DePaul UNIVERSITY

COLLEGE OF EDUCATION

Department of Leadership, Language and Curriculum

Student Handbook

Educational Leadership Program

2019 - 2020

LLC Leadership | Language | Curriculum

DePaul University
COLLEGE OF EDUCATION

COE Mission Statement

The mission of DePaul University's College of Education is to prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, intellectually rich, and socially just environments. As part of a Vincentian university, we cultivate the social conscience, understandings, and practices necessary to address social inequities among and with individuals, communities, and institutions. We develop critical, creative practitioners and scholars who continually inquire and reflect on educational and professional practices. Through authentic experiences in and outside the classroom, we educate our students to be engaged, service-oriented citizens of local and global communities.

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The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University College of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time.

PROGRAM CONTACT INFORMATION

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ADVISING INFORMATION

Brandon Washington is the Educational Leadership Academic Advisor for all Educational Leadership students. He provides program advising such as course planning, information on degree conferral, endorsement and certification, and other programmatic information. **All students should make an appointment with him immediately after acceptance**.

Brandon Washington, Academic Advisor
Contact information: 773-325-7495 or bwashin3@depaul.edu

DEPARTMENT INFORMATION

The Educational Leadership Master's Program is housed in the Department of Leadership, Language and Curriculum, in the College of Education Building at 2247 North Halsted.

Department Contacts:

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EDUCATIONAL LEADERSHIP PROGRAM

Today's leaders in education are faced with increasingly complex challenges that require the ability to support academic excellence and the retention of diverse students. They must develop their skills to shape and inform policy, collaborate with stakeholders, build consensus, coordinate institutional services and be accountable for strategic outcomes. The Educational Leadership Master's Degree Program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Students in the program can select from the degree concentrations listed below.

DEGREE-ENDORSEMENT-LICENSURE OPTIONS

- **Principal**: Graduates are prepared to assume K-12 school and district administrative and supervisory roles, and are prepared for principal licensure in the state of Illinois.

- **Principal - Catholic**: Graduates are prepared to assume K-12 school and district administrative and supervisory roles in Catholic school systems and are prepared for principal licensure in the state of Illinois.

- **Principal Licensure (non-degree track):** This program prepares individuals for principal licensure who already hold a Master's degree.

- **Teacher Leader:** Graduates who are not seeking principalship are prepared to assume roles as educators in K-12 environments and to become leaders in districts or schools as department chairs, team leaders, and other school leaders.

- **Teacher Leader - Catholic:** Graduates who are not seeking principalship are prepared to assume roles as Catholic educators in K-12 environments and to become leaders in Catholic schools as department chairs, team leaders, and other school leaders.

- **Teacher Leader Endorsement (non-degree track):** The program prepares individuals who already hold a Master's degree for the Teacher Leader Endorsement.

- **General Concentration**: Graduates are prepared to work in K-12 environments and in non K-12 environments (early childhood, after-school programs, museums, non-profit organizations, etc.) in order to gain expertise to be leaders regionally, nationally, and internationally.

- **Catholic Leadership Concentration**: Graduates who are not seeking principal licensure are prepared to become leaders within the context of Catholic education, Catholic charities, youth ministries, etc., in various capacities across the region, nation, and global community.

- **Higher Education**: Graduates are prepared to assume a variety of leadership, administrative, policy, and management positions at colleges and universities, as well as allied positions with community, governmental, and public service organizations.

- **Physical Education**: Graduates are prepared for administrative and supervisory roles in community sports programs and athletics, such as athletic department heads, head coaches, sports activities directors, youth sport coaches, and camp directors

PROGRAM DISPOSITIONS

DISPOSITIONS

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University. Program dispositions are also posted on the College of Education website at this link: http://education.depaul.edu/student-resources/policies-and-forms/Pages/program-dispositions.aspx

