

Ethical Building Leadership Course Descriptions

EDUC 701 Ethical Leadership Theory and Application 3 hours

This course provides a theoretical foundation for leadership in reform restructuring of schools. The leadership candidates will study Theory X and Theory Y as well as other organizational theories, change theory, culture and climate, motivational theory, action theory, models of decision making and goal setting. The concepts and techniques of Adaptive Leadership will also be taught. The candidates will apply their knowledge and skills in problem solving situations.

EDUC 702 School Law and Ethics 3 hours

This course examines school law from both a national and state perspective. Participants will examine relationships with board and other school leaders while developing a personal code of ethics and assess the school corporation's ethics. Knowledge gained in the course will be applied by the use of actual case studies where knowledge will be applied.

EDUC 703 School Finance and Operations 3 hours

Participants will examine both building level budgets and corporation budgets and how they interact and overlap. The course will examine line and staff responsibilities as well as the ethical building leader's responsibilities in overseeing the general operation of a school building.

EDUC 714 Cultivating Student Achievement 3 hours

Instructors will provide opportunities for application of assessment of both students and staff. Specific data analysis techniques and application of the analysis will allow participants to apply the knowledge of skills and knowledge acquired in the course. All materials in the course will be directed to specifically demonstrate the ability to improve student achievement using specific data driven decision making.

EDUC 715 Collaboration with the School Community 3 hours

Participants through the leadership of the instructor will examine community resources and how they can be utilized in a school setting to enhance and improve student achievement and the culture and climate of the school. The participants should be more knowledgeable of the diverse student populations and the needs of all students through activities designed in this course.

EDUC 721 A-E Practicum in Ethical Building Leadership 6 hours

The internship for EBL will begin with the first course and continue through the entire EBL experience. The participants will be expected to complete required activities throughout the internship to show evidence they will address every standard and element to become an ethical building principal. Participants will be primarily responsible for initiating activities and experiences in addition to those mandated by the course. Periodic visitations from university mentors will take place as well as at least two seminars where all participants will interact with each other. Various means of assessment will assure the practicum is meaningful.

EDUC 607

Educational Research: Principles and Practices

3 hours

It is important that teachers are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted within the classroom setting. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions and a broad view of the literature. The culminating assignment will be a research proposal to be implemented and then presented in EDUC 696. The content focus will be current issues, trends, and organizational frameworks affecting education and the impact on teaching as well as learning and by what means they can be improved upon.

EDUC 646

Applied Learning Theory

4 hours

This course examines applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his/her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational theorists; apply the theories and concepts in a practical teaching setting; reflect upon the outcome; evaluate and design instructional strategies to meet the needs of the P-12 students in the classroom; and critique new ideas and proposals related to applied learning.

EDUC 616

Understanding Today's Children

3 hours

This course explores the unique composite of P-12 students in today's classroom. To develop the best learning environment and curriculum for student diversity, this information is the foundation for effective teaching and student learning. The course will cover this diverseness through the study of ethnicity, race, gender, and socioeconomic status of P-12 students who are a part of the American education system. The topics that will be interconnected with these types of diversity include the impact of home, society and school on the youth's attitudes and behaviors, and especially on academic behavior.

EDUC 696

Creative Project

4 hours

Practice is the best tool for learning. This course is designed to give the candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is student and overall school achievement in a P-12 learning environment. In this course, candidates will complete and then present research findings from their research projects begun in EDUC 607.