Descriptions for Courses Covering School Administrator Certification Standards

EDLD 6300: Data Informed Decision Making, Research and Evaluation

This course focuses on using data as a tool to enhance decision-making processes for school (or other organizational) improvement purposes. This course emphasizes the simultaneous use, and analysis, of multiple data streams to help leaders make data-informed decisions related to various organizational processes. It also covers core aspects of educational research, leading to the use of research-based best practices.

Successful completion of course assessments include the design and implementation of a survey gathering perceptual data from at least one stakeholder group, as well as the analysis of resulting data. In addition, candidates must complete the needs analysis aspect of a continuous improvement process, including data and root cause analysis, SMART goal development, and identification of research-based best practices.

EDLD 6610: School Law and Ethics

This course is a study of federal and state constitutions, legislation, regulatory guidelines, and court decisions as related to operation of educational institutions and organizations. Development of awareness and knowledge of legal and ethical parameters related to education. Students will be required to synthesize legal mandates and district responsibilities, apply knowledge of common law and contractual requirements, analyze constitutional provisions such as the separation of church and state, analyze special education litigation, and demonstrate an understanding of ethical issues related to school leadership and operations, and legal provisions for student participation, student and parent rights, torts, and liabilities.

Successful completion of the final assignment/CAEP assessment in this course demonstrates the ability of current and future leaders to compose a written analysis of a case study. The case study requires the candidate to reflect on a scenario, which requires them to couch the response in a legal analysis to ensure ethical and moral behaviors that the leader utilizes to develop a transparent process for remediating the situation and advocates for all students at the local, district, state, and national levels.

EDLD 6620: School Business Management

This course is designed to make students familiar with school funding procedures in Michigan including enrollment counts, state aid, revenue from taxes and other revenue sources. Students will also be introduced to other aspects of the school business office including transportation, maintenance, facility utilization, food service and personnel issues.

EDLD 6640: Curriculum, Instruction and Assessment

This course will provide an introduction to the principles of curriculum and instructional alignment, design, implementation, and evaluation. There will be a strong focus on the
foundations and history of curriculum inquiry and school reform, hidden curriculum, ideology, and culture as they affect the organization and administration of the scope and sequence of curricular offerings in educational institutions.

Successful completion of the Curriculum, Instruction, and Assessment Leadership Assessments demonstrates the ability of current and future leaders to understand and utilize the necessary knowledge and skills to support building level curricular and instructional leadership work with faculty on issues of instruction, curriculum, culture, and professional development within the school. The final project assessment is composed of three interrelated assignments organized around assessing a school’s current culture and practices regarding curriculum, instruction, and assessment, identifying strengths and weaknesses inherent in the culture and practices (as linked to theory and best practices), creating a comprehensive set of recommendations via a strategic improvement plan.

EDLD 6670: The Principalship

The principalship is a complex and multifaceted role that is primarily focused on providing students with high quality instruction and opportunities for learning, growth, and success within a safe school environment. This fully online graduate-level course provides a continuous look at first and second-order change vis-à-vis the lenses of leadership theory and leadership style. A major emphasis will be placed on the practical and management aspects of the position, while recognizing that the successful principal often employs distributed leadership and collaborative structures to reach the objectives and outcomes desired by the school community. Students will research, discuss, and demonstrate theoretical, professional, practical, and personal applications of course concepts in order to fully examine the opportunities and potential pitfalls that lie within the role of the school principalship.

Successful completion of The Principalship assessments demonstrates the ability of current and future leaders to understand and utilize important communication and organizational analysis skills regarding school leadership, particularly within the role of the principal. The final project assessment is a case study composed of three interrelated assignments organized around assessing the candidate’s understanding and application of school management and operational systems, efficient use of human, fiscal, and technological resources, and school-based policies and procedures that protect the welfare of and create a safe environment for students and staff.

EDLD 6730: Instructional Leadership and Supervision

This course is a study of the principles and practices for the effective supervision of personnel. It will focus on the practices of developmental supervision, mentoring, professional development and renewal, and effective instruction. Students will be required to demonstrate understanding of effective instruction and how to develop a learning organization that supports instructional improvement, models of effective staff development and school renewal, and mentoring and clinical supervision that enhance growth and development. Special attention is given to differing perspectives on the supervision function within organizational contexts.
Successful completion of the Instructional Leadership and Supervision Assessments demonstrates the ability of current and future leaders to understand and utilize the necessary knowledge and skills to promote instructional improvement and clinical supervision that enhance teaching and learning. The final project assessment is composed of three interrelated assignments organized around assessing a school’s current culture and practices regarding curriculum, instruction, professional development and supervision, identifying strengths and weaknesses inherent in the culture and practices (as linked to theory and best practices), creating a comprehensive set of recommendations via a strategic improvement plan.

**EDLD 6740: School Community Relations and Cultural Competence**

This course provides a thorough examination of the school and its interaction with the community. Consideration will be given to the internal and external "communities" and the relationship between and among these entities with the school, including the role of communications in school-community relations, and the balance of rights and responsibilities between schools and communities. The overall goal is to identify proactive school-community measures for school leaders.

Successful completion of the final assignment/CAEP assessment in this course demonstrates the ability of current and future leaders to understand and utilize important communication and organizational analysis skills regarding school community relations and cultural competency issues. Candidates are required to complete a comprehensive school community relations strategic plan for a school. As part of this plan, students will gather and profile data about their schools’ broader community, interview district and school leaders about school community relations issues, read a number of articles and other documents about these issues, and then create a comprehensive document for their school.

**EDLD 6793: Principal Internship I**

This course is the first of two courses devoted to providing K-12 EDLD students with a significant and sustained 240-hour internship in building level leadership within a K-12 school environment. The internship is jointly supervised by the WMU-EDLD faculty instructor and a principal mentor from the district hosting the intern. The purpose of the internship is to provide K-12 EDLD students opportunities to apply, in a school setting, the theories, concepts, and practices studied through the course of the K-12 EDLD Master’s program.

Successful completion of the final assignment/CAEP assessment in this course demonstrates the ability of current and future leaders to develop the Leadership for Learning component of a school improvement plan. The Leadership for Learning component requires the candidate to understand and to collaboratively develop a shared vision of school learning, to develop a plan to collect and use data to create plans to achieve school goals, plan and promote continual and sustained school improvement and evaluate school progress and revising school plans supported by stakeholders.
EDLD 6794: Principal Internship II

This course is the second of two courses devoted to providing K-12 EDLD students with a significant and sustained 240-hour internship in building level leadership within a K-12 school environment. The internship is jointly supervised by the WMU-EDLD faculty instructor and a principal mentor from the district hosting the intern. The purpose of the internship is to provide K-12 EDLD students opportunities to apply, in a school setting, the theories, concepts, and practices studied through the course of the K-12 EDLD Master’s program.

The WMU instructor will work with principal interns to assign or confirm a field placement with a school/district that agrees to accept and provide the supervision for the internship. The instructor coordinates with the intern and principal mentor regarding the internship requirements including those for documenting evidence of internship activities and verifying internship hours. Both the instructor and the principal mentor provide the intern with regular formative and summative feedback over the course of the 240-hour internship.