



## College of Humanities and Interdisciplinary Studies

Dean: Dr. Cynthia Downing Bryant

### Master of Education in Educational Leadership

#### Department of Counseling and Educational Leadership

**Chair: Joycelyn Denise Harrison, Ph.D.**

P.O. Box 9983

Baton Rouge, LA 70813

W. W. Stewart Hall – Room 209

Office: (225) 771-2890

Fax: (225) 771-2292

Email: [joycelyn\\_harrison@subr.edu](mailto:joycelyn_harrison@subr.edu)

#### FACULTY

*Associate Professor*

**Jarrett Landor, MPA, Ph.D.**

*Adjunct Professors:*

**Perry Daniel, Ed.D.**

**Carolyn Johnson, M.Ed.**

**Melanie S. Johnson, Ph.D.**

**Joni Roberts**

**Camacia Smith-Ross, E.D.**

#### EDUCATIONAL LEADERSHIP

##### *Introduction*

The Department of Educational Leadership is housed in the College of Education. This department offers the master of education in Educational Leadership. In addition, this department offers a licensure program for the endorsement of Teacher Leaders.

In accordance with the mission of the university, the Educational Leadership Department offers programs that will enable degree candidates to become educational leaders in a variety of school settings including, but not limited to, building level administrators (K-12), teacher leaders, central office supervisors, and upper level administrators. The goal of this program is produce principals and other school leaders who better match the needs of the school districts. The program is standard driven and addresses guidelines and benchmarks articulated by the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Consortium Council, Southern Regional Education Board (SREB), and Louisiana Standards for School Principals (LPS).

##### *Mission*

The mission of the Southern University A&M Educational Leadership is to engage candidates in a transformational

process of systematic problem solving and data-driven decision-making. The primary aim is to prepare candidates to meet the challenges of leading schools, organizations, communities, and people.

##### *Program Learning Outcomes*

###### **Outcome 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

###### **Outcome 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

###### **Outcome 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

###### **Outcome 4: Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

###### **Outcome 5: Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

###### **Outcome 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

###### **Outcome 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

###### **Outcome 8: Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

###### **Outcome 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being

###### **Outcome 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

##### *Program – Specific Admission Requirements*

- (1) Grade Point Average: To be accepted for the Master of Education in Educational Leadership, the prospective

student must have completed a baccalaureate degree from an accredited institution with a GPA of 2.7 or better. Applicants who have at least 2.5 GPA may be admitted conditionally.

- (2) GRE Scores: The prospective student must take a combined GRE score (Verbal and Quantitative) of 281. Students may be conditionally admitted.
- (3) Letters of Reference: Prospective students must submit three letters of reference, of which two must be from former or current college professors. The letters should address the student's: scholastic aptitude and potential to pursue a research-based program of graduate study; oral and written competencies; emotional maturity; and professional integrity. Performance indicators might be requested by the Admissions Committee, descriptions of which are encouraged in the reference letter.
- (4) Personal Statement of Goals: The Admission Committee considers the Personal Statement of Goals to be a major part of the application packet. The Statement should be a concise essay of 3-5 pages, double-spaced, and typewritten. A statement receiving the highest possible credit for structure and content, will be one that is well organized, displaying correct grammar, punctuation, and spelling. It is expected that the statement will convey sensitivity to cultural diversity, relevant personal background characteristics, and identification with the educational leadership profession.
- (5) Interview: Participate in an interview with program faculty

**GRADUATION REQUIREMENTS**

**Curriculum**

The curriculum consists of 36 semester hours of academic credits.

**PLAN OF STUDY**

**Master of Education in Educational Leadership**

EDLD 500	Prioritizing, Mapping and Monitoring the Curriculum .....3 credit hours
EDLD 510	Program Evaluation and Data Interpretation .....3 credit hours
EDLD 520	Vision of Leadership: Issues and Practices .....3 credit hours
EDLD 530	Research for Educational Leaders ..... 3 credit hours
EDLD 540	Curriculum Development: Issues, Trends & Assessment.....3 credit hours
EDLD 550	Supervising, Analyzing, and Improving Instruction .....3 credit hours
EDLD 560	Managing Effective Schools .....3 credit hours
EDLD 570	Ethics and Legal Issues for Educational Leaders.....3 credit hours

EDLD 580	Fostering Community Support in Schools .....3 credit hours
EDLD 590	Technology Leadership in Schools .....3 credit hours
EDLD 595	Internship .....3 credit hours
EDLD 600	Capstone Seminar/Thesis .....3 credit hours
EDLD 601	Comprehensive

**Taking and passing the School Leaders Licensure Assessment (SLLA), Licensure Examination**

**COURSE DESCRIPTIONS**

**EDLD 500. PRIORITIZING, MAPPING, AND MONITORING THE CURRICULUM (Credit, 3 hours).**

This course is designed to review the schools' curriculum as it relates to (1) prioritizing the curriculum; (2) mapping the curriculum; and (3) monitoring the curriculum.