Dispositions for Educational Leadership

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

MASTER'S OF EDUCATION (M.ED.) PROGRAMS WITH LICENSURE OR ENDORSEMENT

LICENSURE OR ENDORSEMENT

The Educational Leadership Masters of Education (M.Ed.) program offers students the opportunity to obtain the Principal License or the Teacher Leader Endorsement in conjunction with the M.Ed. or as a licensure or endorsement only.
- Principal License (M.Ed.)
- Principal License (Catholic) (M.Ed.)
- Principal License Only
- Teacher Leader Endorsement (M.Ed.)
- Teacher Leader Endorsement (Catholic)
- Teacher Leader Endorsement Only

PRINCIPAL LICENSURE

The Educational Leadership Master's program is an Illinois State Board of Education (ISBE) approved program for the Principal Licensure and Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Principal License must:

- **complete an approved principal licensure program at an Illinois institution**
- **hold a Master's degree**
- **have 2 years of full-time teaching accrued on a valid teaching license. At the end of the program, in order to obtain licensure, students must have accrued 4 years of full-time teaching accrued on a valid teaching license.**
- **pass the Teacher Assessment and Principal content-area tests**

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education's Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

DEGREE REQUIREMENTS-PRINCIPAL LICENSURE

Principal License Concentration (M.ED.)
Curriculum Studies Courses: 8 quarter hours required, grade of C or better required
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Educational Leadership Core Courses: 28 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING

- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

Elective: 8 quarter hours required, grade of C or better required
- Choose two of the following:
    - SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
    - SCG 408 EDUCATION AND SOCIETY
    - Graduate course with permission of faculty advisor or program director

Internship: 4 quarter hours required, grade of C or better required
- The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.
- A&S 604 PRINCIPAL LICENSURE INTERNSHIP

Capstone: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
Capstone project completed in conjunction with faculty advisement

Principal License Concentration-Catholic (M.ED.)
Curriculum Course: 8 quarter hours required, grade of C or better required
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Educational Leadership Core Courses: 32 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS

Elective: 4 quarter hours required, grade of C or better required
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Internship: 4 quarter hours required, grade of C or better required
- The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.
- A&S 604 PRINCIPAL LICENSURE INTERNSHIP

Capstone: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
Capstone project completed in conjunction with faculty advisement

Principal Licensure Only
Educational Leadership Courses: 36 quarter hours required, grade of C or better required in all courses

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 604 PRINCIPAL LICENSURE INTERNSHIP
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Curriculum Studies Courses: 8 quarter hours required, grade of C or better required in all courses
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

PRINCIPAL PREPARATION INTERNSHIP EXPERIENCE

To receive Illinois State Principal Licensure, students are required by the state of Illinois to complete 200 internship hours. The program director of internship experiences, in conjunction with the student, will determine student placements in approved school settings with our partner districts or affiliated districts. Students will be required to spend 100 clock hours in an elementary school setting (Pre-K – 8) and 100 clock hours in a secondary school setting (9 – 12). Each 100-hour segment will take place during the course of an eleven-week quarter. Students may begin with either the elementary or the secondary school experience. Students should speak to their advisor about registering for one of the internship course options during the Spring Quarter of their first year in the program.

Please note: While completing the Internship course, students must attend four seminars. Seminar dates are announced at the beginning of the academic year (one in fall quarter, two in winter quarter, and one in spring quarter).

Students pursuing Principal Licensure must also review the Principal Preparation Internship Handbook and the instructional video found at the link below for information regarding applying for the internship and additional internship guidelines and requirements.

https://depaulllc.wordpress.com/2015/04/30/internship-information-video-for-ed-leadership-students/

TEACHER LEADER ENDORSEMENT

The Educational Leadership Master's program is an Illinois State Board of Education (ISBE) approved program for the Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Teacher Leader Endorsement must:

- **complete an approved teacher leader program at an Illinois institution**
- **hold a Master's degree**
- **have 2 years of full-time teaching accrued on a valid teaching or school service personnel endorsement**
- **pass the Basic Skills or Test of Academic Proficiency (TAP) and ISBE Teacher Leader content-area tests**

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education's Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

DEGREE REQUIREMENTS- TEACHER LEADER ENDORSEMENT

Teacher Leader Concentration (M.ED.)
Educational Leadership Courses: 20 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Bilingual/Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required
- BBE 599 LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS

