SCED-421L Research in Classroom Teaching of Language Arts, 3 cr. Designed to acquaint the student with research in contemporary trends in teaching the language arts, including reading; critical appraisal and discussion of classical and current studies in language arts will provide specific suggestions useful in classroom practice; an overview of the entire area, as well as opportunity for individual study in-depth of a specific area related to the student’s need and interest; in-service teachers may become involved in action research. Offered Summer semester only. Prereq.: SCED MAT/MSI acceptance or permission of program.

SCED-421M Research in Classroom Teaching of Mathematics, 3 cr. Designed to acquaint the student with the general principles of research in the teaching of mathematics, analytical examination of the various research studies with special emphasis on the new mathematics. Prereq.: Graduate standing.

SCED-429 Internship in Secondary Education, 6 cr. Internship will provide practical field experience under joint supervision of University and public school personnel. Students will refine and extend their theoretical understanding by applying it to instructional settings. Principles, attitudes, and techniques related to successful teaching careers will be explored. This course is the culminating experience for graduate students within the secondary education MAT sequence. Prereq.: Completion of all professional sequence coursework; apply to the Clinical Experiences and Student Teaching Office at least one year in advance. Passing score on ILTS Content Area Examination.

INSTRUCTIONAL MEDIA
INMD 410-Media Technology for Educators, 3 cr. The media technology course will encompass all types of curricular/learning materials in varied formats-CD-Rom. Laser disc technology, telecommunications, formats, satellite learning, and on-line databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom applications, and integrated learning systems will be utilized in educational settings. Prereq: Graduate standing.

EDUCATIONAL LEADERSHIP AND DEVELOPMENT
Howard J. Bultinck, Ph.D., Associate Professor, Chair
John Beckwith, Ph.D. Professor
Suzanne Benson, Ph.D., Associate Professor
Lynn Bush, Ph.D., Associate Professor
Gabriel Cortez, Ph.D., Assistant Professor
Ana Gil Garcia, Ph.D., Professor
Terry Stirling, Ph.D., Professor
Daniela Truty, Ed.D., Associate Professor
Sandra L. Williams, Ph.D., Assistant Professor

The Department of Educational Leadership and Development offers:
1. Master of Arts degree in Educational Leadership
2. Bachelor and Master of Arts degree in Human Resource Development
3. Undergraduate minor in Human Resource Development

Programs in Human Resource Development are offered at the NEIU Campus. A major and minor are also offered at the University Center in Lake County. Courses/Programs in Educational Administration are offered at the NEIU Campus, at Northeastern’s El Centro location (3119 N. Pulaski Road, Chicago, Illinois 60641), the University Center in Lake County, and the Center for Inner City Studies.

GRADUATE PROGRAM
Master of Arts in Educational Leadership
Northeastern Illinois University offers the Master of Arts in Educational Leadership degree. Students may select one of two concentrations: 1) School Leadership (PreK-12); 2) Higher Education Leadership. Program objectives for the concentrations have been designed to develop exemplary administrative leaders and to foster their continuing growth and effectiveness. Specifically, students in the School Leadership (PreK-12) concentration develop competencies related to effective leadership, educational management practices, and staff development at the school level. This concentration leads to The State of Illinois Principal Endorsement. The Higher Education Leadership concentration provides knowledge and skills related to the history and development of colleges, universities, and community colleges, and to effective administrative practices at that level. It stresses an understanding of administrative and supervisory skills for the development and support of instructional systems at the collegiate level. Students in this concentration have the option of completing a thesis. Courses are taught in the evenings and Saturdays at the main campus, at El Centro, at Carruthers Center, at Lake County, and at a variety of locations in the Chicago metropolitan area through Distance Education and web-enhanced courses.
Requirements for Admission to the Program:
For students admitted to Master’s Programs for the Fall 1997 semester and thereafter, all graduate credits must be at the 400 level. Consult with your program advisor or the Graduate College for details.

In addition to the requirements of the Graduate College for admission, students who wish to enroll in the Master’s Degree Program in Educational Leadership must meet the following eligibility requirements:

Admission Process
Candidates desiring admission to the Masters Degree in Educational Leadership begin by completing an application for and obtaining Northeastern Illinois University’s Student at Large (SAL) designated status. This status allows students to enroll in up to three courses without full admission to the Graduate School. Students admitted as a SAL then use the program’s first introductory course, LEAD 424 (Introduction to the Evaluation of Certified & Support Staff), to complete the Graduate Program application for admission* as the class professor provides time to assist students.

Admission Requirements
- In-person interview.
- A Bachelor’s Degree from an accredited college or university.
- Minimum 2.75 G.P.A. (on a 4.0 scale) from most recent degree.
- Valid and current Illinois professional educator license endorsed for teaching.
- Completion of two years of PK-12 full-time teaching on a teaching license.
- Passage of the ILTS test of academic proficiency.
- Two letters of recommendation (completed by supervisors).
- Two NEIU Disposition Assessments (completed by supervisors).
- Successful completion of a written exam provided by the department.
- Completion of a successful teaching portfolio

*Application completed during LEAD 424

Program Requirements:
1. Selection of a concentration in School Leadership (PreK-12) or Higher Education Leadership.
2. Completion of 36 credit hours according to prescribed sequences.
3. Successful completion of two Departmental Comprehensive Examinations

Required Courses:
School Leadership (PreK-12) Concentration (36 cr. hrs.)

