

**EDUC 701                      Ethical Leadership Theory and Application                      3 hours**

This course examines various leadership styles and how leaders effect change under their leadership. Participants will examine leadership 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 using how effective leaders use a variety of leadership styles and allow the student to assess their leadership styles and uses actual case studies where knowledge will be applied.

**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 using actual case studies where knowledge will be applied.

**EDUC 703                      School of Finance and Operations                      3 hours**

This course examines school building leadership from both a financial and a facility operational lens. Students will examine how building level funds are generated, managed and audited, and how building level expenditures intertwine with corporation level expenditures. Students will review facilities from a safety management viewpoint and examine how wise operational management contributes to a safe, successful and productive school climate.

**EDUC 714                      Cultivating Student Achievement                      3 hours**

This course examines cultivating student achievement through the viewpoint of effective servant leadership, data analysis, staff development, and strategic planning. Participants will examine current relationships with their staff, students, and community members with a sincere desire to establish a culture of learning and excellence. Knowledge gained in the course will be applied using case studies, podcasts, and developing a collaborative vision project.

**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 720                      Supervision and Evaluation of Personnel                      3 hours**

This course covers the development of current policies, practices, and techniques necessary to ensure effective personnel management in complex educational settings. There is an emphasis on the role of the educational building leaders in researching such challenges as employee recruitment, selection, training, placement, wage and salary administration, promotion, fringe benefits, employee services, and management-labor relations.

**TLED 771                      Data-Focused Assessment and Evaluation                      3 hours**

The course explores how to match types of data with specific need for information. Teacher leaders learn to analyze and interpret data around school culture, working and learning settings, and school climate. The course examines how data-focused assessments build support for student achievement and school improvement. The teacher leadership candidates engage in the multiple techniques for gathering and analyzing data, evaluating the validity, and the methods for collaborative review. This course includes a 10-hour practicum experience\* during which theory is applied to practice. \*Unless enrolled in the MAE: Educational Leadership or MAE: Educational Leadership with EBL Concentration.

**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 review 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 students in today's classroom. To develop the best learning environment and curriculum for student diversity, it must be incorporated into the teaching practices applied to their learning. This course will cover this diversity through the study of ethnicity, race, gender and socio-economic status of students who are a part of the American education system. The topics that will be interconnected with this 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 - Educational Research: Principles and Practices. Prerequisite(s): EDUC 607.