

University of St. Francis
M.S. Educational Leadership Program
Course Descriptions

MSED 603 INSTRUCTIONAL LEADERSHIP (3) - examines the role of instructional leaders in making decisions and developing a school climate and culture that supports student learning and empowers teachers as educational leaders. A major focus is placed on the critical aspects of the teaching-learning process and the practical application of the latest research and theory.

MSED 610 METHODS OF EDUCATIONAL RESEARCH (3-4) - provides students with the knowledge and skills to manage, interpret, and analyze research data. Students will also evaluate qualitative and quantitative educational research and explore the planning and conducting of action research in reading or teaching or educational administration.

MSED 645 ORGANIZATION AND DEVELOPMENT OF CURRICULUM (3-4) – studies the foundations, principles and issues of curriculum through a variety of philosophies and theories. Students are enabled to make informed decisions in the development, design and evaluation of elementary and secondary education programs.

MSED 655 SUPERVISORY BEHAVIOR (3-4) - examines current theory and practice of supervision in educational settings; introduces principles related to supervision and management of educational personnel; and develops interpersonal communication and relationships; emphasis on professional development, educational leadership, the importance of school, culture, climate and change; and views supervision as the key to meaningful school improvement efforts to improve teacher quality in order to improve student learning.

MSED 661 SCHOOL COMMUNITY RELATIONS (3) - focuses upon the process of planning, creating vision, taking into consideration external and internal dynamics, and decision making needed to guide an organization over time with the wide-spread involvement of stakeholders. Emphasis is placed on the importance of sound school-community relations in the improvement of the quality of our educational institutions.

MSED 662 SCHOOL FINANCE (3) - addresses the fiscal framework of educational institutions in the United States. School funding is carefully examined in concert with the system of taxation at the local, state and federal levels. Specific attention is given to the funding of school districts in Illinois. The school administrator will become familiar with monetary issues facing public schools in the 21st Century e.g. vouchers, tax increment financing, bonds and investments. The candidate will provide a budget analysis of a typical school system.

MSED 663 SCHOOL LAW (3) - addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the administrator and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. The rapidly changing area of special education is also perused.

MSED 664 EDUCATIONAL ORGANIZATION AND ADMINISTRATION (3) - examines the administrative principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on systems in Illinois.

MSED 690/691 ADMINISTRATIVE INTERNSHIP I/II (3/3) This course entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and the share

experiences with others members of the seminar. A second internship will follow in another semester in order to include administrative projects that are in a full school year.

MSED 696 DIVERSITY ISSUES IN EDUCATION (3) - examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.