Elective Course Sequence: 8 quarter hours, grade of C or better required
Choose 2 courses from one of the concentrations below:
- Administrative Concentration
  - A&S 495 SCHOOL LAW
  - A&S 596 HUMAN RESOURCE MANAGEMENT
- Curriculum Studies Concentration:
  - CS 481 THE STUDY OF TEACHERS AND TEACHING
  - CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES
- Bilingual Bicultural Concentration
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- Foundations Concentration
  - Choose from two 600 level courses in consultation with faculty

Capstone Course Requirement, 4 quarter hours required, grade of C or better required
Students are required to take a capstone course to expand their knowledge in areas critical to school success.
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Teacher Leader (Catholic) Concentration (M.ED.)
Educational Leadership Core Courses: 20 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS

- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Bilingual/Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required
- BBE 599 LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS

Electives: 8 quarter hours required, grade of C or better required
- Catholic Concentration:
  - A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
  - A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS

Research Course: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Teacher Leader: Endorsement Only
Educational Leadership Courses: 20 quarter hours required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Bilingual/Bicultural Education Courses Required: 4 quarter hours required
- BBE 599 LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS

M.ED./M.A. DEGREE ONLY PROGRAMS

M.ED./M.A. DEGREE ONLY CONCENTRATIONS

- General
- Catholic Leadership
- Higher Education
- Physical Education

DEGREE REQUIREMENTS: GENERAL, CATHOLIC, HIGHER EDUCATION, AND PHYSICAL EDUCATION CONCENTRATIONS

General Concentration

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required
- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required
- Choose two of the following:
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 597 POLITICS OF EDUCATION
  - CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
  - CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Choose One: Thesis (MA) or Capstone (MEd)
- o Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required
- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

- o Research Course: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Catholic Leadership Concentration
Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - o SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - o SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required
- Choose one of the following:
  - o CS 485 CURRICULUM/PROGRAM EVALUATION
  - o CS 488 CURRICULUM DESIGN
  - o CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - o A&S 494 SCHOOL FINANCE
  - o MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - o A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - o A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS

Clinical Experience: 4 quarter hours required, grade of C or better required
The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Choose One: Thesis (MA) or Capstone (MEd)
- o Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required
- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

- o Research Course: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Higher Education Concentration

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - o SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - o SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required
- Choose one of the following:
  - o CS 485 CURRICULUM/PROGRAM EVALUATION
  - o CS 488 CURRICULUM DESIGN
  - o CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - o A&S 494 SCHOOL FINANCE
  - o MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - o A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - o A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required
- Choose two of the following:
  - o A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - o A&S 590 ORGANIZATIONAL DEVELOPMENT
  - o A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - o A&S 597 POLITICS OF EDUCATION
  - o CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - o CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
  - o CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Choose One: Thesis (MA) or Capstone (MEd)
- o Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required
- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

- o Research Course: 4 quarter hours required, grade of C or better required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Physical Education Concentration
Social and Cultural Foundations Courses: 12 quarter hours required, grade of C or better required
- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Physical Education Courses: 16 quarter hours, grade of C or better required
- PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE *
- PE 460 ETHICS AND DIVERSITY IN SPORT, FITNESS AND RECREATION
- PE 435 ADVANCED CARE OF THE ATHLETE
- Choose one of the following:
    - o PE 430 ADVANCED HEALTH AND SCIENCE CONCEPTS IN SPORT, FITNESS AND RECREATION
    - o PE 410 ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION
    - o PE 440 STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION

*Required for Athletic Coaching Endorsement

Educational Leadership: 16 quarter hours required, grade of C or better required
- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

Elective Requirement: 4 quarter hours required, grade of C or better required
- Choose one from the list:
    - o A&S 493 DATA DRIVEN DECISION MAKING
    - o A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
    - o A&S 590 ORGANIZATIONAL DEVELOPMENT
    - o A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
    - o A&S 596 HUMAN RESOURCE MANAGEMENT
    - o PE 420 FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION
    - o PE 470 LEGAL ISSUES IN SPORT, FITNESS AND RECREATION
    - o PE 480 FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Master of Education (M.Ed.) Degree Requirements

- Paper Option
  - o A&S 606 REVIEW OF LITERATURE
  - o A&S 607 INTEGRATIVE PAPER
- Capstone Option
  - o A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Review of Literature and Integrative Paper or Capstone project completed in conjunction with faculty advisement.