**EDLD 510. PROGRAM EVALUATION AND DATA INTERPRETATION. (Credit, 3 hours).**

This course is intended to provide students with an opportunity to learn about program evaluation, related concepts in education and their application in practice. General information will be acquired from the internet, from discussion as well as from readings and reports. Content areas include: evaluation terminology, types and models planning, data collection, quantitative and qualitative methods, and data analysis and interpretation. *This course is required for Teacher Leader Endorsement.*

**EDLD 520. VISION OF LEADERSHIP: ISSUES AND PRACTICES. (Credit, 3 hours).**

This course is designed to enhance prospective school leaders about educational leadership. The content areas include the review of current educational literature, goals and mission of education, theories of learning, leadership, decision-making, communication, motivation, and the changing role of the federal and state government in education. Students will apply this knowledge to build and enhance his/her philosophical and theoretical framework as a prospective school leader. *This course is required for Teacher Leader Endorsement.*

**EDLD 530. RESEARCH FOR EDUCATIONAL LEADERS. (Credit, 3 hours).**

This course is designed to develop skills necessary to solve educational problems through research activities. It will also provide experiences in data collection, statistical analysis and interpretation, and research design.

**EDLD 540. CURRICULUM DEVELOPMENT: ISSUES, TRENDS, AND ASSESSMENT FOR EDUCATIONAL LEADERS. (Credit, 3 hours).**

This course is designed to give potential educational leaders skills in historical development of curriculum. Additionally, how the influence of social trends and issues impact the curriculum. Assessing the curriculum and determining how data impact planning and changing the curriculum.

**EDLD 550. SUPERVISING, ANALYZING, AND IMPROVING INSTRUCTION. (Credit, 3 hours).**

This course is concerned with the improvement of classroom instruction. Special emphasis is placed on teaching and learning; profile of students; classroom management, assessing student learning; profile of students, assessing the changing school climate and culture. In addition, the key issues in supervision will be investigated as well as the role of the supervision in helping teachers plan instruction.

**EDLD 560. MANAGING EFFECTIVE SCHOOLS. (Credit, 3 hours).**

This course is designed to explore the aspects of school administration as it relates to her/his responsibilities in finances, business management, collective bargaining, organization, leadership, staffing, and supervision of personnel.

**EDLD 570. ETHICS AND LEGAL ISSUES FOR EDUCATIONAL LEADERS. (Credit, 3 hours).**

This course provided the legal, ethical, and policy that promote student learning. School administrators are vulnerable to litigation and issues that distract from academic achievement. Relevant, concise, and clear personnel policies become the foundation upon which the human functions rest. Administrative process and procedures provide the internal structure to accomplish the school's primary mandate, to educate children.

**EDLD 580. FOSTERING COMMUNITY SUPPORT IN SCHOOL. (Credit, 3 hours).**

This course includes the study and design of school community relations programs based on the inter-communication between the school and the community. Emphasis will be placed on the role of administrators in the development of a comprehensive program of school community relations. General information will be acquired from discussions, readings, reports, and the internet. The course content will also include such issues as school crisis such as shooting and terrorism and the role and power of new technology in school community relations. In addition, issues associated with "No Child Left Behind" and reporting school achievement and test scores are explored to provide future school leaders with guidance in dealing with cutting edge school community relations issues.

**EDLD 590. TECHNOLOGY LEADERSHIP IN SCHOOLS. (Credit, 3 hours).**

Students will demonstrate an understanding of skills needed for managing technology facilities and resources for administration and teaching and learning at a K-12 school site.

**EDLD 595. INTERNSHIP IN EDUCATIONAL LEADERSHIP. (Credit, 3 hours).**

A practicum in Administration and Supervision in a field based setting. The role of the principal and /or supervisor is to demonstrate competency with both state and national standards.

**EDLD 600. CAPSTONE SEMINAR/THESIS. (Credit, 3 hours).**

A culminating research project that is presented in a seminar at the completion of all course work in the program.