Administration And Supervision Certification Only

Purpose

The purpose of this program is to provide advanced courses of study for those who have completed a Master of Arts in Education degree program who wish to seek certification as school leaders and certification in the state of Delaware as Principals/Assistant Principals.

Goals & Objectives

To provide advanced students with the coursework and associated knowledge and skills for Principal/Assistant Principal certification.

Requirements

Completion of a Masters degree and Delaware Department of Education requirements for certification (18 credits).

Capstone

None required.

Required Courses in Program of Study

EDUC-605. CURRICULUM ORGANIZATION AND DESIGN
This course analyzes the historical, philosophical, sociological, epistemological and pedagogical bases of curriculum patterns with emphasis on relationships to contemporary designs. Students explore models of curriculum organization by which to effect curriculum change. 3 credits.

EDUC-639/681. HUMAN RELATIONS IN DIVERSE POPULATIONS
This course examines how administrators must understand, react and respond to a changing society to foster a true sense of community in school. The course primarily addresses three dimensions: 1) developing academic partnerships with parents and the members of the community; 2) creating learning organizations (communities of practice)among teachers; and 3) nurturing the development of personalized learning environments for students. 3 credits.

EDUC-641/686. SUPERVISON AND LEADERSHIP IN ELEMENTARY AND SECONDARY SCHOOLS
This course focuses on the knowledge, dispositions and performance skills required of school principals that include, but are not limited to, the following: (1) development, articulation, implementation and stewardship of a vision of learning in a pluralistic society; (2) encouraging and achieving high standards of learning; (3) effective communication, consensus building and negotiation skills; (4) continuous school improvement; (5) involvement of the school community; (6) continuous staff professional growth; (7) effective instruction(learning theories, motivational theories, assessment strategies and recognizing student growth and development); (8) technology in promoting student learning and professional growth; (9) valuing student diversities and school cultures; (10) creating a safe and supportive learning environment; (11) implementing and evaluating curriculum and instruction; (12) management of school operations; and (13) selecting, supervising and evaluating staff. 3 credits.

EDUC-643/684. LEGAL ISSUES, ETHICAL CONDUCT AND SOCIAL JUSTICE IN TODAY'S SCHOOLS
This course examines the following: (1) prudent strategies, safe environments, ethical principles in decision making, and fair

practices in a litigious society; 2) school district judicial policies and student/employee rights; (3) legal issues that impact today's schools; and; (4) students' and teachers practices. 3 credits.

EDUC-645/685. SUPPORTING A SCHOOL VISION THROUGH EFFECTIVE
BUSINESS AND FINANCE PRACTICES.
This course provides advanced students with an understanding of the issues and challenges facing administrators with regards to the financing of education in an era of intense change. Some of the issues facing practicing school administrators, teachers, school board members, legislators and other interested parties include, but are not limited to: The No Child Left Behind Act; budget cuts at the federal, state, local and school levels; and changes in legislation allowing for school choice, voucher plans and charter schools. This course also addresses the various principles relating to the fiscal operations of a school's management and the entrepreneurial acts required to support the continuous improvement of instruction and learning for all students. Strategic planning, budgeting, accounting, auditing, and human resource management at the school level will be discussed through case studies. 3 credits.

EDUC-650/682. SUPERVISION AND EVALUATION OF STAFF/ASSESSMENT OF INSTRUCTION
This course emphasizes the role of assistant principals and principals as the instructional leaders of the school and the official in charge of promoting a safe, secure student environment to make possible student learning and staff professional growth. Reflective assessment practices are thoroughly reviewed and discussed. Research is conducted by advanced students on the following topics: (1) identification of effective models of instruction; (2) student achievement; and (3) frameworks for identifying and analyzing models of teaching, decision-making, and assessment. Additionally, the course focuses on defining supervisor responsibilities, understanding and implementing controls, solving problems and making decisions, effective communications, effective leadership, motivational techniques, problem-solving, and the supervisor's role in labor relations. 3 credits.

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