Students who complete A&S 608 in replacement of A&S 606 and A&S 607 will complete an additional 4 quarter hours and will complete a total of 52 quarter hours for the MEd degree.

Note: For other requirements please view the Degree Requirements section.

M.A. REQUIREMENTS

Students who wish to purse a M.A. in the Educational Leadership concentrations listed above will enroll in A&S 599: Thesis Seminar in Educational Leadership, instead of A&S 608: Capstone in Educational Leadership. The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Master's of Arts (M.A.) Thesis Handbook

As part of your preparation to write a thesis, you will need to consult the M.A. Thesis Handbook, published by the College of Education. The handbook can be obtained on-line at

http://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/COE_MA_Thesis_Handbo.pdf

Review the handbook thoroughly and make an appointment with your thesis chair (part of a three faculty member thesis committee) to discuss your and her/his responsibilities relating to research, the writing, submitting, and defending of a thesis and graduation. Preparation for the research and writing of a thesis should begin well in advance of your completion of coursework. As part of the requirements for completing your thesis, you will be enrolling in a 4 quarter hour course, A&S 599: Thesis Seminar in Educational Leadership, where you will work one-on-one with your thesis advisor and committee members.

1. **How many courses do I have to take to get my master's degree in Educational Leadership, and how long will it take to finish the program?**

Students take 13 courses toward the MA or MED in Educational Leadership. The length of time it will take you to finish the program depends on how many courses you can take per quarter as well as which program you pursue.

2. **Can I transfer courses from another university?**

You can transfer up to two graduate courses from another university based on a review of transcripts and syllabi to determine equivalency.

3. **What is the difference between an MA and MED degree?**

The Master of Arts (M.A.) requires a master's thesis, which typically takes at least one additional year to complete. The Master in Education (M.Ed.) does not require a master's thesis, and students instead take the Capstone Course (A&S608) and complete an electronic portfolio.

4. **When do I take A&S608?**

A&S 608 is typically the final course that students take before graduation. It is only offered in the spring so it will be your second spring/final spring term.

5. **How do I find an advisor for my Master's papers?**

Your EL faculty advisor can help you with this. As you go through the program (including electives in the COE), look out for COE faculty who share similar interests. Often these faculty will be willing to advise your Master's paper or Master's thesis.

6. **How many clinical experience hours are required?**

The Principal Preparation and Higher Education internships require 200 hours. Principal Preparation students are required to complete two 100 hour internships, one at an elementary school and the other at a secondary school.

7. **How do I find schools in which to complete my internship?**

Students will work with the Clinical Director of Internships, Professor Bill Hoecker and the Program Director, Dr. Barbara Rieckhoff to find placement for their internships.

Fall

A&S 491	Effective Leadership of Schools
A&S 492	The Principalship
A&S 493	Data Driven Decision Making (On-Line)
A&S 496	Stakeholder Relationships
A&S 571	Spiritual and Administrative Leadership

Winter

A&S 491	Effective Leadership of Schools (On-Line)
A&S 494	School Finance
A&S 495	School Law (On-Line)
A&S 498	Instructional Supervision and Support
A&S 499	Planning for Professional Development (On-Line)
A&S 595	Workshop in Educational Leadership: Issues in Higher Ed Admin

Spring

A&S 495	School Law
A&S 496	Stakeholder Relationships (On-Line)
A&S 570	Historical, Philosophical, Theoretical Foundations of Catholic School Leadership
A&S 597	Politics of Education (On-Line)
A&S 608	Capstone Course: Educational Leadership (On-Line/Hybrid)

Summer

A&S 493	Data Driven Decision Making (On-Line)
A&S 494	School Finance (On-Line)
A&S 588	Service Learning for Higher Education (Hybrid)
A&S 590	Organizational Development (On-Line)

Please note: SCG courses are offered every quarter and both summer sessions.

