

# Leadership (LEAD)

---

## Courses

### **LEAD-333. School Law For Teachers. 3 Hours.**

Provides K-12 teachers and prospective teachers with an understanding of the impact of the legal processes on schools. Attention is given to current issues and their implications for classroom teachers. Topics include: the legal system, sources and levels of law, contracts, tenure, records, collective bargaining, copyright, academic freedom, tort liability, student and teacher rights, discrimination and handicap issues.

### **LEAD-401. Instructional Leadership. 3 Hours.**

An analysis of the basic determinants of curriculum PreK-12. Emphasis on significant psychological theories and development, learning and motivation for curricula development including impact of sociological, cultural, and ethnic factor. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. Roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for school improvement and student achievement for all.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

### **LEAD-413. Human Relations And Leadership. 3 Hours.**

Study of basic concepts and principles of interpersonal relationships, communications, group interaction, and leadership and effectiveness. Emphasis on theory, application and skill development. Students will observe and assess interpersonal, group and organizational dynamics with attention to cultural factors and development of effective interaction and problem-solving skills.

### **LEAD-415. Historical And Philosophical Perspectives In Higher Education. 3 Hours.**

### **LEAD-421. Educational Leadership And Organizational Studies. 3 Hours.**

This course is designed to introduce the student to the field of educational leadership and management. The purpose of the course is to assist future educational leadership professionals to understand the philosophical, historical and organizational underpinnings of educational leadership. It provides students with a theoretical framework on which to develop and implement sound practical applications and decisions in the educational leadership tasks of communicating, planning, organizing, supervising, leading and evaluating strategies designed to build up highly effective learning communities. Further, it prepares the student to pursue alternative routes to excellence by understanding current education's challenges and by choosing the most successful leadership, management, motivational and decision-making strategies for a constantly changing educational environment.

### **LEAD-422. The Principalship. 3 Hours.**

The Principalship is an examination of PK-12 schools with an emphasis upon the transforming instructional leadership and school improvement roles of the principal to enhance student learning for all students. The course focus is on practical problem solving through working collaboratively and transformatively with staff through creating a vision of leadership and learning, developing a positive school culture, managing the school and interacting with the external school environment.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

### **LEAD-424. Introduction To Evaluation Of Certified & Support Staff. 3 Hours.**

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations.

### **LEAD-425. Advanced Techniques In The Supervision And Evaluation Of Professional Staff. 3 Hours.**

The main focus of this course is to provide an in-depth analysis of advanced techniques in the supervision and evaluation of K-12 professional personnel. The course builds upon the concepts of LEAD-424 to develop effective and legally formative and summative evaluations. The evaluation functions of monitoring curriculum fidelity, directing personnel for improvement, making personnel decisions and working with incompetent personnel provide a framework for applying course content for k-12 settings.

### **LEAD-428A. Seminar In Educational Administration: Educational Decision-Making. 3 Hours.**

The purpose of LEAD-428A is to provide an in-depth analysis of problems and issues associated with program evaluation and school improvement for school leaders.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

### **LEAD-428B. Seminar In Educational Administration: Administrative Theory And Practical Application. 3 Hours.**

The focus of this course is to explore the area of professional development as a vehicle for building capacity in your institution. As an educational leader you will be instrumental in designing or selecting opportunities for professional development as well as evaluating the success of those efforts.

**Prerequisite:** LEAD-424 with a minimum grade of C and LEAD-421 with a minimum grade of C.

### **LEAD-428F. Seminar In Educational Leadership In The Middle School. 3 Hours.**

The purpose of this course is to provide an in-depth study of the theory, research and best practices to support contemporary issues in middle level leadership. The course will focus on developing and leading middle level education that meets the diverse needs of emerging adolescents through mission development, program improvement, curriculum assessment, improvement of teaching and learning, staff development and more.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

**LEAD-429. Research Design & Analysis Of Educational Data. 3 Hours.**

This course develops administrative skills in research design including program statements, hypothesis formulation, population/sample collection, data collection, statistical analysis and interpretation. Quantitative and qualitative research designs will be examined as they relate to effective schools, improving student achievement and administrative research.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-430. Thesis Seminar. 3 Hours.**

This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

**LEAD-431. School & Community Relations. 3 Hours.**

The purpose of this course is to provide a forum for the transfer of theory to practice in the area of school-community relations. Additionally a teacher-as-researcher model and community-based research pedagogy are required in order to assist prospective school leaders in investigating their local school communities and increase their leadership skills. Effective school-community relationships begin at home facilitated by skillful leaders who have effective communication, research, collaborative and problem solving skills. These skills form bonds between schools and the local and global communities.

**LEAD-432. School Finance & Budgeting. 3 Hours.**

The goal of the course is to enable a student to demonstrate an understanding of school finance and related issues and to apply that knowledge in hypothetical school leadership situations. The content includes local, state and federal revenue sources, the legal and political settings that influence school finance, budgeting processes, revenue and expenditure management, research on the relationship of expenditures to achievement, the characteristics of a financially healthy school district, the operation of support services and measures to protect school funds and property.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-433. School Law & Ethics. 3 Hours.**

This course studies the legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Issues of ethics pertaining to legal tenets will be integrated throughout the semester.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-434. Internship I. 3 Hours.**

The major purpose of the internship is to comply with Illinois PA 96-903 and to provide the student with a supervised experience in the roles and responsibilities associated with the principalship in Pre-K through grade 12 during the course of a year. Each student will participate in administrative activities related to instructional leadership and school management. The three internships, LEAD-434, LEAD-435 and LEAD-437, are defined as all the experiences that result from applying the strategic, instructional, organizational, and contextual leadership guidelines in a workplace. This course is the first internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-435. Internship II. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434. This is the second internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-436. Human Resources Administration In Education. 3 Hours.**

This course provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, selection, placement, induction, staff development, motivation, compensation, performance, appraisal, negotiations and dismissal are included.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-437. Internship III. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434, and LEAD-435. This is the third internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-438. Collective Negotiations. 3 Hours.**

The development and establishment of collective bargaining within the educational enterprise: the public and private sectors; in elementary-secondary education and colleges and universities; historical, sociological and legal perspectives; some consideration and evaluations of various issues (including tactics and process) concepts and current problems.