SEQUENCE I Courses may be taken in any order but LEAD 424 should be the first course taken as a Student-

At-Large. During this course, time is allotted to work on the formal Graduate Program application process. It is recommended to take LEAD 421 the same semester.

LEAD 424: Introduction to Evaluation of Certified and Support Staff
LEAD 421: Educational Leadership and Organizational Analysis
LEAD 429: Research Design and Analysis of Educational Data
LEAD 436: Human Resources Administration in Education

Successfully complete Part I of the Comprehensive Examination.

Note: Upon successful completion of Sequence I and admittance to the program, Part I of the Comprehensive Examination must be taken.

SEQUENCE II Courses may be taken in any order.

LEAD 401: Instructional Leadership
LEAD 422: The Principalship
LEAD 431: School and Community Relations
LEAD 432: School Finance and Budgeting
LEAD 433: School Law and Ethics

LEAD 434/435/437: Internship (three course sequence)

The capstone experience in the Educational Leadership program is the three-course internship sequence. Students must plan their internship experience to provide for three consecutive internship classes (one year- with an estimate of approximately 120 hours of school interning per semester). Illinois law requires successful passage of the principal exam before beginning the internship.

Successfully complete Part II of the Comprehensive Examination.

Additional Program Information
Note: An application is required for the Comprehensive Examination. Contact the Coordinator of Student Services at (773) 442-5528 for more detailed information.

Higher Education Leadership Concentration (36 cr. hrs.)
The Higher Education Leadership Program is a cohort program that admits candidates every two years. Please see the department chair for information.

Sequence I

LEAD-413 Human Relations and Leadership..............3 cr.
LEAD-421 Foundations of Educational Leadership and Organization Studies..............3 cr.
LEAD-429 Research in Educational Leadership..............3 cr.
COUN-468H Student Personnel Work in Higher Education...............................3 cr.
LEAD-491 Foundations of Higher Education .............3 cr.
Elective........................................................................3 cr.

Sequence II

LEAD-493 The Law in Higher Education......................3 cr.
LEAD-495 Practicum in Higher Education ..........3 cr.
Three Electives ..................................................9 cr.
OR
LEAD-430 Thesis Seminar.................................6 cr.
and
One additional elective.......................................3 cr.
Comprehensive Examination

Total 36 cr.

COURSE OFFERINGS
LEAD-401 Instructional Leadership, 3 cr. This course is an analysis of the basic determinants of curriculum, instruction and evaluation PreK-12. The roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for student learning and school improvement. Specific attention is given to students with special needs. The role of instructional leader is explored with emphasis on literacy and numeracy for student learning.

LEAD-413 Human Relations and Leadership, 3 cr. 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-421 Educational Leadership and Organizational Analysis, 3 cr. 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.

LEAD-422 The Principalship, 3 cr. This course is an examination of PreK-12 schools with an emphasis upon the principal as a transformational leader. Specific roles toward school improvement are identified within the context of enhancing student learning for all students. The course focus is on problem solving strategies while working collaboratively and effectively with faculty and staff. Creating a vision of leadership and learning, developing a positive school culture, addressing legal issues, managing the school and its finances as well as interacting with the external school environment are some of the topics covered.

LEAD-424 Introduction to the Evaluation of Certified and Support Staff, 3 cr. 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; problem-solving strategies in the supervision and evaluation of PreK-12, 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 cr. 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 to K-12 settings.

LEAD-428A Seminar in Educational Administration: Decision-Making, 3 cr. 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. Prereq.: LEAD-421 and LEAD-424.

LEAD-428B Seminar in Educational Administration: Theory and Practical Application, 3 cr. 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. Prereq.: LEAD-421 and LEAD-424.

LEAD-428F Seminar in Educational Leadership in the Middle School, 3 cr. 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. Prereq.: LEAD-421 and LEAD-424.

LEAD-429 Research Design and Analysis of Educational Data, 3 cr. The purpose of this course is to help the student develop skills in research design, including problem statements, hypotheses formulation, population/sample selection, data collection, statistical analysis and interpretation. The course includes qualitative and quantitative research. Historical analysis, descriptive, causal-comparative, correlational and experimental studies will be developed as they relate to effective schools and administrative research.

LEAD-430 Thesis Seminar, 3 cr. 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 and Community Relations, 3cr. 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 and Budgeting, 3cr. 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.

LEAD-433 School Law and Ethics, 3cr. 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.

LEAD-434 Internship I, 3 cr. The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities’ management, and community relations.

LEAD-435 Internship II, 3 cr. (See LEAD-434 for description.)

LEAD-436 Human Resources Administration in Education, 3cr. 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.

LEAD-438 Collective Negotiations, 3 cr. 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-445 Practicum in School Business Management, 3 cr. 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 cr. 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 cr. 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 Use of the Microcomputer for School Administrators and Supervisors, 3 cr. An examination of the use of micro-computers in educational 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 cr. 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, 3cr. 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 The Adult Learner, 3 cr. 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 of adult education.

LEAD-491 Foundations of Higher Education, 3 cr. This course provides students with knowledge of the historical development of higher education in the United States and its socioeconomic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance of 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 cr. 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 cr. 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 cr. 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 cr. 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 cr. 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 cr. 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 cr. 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.