*This schedule is subject to change.

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS (GRADUATE)
  This course introduces students to the research base of organizational theory, the politics of education, and foundations of building level instructional leadership. Multiple theories are examined in light of the students' experience in educational settings. This examination of theory in light of experience provides the students with a framework for analyzing both familiar educational institutions and the theories that support educational institutions. Through a study of administrative and organizational theory using those settings with which students are most familiar, students will become more reflective of the theoretical base that will inform their future practice as administrators.

  Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 492 THE PRINCIPALSHIP (GRADUATE)
  This course provides students with the tools needed to enter into a Pre-K-12 school setting and function effectively. Topics included in this course include: scheduling; managing resources; technology; issues of working with students and teachers; maintaining a safe and effective learning environment.

  Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 493 DATA DRIVEN DECISION MAKING (GRADUATE)
  This course provides future administrators with the tools they need to critically examine demographic, financial, personnel and testing data and to use the insights gained in making well informed administrative decisions.

  Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 494 SCHOOL FINANCE (GRADUATE)
  Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

  Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 495 SCHOOL LAW (GRADUATE)
  Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

  Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 496 STAKEHOLDER RELATIONSHIPS (GRADUATE)
  This course draws on the literature about constructive conflict resolution and partnership building to address the important, inevitable, and sometimes stormy relationships among various education stakeholders both inside and outside of the school building. Educational administrators cannot fire

tenured teachers, angry parents, or zealous community organizers. Thus, they must learn the paradigms and tools to not only resolve the inevitable conflicts that arise with these stakeholders but also to be able to work with them as key strategic partners.

Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT (GRADUATE)
  Instructional Supervision is examined from the perspective of both student and teacher learning, dealing with issues such as motivation, responsibility and increased proficiency. This course deals with issues of teacher observation and evaluation; clinical supervision; and professional development programming.

  Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT (GRADUATE)
  This course introduces students to the dynamics of adult learning and how to apply these learning theories to the development of meaningful professional development for teachers and adult staff that enhances student success. Goals: (1) Developing skills and developing a comprehensive plan for professional development, (2) Addressing the challenges of adult learners, (3) Developing mentoring and coaching skills, (4) Developing and understanding the importance of assessment and reflection.

- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP (GRADUATE)
  A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

  Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS (GRADUATE)
  Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality if Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

  Status an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 590 ORGANIZATIONAL DEVELOPMENT (GRADUATE)
  A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

  Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 591 RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP (GRADUATE)
  This course is designed to help graduate students in Educational Leadership through the process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers.

  Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 593 PRACTICUM IN EDUCATIONAL LEADERSHIP (GRADUATE)
  The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices.

  Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP (GRADUATE)
  The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

  Status as an Advanced Masters Education student or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP (GRADUATE)
  Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

  Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 596 HUMAN RESOURCE MANAGEMENT (GRADUATE)
  Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

  Status as a student in an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 597 POLITICS OF EDUCATION (GRADUATE)
  Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.
  Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP (GRADUATE)

Independent study: Permission of instructor, department chair and Associate Dean are required.

Status as a student in a Graduate Education student is a prerequisite for this class.

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP (GRADUATE)
  A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

  SCG 410, an approved thesis and status as an Advanced Master's student is a prerequisite for this class.

- A&S 600 REGISTERED STUDENT IN GOOD STANDING (GRADUATE)
   (0 credit) Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.
  Status as a Graduate Education student is a prerequisite for this class.

- A&S 601 INTRODUCTION TO THE INTERNSHIP (GRADUATE)
  This course prepares the candidate for the internship experience. It provides an opportunity to examine and analyze the internship site, become familiar with the roles and responsibilities for person in the internship triad and understand expectations for the intern. (0 credit hours).

- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (GRADUATE)
  This internship experience immerses the student into the world of the instructional leader in the contemporary Pre K- 8th school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in The PreK-8 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor (2 credit hours).
  Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (GRADUATE)
  This internship experience immerses the student into the world of the instructional leader in the contemporary 9 -12 school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in the 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor. (2 credit hours)

  Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 604 PRINCIPAL LICENSURE INTERNSHIP (GRADUATE)
  This internship experience immerses students in the world of an instructional leader in the contemporary Pre K-12 school setting. In this year long course students will complete at minimum 100 clock hours of instructional leadership experiences in a Pre K-8 setting and 100 clock hours of instructional leadership in a 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and their faculty supervisor. Prior to immersing students in their internship experience, students will attend 4 seminars and are provided an opportunity to examine and analyze their internship site, to become familiar with their roles and responsibilities and understand the internship site's expectations.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

- A&S 606 REVIEW OF LITERATURE (GRADUATE)
  This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching databases. In other words, student will need to be able to ask and answer such question as "What is known about? What are major issues and themes?" (0 credit hours)

- A&S 607 INTEGRATIVE PAPER (GRADUATE)
  Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "how theories work." (0 credit hours)

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (GRADUATE)
  Students who have completed the majority of the program will engage in an analysis of an urban school. Students will be given demographic, financial and testing data; a narrative of the school's history and recent past; photographs of the setting, and other pertinent data and artifacts. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the ISLLC standards as a guideline, students will create a portfolio that clearly outlines, schedules, professional development plans, budgets, enrollment projections, and so forth.

- A&S 625 CANDIDACY CULMINATING PROJECT (GRADUATE)
  (0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.
  Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

The Educational Leadership Master's Program has an established set of standards for candidate performance that draw from the College of Education's conceptual framework, and Illinois state standards. Candidates must demonstrate proficiency prior to program completion. *Note: The numbers in parenthesis refer to content area standards established by the Illinois State Board of Education (ISBE). Links to ISBE content area standards may be found from the following website:
http://www.isbe.state.il.us/profprep/standards.htm

Diversity & Positive Transformation
1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).
2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

Multiple Perspectives & Inquiry, Theory, and Practice
5. Vision. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
6. Vision. Promotes the success of all students by facilitating a vision of learning that is shared and supported by the school community.
7. School Culture. Promotes the success of all students by advocating, nurturing, and sustaining a school culture.
8. Instructional Program. Promotes the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning.
9. Best Practices for Student Learning. Promotes the success of all students by supporting and sustaining programs based on best practices and that promote student learning.
10. Professional Development. Promotes the success of all students by advocating, nurturing, and sustaining staff professional growth.
11. Organizational Management. Promotes the success of all students by ensuring management of the organization for a safe, efficient, and effective learning environment.
12. Operation and Resource Management. Promotes the success of all students by ensuring management of operations and resources for a safe, efficient, and effective learning environment.
13. Technology I. Promotes the success of all students by understanding and using technology to enhance curriculum and student learning.
14. Technology II. Understands and uses technology to enhance his/her own professional practice and school operations
15. Larger Context. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
16. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

Personalism, Professionalism, & Life-long Learning

17. Collaboration. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
18. Integrity and Fairness. Promotes the success of all students by acting with integrity, and fairness.
19. Ethics. Promotes the success of all students by acting in an ethical manner.
20. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-11 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Alignment of Program Course Work with PSEL Standards

Course #	Course Title	PSEL Standards
A&S 491	Effective Leadership of Schools	1,6,8,10
A&S 492	The Principalship	2,3,4,5,6,8
A&S 493	Data Driven Decision Making	2,3,4,6,8
A&S 494	School Finance	8, 9,10
A&S 495	School Law	9,10
A&S 496	Stakeholder Relationships	5,7,9,11
A&S 498	Instructional Supervision	2,3,4,6
CS 492	Building Learning Communities	1,5,7,8
CS 493	Curriculum for School Administrators	2,3,4,6
A&S 604	Principal Licensure Internship	1,2,3,4,5,6,7,8,9,10,11
A&S 608	Capstone in Educational Leadership	1,2,3,4,5,6,7,8,9,10,11

PSEL Standards:

