

 **EDL 552 Law for Teachers (4 Hrs.)**

Examination of the legal aspects affecting classroom teachers; constitutional, statutory, and case law; rights

and responsibilities of teachers, students, parents, and boards; legal principles; and specific applications.

 **EDL 553 Assessment of Students' Learning Difficulties/Disabilities (4 Hrs.)**

Examination of methods of assessment for students with learning difficulties/disabilities. This course will focus on the interpretation and use of assessment results.

 **EDL 554 Characteristics of Exceptional Children (4 Hrs.)**

Examination of characteristics for various classifications of special education students. Focuses on the identification of criteria required for classification of students with special needs.

 **EDL 555 Foundation for Technology in the Curriculum (4 Hrs.)**

Basic technology skills and knowledge necessary for today's education professionals. Computer operation, electronic communication, and computer applications with emphasis on the tools most applicable to the classroom setting.

 **EDL 556 Strategies for Teaching Gifted Students (4 Hrs.)**

Practical strategies for teachers of gifted students in the inclusive classroom. The goal is having teachers able to meet the specific needs of these students through adaptation of regular, current classroom strategies.

 **EDL 557 Matching Teaching and Learning Styles (4 Hrs.)**

Relationship between teaching styles and student learn-

ing styles. Teachers will determine their teaching styles, learn how to recognize their students' learning styles, and explore teaching strategies that enhance student learning.

 **EDL 558 Strategies for Teaching Children with Special Needs I** (2 Hrs.)

Examination of strategies that can be used to teach children with special educational needs.

 **EDL 559 Strategies for Teaching Children with Special Needs II** (2 Hrs.)

Further examination of strategies that can be used to teach children with special educational needs.

 **EDL 561 Master's Project/Portfolio Proposal** (2 Hrs.)

Compilation of all courses taken in the MTL concentration. Topics include reviewing past project and portfolio data, analysis of learning that occurred, and presentation of findings, with possible project design. The goal is to gain insights into personal and professional growth. Prerequisites: 28 hours of EDL/MTL coursework, including EDL 541, or approved equivalent.

 **EDL 562 Master's Project/Portfolio** (2 Hrs./1 Hr.)

Inquiry and/or problem-solving project designed and approved in EDL 561 or completion of portfolio development throughout the degree process. Final assessment from an online presentation accepted by a committee of three faculty members. **Note:** If the project is not completed during the initial two-hour enrollment, students must register for one hour on an audit basis in *all* subse-

quent semesters until the project is completed. Prerequisite: Completion of EDL 561.

 **EDL 563 Mentoring for Excellence in Teaching** (4 Hrs.)

Research and practical application of issues involved in mentoring teachers at various levels of development, including student teaching, first-year teaching, teachers new to district.

 **EDL 564 Technology Strategies for Teachers** (4 Hrs.)

Advanced knowledge of instructional applications of modern technologies. Philosophy and purpose behind instructional technology and strategies for classroom implementation.

 **EDL 565 Addressing Quality Improvement in Educational Settings** (4 Hrs.)

Knowledge base and practical skills to identify and solve problems. The goal is to enable teachers, through systematic use of statistical and problem-solving tools, to achieve documentable improved academic results.

 **EDL 566 Strategies for Teaching in Early Childhood Situations** (4 Hrs.)

Knowledge and skills for early childhood teachers to promote excellence in teaching through observation, interaction, and intervention with their students.

 **EDL 567 Learning Improvement Through Student Accountability** (4 Hrs.)

Knowledge base and skills to teach students how to plan, track, and achieve improved learning.

 **EDL 568 Seminar on Strategies for Teaching Special Populations I** (2 Hrs.)

Discussions that examine and suggest strategies for teaching populations with specific needs (e.g., incarcerated youths, migrant workers).

 **EDL 569 Seminar on Strategies for Teaching Special Populations II** (2 Hrs.)

More in-depth discussions that examine and suggest strategies for teaching populations with specific needs (e.g., incarcerated youths, migrant workers).

 **EDL 571 NBPTS Certification Assistance I** (2 Hrs.)

Examination and development of a mock portfolio as preparation for National Board certification. The goal is to provide experience in creating professional portfolios. Prerequisite: Three years teaching experience.

 **EDL 572 NBPTS Certification Assistance II** (2 Hrs.)

Development of the portfolio required for National Board certification. The goal is completion and submission of a portfolio. Prerequisite: EDL 571.

 **EDL 573 Survey of Exceptional Children** (4 Hrs.)

Examination of students with special needs of all types with the goal of understanding their educational needs and ways to meet those needs.