

Graduate Programs in Education

Master of Education (M. Ed.) in Educational Leadership

PROGRAM OBJECTIVES

In collaboration with the State of Delaware, the purpose of Delaware State University's Master of Education (M. Ed.) in Educational Leadership program is to prepare educational leaders for prominent leadership and service positions in Schools and other educational institutions. Through a rigorous educational formation and directed field experience, students emerge as viable candidates for leadership position throughout the country. Since 2002 the Master's program has consistently adjusted to meet the current needs of our public and higher education societies in dramatic changes. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, partnership, collegiality, and personal development. You will be prepared to make data driven decisions to serve authentically and lead with integrity.

PROGRAM GOALS

The primary goal of the Delaware State University's Master of Education (M. Ed.) in Educational Leadership program is to prepare leaders who are equipped with a repertoire of knowledge, skills, and dispositions to meet the challenges of school leadership. It is also to prepare leaders who demonstrate instructional leadership by understanding and applying the curriculum standards of the State of Delaware and being able to evaluate and mentor teachers using non-coercive methods to assist them with planning, presentation, and continuous refinement of instructional and leadership skills. Additional goals prepare leaders who can:

- Articulate a vision for public schools at the building levels as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students.
- Demonstrate a deep commitment to diversity issues and are role models for the community.
- Demonstrate technological awareness and competence.
- Demonstrate substantive knowledge of school finance, law, and contract
- Create a positive school culture that promotes student learning and development.
- Understand schools as political systems and develop relationships with constituent groups which effectively connect the community with the school.
- Promote professional collaboration and the advancement of Institutional Research.

STUDENT LEARNING OUTCOMES

Delaware State University commits itself to producing students who will exemplify ethical and authentic leadership qualities in public schools, higher educational and other related educational institutions through the integration of educational philosophies, theories, leadership constructs, and critical thought in the arenas of educational literacy, field experience formation, communication, systematic and empirical research inquiries, socio-cultural perspective, professional development, and transformational leadership.

DSU Graduates will:

- Exemplify educational literacy through applied leadership knowledge, a research foundation, and an educational leader worldview.
- Describe the nature and mission of the educational leadership process as revealed in the literatures.
- Apply a dialectic approach in the examination of educational issues that impact the school community, reflecting the conditions and dynamics of the diverse school community, enabling ongoing dialogue with representatives of diverse

community groups, taking into account community resources, and recognizing the role of public education in developing and renewing a democratic society and the role of equity in a democratic society.

- Develop a framework for use in examining matters of significance in education in order to clarify personal viewpoints and develop a successful model of a school.
- Examine the contextual variables, value orientations, and philosophical and political assumptions that shape both the status quo and reform efforts.
- Relate educational issues to focus on the success of all students by advocating that education is the key to opportunity and social mobility and recognizing and respecting a variety of ideas, values, and cultures.
- Demonstrate ethical and professional competence in their chosen disciplines.
- Develop the knowledge and application of human resource management and personnel administration and development, ensuring the maintenance of confidentiality and privacy of school records.
- Demonstrate the knowledge and application of information sources, data collection and data analysis strategies, and related technologies.
- Acquire the ability to facilitate processes to ensure that the human resources functions support the attainment of school goals.
- Be able to craft their individual professional development plan.

ADMISSION DEADLINES AND DEGREE REQUIREMENTS

Application Deadlines:

- Fall (August) enrollment - June 30

International Admission Deadlines:

- Fall (August) enrollment – May 1

All applicants are required to submit evidence of the following for consideration of unconditional admission:

- An earned baccalaureate degree with a minimum undergraduate cumulative grade point average of 3.00.
- Complete an on-line application for admission.
- Application fee of \$50.00 made payable to Delaware State University
- Submit official transcript(s) of all academic work completed.
- Submit Graduate Record Exam (GRE) scores. However, if the applicants have taken the Miller Analogies Test (MAT), those scores will also be accepted. Testing must be within 5 years of application. Scores must be submitted prior to being interviewed or admitted into respective program. The acceptable cut-off scores for GRE: 50 percentile (+ - 1), and for MAT: 400.
- A resume.
- Submit three (3) letters of recommendation via the online application process (two academic/ professional recommendations and one character recommendation).
- A statement of Purpose/Intent to include the following: the philosophy, objectives, and career aspirations of the candidate. Specifications: 1-2 pages, double spaced, APA format, grammatical error free. Director, Education Program and the Education Department Graduate Admission Committee will review students' application materials and make recommendation for acceptance into the program to the Dean, School of Graduate Studies and Research who extends an offer of admission to the applicant.