PSEL 1: Vision and Mission
PSEL 2: Instructional Capacity
PSEL 3: Instruction
PSEL 4: Curriculum and Assessment
PSEL 5: Community of Care for Students
PSEL 6: Professional Culture for Teachers and Staff
PSEL 7: Communities of Engagement for Families
PSEL 8: Operations and Management
PSEL 9: Ethical Principles and Professional Norms
PSEL 10: Equity and Cultural Responsiveness
PSEL 11: Continuous School Improvement

Alignment of Internship Standards (SREB Critical Competencies) with the PSEL Standards

- Competency #1: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

- Critical Success Factor #1.1 (CSF 1)   Focusing on student achievement: creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)

- Critical Success Factor #1.2 (CSF 2)   Developing a culture of high expectations: setting high expectations for all students to learn higher-level content. (ISSLC Standard 2)

- Critical Success Factor #1.3 (CSF 3)   Designing a standards-based instructional system: recognizing and encouraging good instructional practices that motivate students and increase their achievement. (ISSLC Standard 2)

- Competency #2: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

- Critical Success Factor 4: Creating a caring environment: developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. (ISLLC Standard 5)

- Critical Success Factor 5: Implementing data-based improvement: using data to initiate and continue improvement in school and classroom practices and in student achievement. (ISLLC Standard 4)

- Critical Success Factor 6: Communicating: keeping everyone informed and focused on student achievement. (ISLLC Standard 4)

- Critical Success Factor 7: Involving parents: making parents partners in student's education and creating a structure for parent and educator collaboration. (ISLLC Standard 4)

- Competency 3: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

- Critical Success Factor 8: Initiating and managing change: understanding the change process and using leadership and facilitation skills to manage it effectively. (ISLLC Standard 3)

- Critical Success Factor 9: Providing professional development: understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to increased student achievement. (ISLLC Standard 3)

- Critical Success Factor 10: Innovating: using and organizing time and resources in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)

- Critical Success Factor 11: Maximizing resources: acquiring and using resources wisely. (ISLLC Standard 3)

- Critical Success Factor 12: Building external support: obtaining support from the central office and from community and parent leaders for the school improvement agenda. (ISLLC Standard 6)

- Critical Success Factor 13: Staying abreast of effective practices: continuously learning from and seeking out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)

Competency	Critical Success Factor	Courses
1 Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.	1 Focusing on student achievement: creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)	A&S 491 A&S 492 A&S 498
	2 Developing a culture of high expectations: setting high expectations for all students to learn higher-level content. (ISSLC Standard 2)	A&S 491 A&S 492 A&S 493 A&S 495 A&S 498 CS 492 CS 493
	3 Designing a standards-based instructional system: recognizing and encouraging good instructional practices that motivate students and increase their achievement. (ISSLC Standard 2)	A&S 608 CS 493
2 Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.	4 Creating a caring environment: developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. (ISLLC Standard 5)	A&S 491 A&S 496
	5 Implementing data-based improvement: using data to initiate and continue improvement in school and classroom practices and in student achievement. (ISLLC Standard 4)	A&S 493 A&S 608
	6 Communicating: keeping everyone informed and focused on student achievement. (ISLLC Standard 4)	A&S 491 A&S 492
	7 Involving parents: making parents partners in student's education and creating a structure for parent and educator collaboration. (ISLLC Standard 4)	A&S 491 A&S 496
3 Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.	8 Initiating and managing change: understanding the change process and using leadership and facilitation skills to manage it effectively. (ISLLC Standard 3)	A&S 491 A&S 492 A&S 498
	9 Providing professional development: understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to increased student achievement. (ISLLC Standard 3)	A&S 498 CS 492
	10 Innovating: using and organizing time and resources in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)	A&S 491 A&S 492

	11 Maximizing resources: acquiring and using resources wisely. (ISLLC Standard 3)	A&S 492 A&S 493 A&S 494 A&S 495 A&S 496
	12 Building external support: obtaining support from the central office and from community and parent leaders for the school improvement agenda. (ISLLC Standard 6)	A&S 491 A&S 494 A&S 495 A&S 496
	13 Staying abreast of effective practices: continuously learning from and seeking out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)	A&S 491 CS 492 A&S 498