**LEAD-441. Independent Study In Educational Administration. 1 Hour.****LEAD-445. Practicum In School Business Management. 3 Hours.**

The purpose of the practicum is to provide the student with supervised experiences in the functions and duties of a school business official. The student is required to participate in activities related to finance, purchasing, planning and business management.

**LEAD-447. Introduction To School Business Management. 3 Hours.**

Provides a general understanding of the various task areas involved in the field of school business management including financial control, maintenance of buildings and grounds, maintenance of inventories, purchasing and bidding, transportation, insurance, personnel and office management, lunch programs and administrative relationships.

**LEAD-448. School Business Management II. 3 Hours.**

Incorporates principles of school fund accounting including a study of budgeting, personnel and payroll administration, auditing and reporting expenditures and receipts, assets and liability accounting, capital asset planning and management, cash management, bonded indebtedness, analysis of statements of position and extracurricular funds.

**LEAD-470. Administrative Use Of The Microcomputer. 3 Hours.**

An examination of the use of micro-computers in education administration and supervision. Topics include: Introduction to computers, overview of principles underlying computer-assisted instruction and computer-managed instruction, overview and use of available software, internal monitoring and program evaluation and elementary programming.

**LEAD-480. The Community College. 3 Hours.**

Provides the student with theoretical and practical knowledge about the philosophy, history, students, services, staff and organizational structure of the community college. National trends of the two year college will be analyzed.

**LEAD-481. Community College Administration. 3 Hours.**

Provides the student with practical knowledge about the day to day demands of administering the Community College. Stresses the importance of the Community College to the nation, state and local areas and how good administrators and administration can make a strong contribution to the proper and excellent performance of community colleges.

**LEAD-490. Adult Learner. 3 Hours.**

An examination of demographic changes fostering attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming and marketing adult education.

**LEAD-491. Foundations In Higher Education. 3 Hours.**

This course provides students with knowledge of the historical development of higher education in the United States and its socio economic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance higher education in the U.S. Emphasis is given to current issues, opportunities and problems facing higher education and its stakeholders.

**LEAD-492. Resources, Institutional Planning And Finance In Higher Education. 3 Hours.**

This course prepares students to understand how institutions of higher education obtain and utilizes resources. It focuses on resource planning, policy development and implementation, and resource allocation. Topics include: institutional governance, research, marketing, budget development, financial allocation, environmental scans and oversight.

**LEAD-493. The Law Of Higher Education. 3 Hours.**

This course presents legal issues from the perspective of preventive law, policy development and implementation. Content includes the structure of the U.S. legal system, constitutional law, statute and case law. Topics include: affirmative action, employment law, intellectual property, due process, academic freedom, human-subjects research and collective negotiations.

**LEAD-495. Practicum In Higher Education. 3 Hours.**

This course consists of supervised experience in the functions and duties of leaders in higher education settings.

**LEAD-496A. Seminar In Higher Education: The Non-Traditional Student. 3 Hours.**

This course prepares the student to effectively meet the needs of the non-traditional students in higher education settings. Historical evolution and psychosocial factors impacting adult learners, development of student services, curriculum design issues and methods of building a sense of community among adult learners.

**LEAD-496B. Seminar In Higher Education: The Problematic Pipeline - Latinos And Latinas In Higher Education. 3 Hours.**

This course focuses on the contemporary Latino experience in the US educational system. It follows the growing numbers of Latinos with low high school completion rates and low levels of participation/completion in higher education. Emphasis is placed on the diversity of the experience by national origin, region of settlement, and gender as well as the histories of Latino immigration to the US compared to the receptions of other immigrants in history. Predominant theories of international immigration, relationships between the historical and contemporary context, immigration policy, and the adaptation of Latino immigrants in the United States are considered.

**LEAD-496C. Seminar In Higher Education: Critical Policy Issues In Latino Higher Education. 3 Hours.**

An analysis of the critical policy issues in Latino higher education as the US faces a growing increase in Latino college-enrollment (the largest minority), yet with low retention and a scarce presence in higher education discourse. Due to this increase, an exploration of ways to prepare postsecondary institutions for this and the role of more Latinos in the academy is explored. Including: the role of community colleges and four-year institutions in meeting this demand, understanding the historical processes and cultural differences of Latinos in the US, understanding various modes of thought, concerns and methodologies regarding Latino higher education.

**LEAD-496D. Seminar In Higher Education: Current Global Issues & The Latino Community. 3 Hours.**

This course provides an introduction to the cross-cultural, cross-national study of educational institutions and their relationship to society. This cross-national comparison of educational practices occurs in light of cultural, social organization, economic, political, and historical differences with a key goal being further development of understanding how perspectives on education in the United States have been shaped.

**LEAD-497. Student Personnel Work In Higher Education. 3 Hours.**

This course addresses issues relating to the philosophy, organization and administration of student affairs in post-secondary institutions, as well as, the development and implementation of student affairs policy and programs. It emphasizes the roles that student affairs professionals serve to promote intellectual, social, moral, ethical, spiritual, emotional, and physical development and wellbeing of students. Student affairs educators carry out their professional obligations by actively seeking collaborative relationships with each other across units, with students, faculty, and others on and off the campus in order to design, support, maintain, and/or change campus environments to optimally support student learning, wellness, and development.