Requirements for International Applicants

Please review application procedures at the following link: <http://www.desu.edu/graduate-studies/prospective-students> [1]. In addition to the requirements noted above, international applicants must submit WES or ECE evaluation of all academic work completed as well and results from the TOEFL examination if the earned baccalaureate degree is from a non-English speaking country. The IELTS may be accepted.

All international students must also meet visa requirements before the Office of International Student Services will OISS issue a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) (<http://www.desu.edu/international-programs/office-international-affairs-0> [2]).

DEGREE REQUIREMENTS

This program of study requires the completion of **36 graduate credit hours**. Included as an integral component of the program is a six (6) credit hour Applied Educational Internship.

The Students admitted to this course are required to pass the Comprehensive Examination as a part of their degree requirement.

Capstone Requirements:

Students in this program must complete the following Capstone projects:

1. Comprehensive Exam, after completing 24 credit hours.
2. Submit and present their internship portfolio and other important artifacts collected as a part of their internship experience.

COURSE DESCRIPTIONS

EDUC-605. THEORIES AND METHODS OF INSTRUCTION.

A study of educational theories as applied to curriculum and instruction with emphasis on current trends and the identification of the instructional process, organizing operations and skills for teaching. 3 credits.

EDUC-614 DIFFERENTIATING INSTRUCTION BASED ON STUDENT GROWTH

This course explores the use of knowledge about culture in the schooling process. It presents specific teaching strategies, classroom management techniques and communication strategies that have proven effective with culturally diverse student populations. Educational implications of human development over the life-span are examined. Students explore ways to identify and alleviate negative bias and prejudice in teaching materials, assessment instruments, school practices and school organization. 3 credits

EDUC-680. LEADERSHIP WITH A VISION FOR CHANGING SCHOOL CULTURE IN A CHANGING SOCIETY.

This course focuses on the educational administrator's development of a vision for the creation of effective teaching that is shared by the school community. The course presents the conceptual underpinnings regarding building of effective learning organizations. The importance and relevance of (1) decision-making; (2) problem solving; (3) effective verbal and written communication skills; (4) relationship-building skills; (5) good listening skills; (6) ability to manage conflict; (7) creation of a safe and secure learning environment; and (8) ongoing effective reflective practice are discussed. 3 credits.

EDUC-681. HUMAN RELATIONS IN DIVERSE POPULATIONS

This course examines how administrators must react, understand 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-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) identifying 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.

EDUC-683. USING TECHNOLOGY TO ENHANCE STUDENT LEARNING AND ORGANIZATIONAL MANAGEMENT.

This course addresses current technologies from a practitioner's point of view. The Internet, World Wide Web and production software are used with the intent to make informed decisions both administratively and instructionally. Advanced students will have the opportunity to focus on emerging technologies in their applications from the viewpoint of planning, enhanced communications, managing information, delivery of instruction and the latest technologies used by professionals in their respective fields. 3 credits.

EDUC-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-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 Every Student Succeeds Act (ESSA), 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-686. SUPERVISION 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 -625. ACTION RESEARCH IN EDUCATION

This course addresses the fundamentals of evaluating and designing educational research with an emphasis on applied and action research. Types of research, their advantages and disadvantages, the research process and the similarities and differences between action research and formal quantitative and qualitative research will be examined. Participants will have hands-on opportunity to develop an action research proposal and use statistical software to analyze and interpret data. This course facilitates assessment of school programs and the accomplishment of knowledge and skills. This is not an accelerated format course. 3 credits.

EDUC-690 (I & II). APPLIED EDUCATIONAL LEADERSHIP INTERNSHIP.

The internship experience is a supervised field experience that enables Master's degree candidates to practice knowledge and skill performances acquired in coursework and professional experiences in an authentic setting. The Master's degree candidate will experience firsthand the everyday challenges of making management decisions with the enhancement of learning and teaching in mind. Advanced students will develop and apply organizational techniques and communication and problem solving abilities in a field setting. In conjunction with the field-based administrator, master's degree

candidates will execute an action- research project to examine possible solutions and to provide data to support data-based decision-making. 3 + 3 credits.

Contact:

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Source URL: <http://desu.edu/health-and-public-policy/graduate-programs-education>

Links

[1] <http://www.desu.edu/graduate-studies/prospective-students>

[2] <http://www.desu.edu/international-programs/office-international-affairs-0>

[3] <mailto:nrathee@desu.edu>