INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (ILPD)

ILPD 603 SCHOOL LAW (3)
A study of the legal framework within which the public and nonpublic schools function. Attention to the legal relationships among federal, state and local governments; the legal status of school districts, boards of education and school administrators; the law regarding all facets of the school program and policies. Student who have taken EDUC 603 are not eligible to take this course. Prerequisite: Graduate Standing. Student teaching or teaching experience.

ILPD 605 MANAGEMENT PF JI, AM SERVICES: LEADERSHIP AND SUPERVISION (3)
Assists students in developing management expertise for working in nonprofit Jewish organizations. Focuses on leadership style, interpersonal relations, mission statements, shared vision, executive roles, and working with committees, communities, and colleagues. Prerequisites: None.

ILPD 606 STRATEGIC MANAGEMENT OF JEWISH ORGANIZATIONS (3)
Survey of organizational theory and management skills for nonprofit Jewish institutions. Course focuses on financial management, policy formation, strategic planning, marketing and fundraising, critical issues in philanthropy. Prerequisites: None.

ILPD 614 CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS (3)
Focuses on understanding and applying current research based principles of assessment design, and strategically using formative and summative assessment results to support student and teacher growth. Approach models best practices in professional learning community development. Prerequisites: None.

ILPD 650 EXPLORATION OF HOLOCAUST EDUCATION (3)
Critical exploration of various topics of the Holocaust through art, literature, life stories, and film. Core information about the history of the Holocaust and the context and implications of that history. Examine effective teaching methodologies and challenge each student to prepare and present curricular units utilizing different teaching models.

ILPD 667 CURRICULUM & ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT (3)
Curriculum & Assessment examines the historical, philosophical, and psychological foundations of the school curriculum from an administrative/supervisory perspective. Students will determine some of the basic forces affecting curriculum development, examine its patterns of organization, and identify school practices in curriculum development and assessment. Students will formulate and articulate their own curricular theories (orientations) and views related to current trends. The course addresses several sets of state and national standards. Prerequisites: Graduate Standing.

ILPD 668 LEADERSHIP & GROUP DYNAMICS (3)
Leadership practices governing organizational behaviors in schools and other professional settings, emphasizing adult development and professional growth, group participation, effective communication, etc. Prerequisites: Graduate Standing.

ILPD 670 SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP (3)
In depth study of a selected topic in Instructional Leadership. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the program director is required. Each topic may be taken as a separate course. May be repeated up to 9 units provided a different topic is covered. Prerequisites: Graduate Standing.

ILPD 675 LEADERSHIP AND ACTION RESEARCH (3)
Applications of principles and processes for identifying a school issue and determining an appropriate solution to the problem at the school level. Field-testing of proposed solution and examination of effectiveness of chosen strategies through data analysis. Prerequisite: Graduate standing.

ILPD 716 LEADERSHIP OF THE SCHOOLS (3)
Principles of school leadership, roles and responsibilities, change management, curriculum improvement, and organization of the school unit. Aligned with approved state and national leadership standards. Students who have taken ELED 716 or SCED 643 are not eligible to take this course. Prerequisite: Three years of teaching experience, teacher certification and 9 graduate units.

ILPD 739 LEADERSHIP THEORY & PRACTICE FOR EDUCATIONAL LEADERS (3)
Focus on the theoretical and applied foundations of leadership concepts, principles, practices, and competencies; integration of theory and practice to apply these conceptual models of leadership in the education context; and the concept of the school as a learning organizational and its implications for the practice of educational leadership. This course is aligned with the standards established by the Educational Leadership Council (ELCC), Interstate School Leaders Licensure Consortium (ISLLC), Maryland Instructional Leadership Framework (MILF), Technology Standards for School Administrators (TSSA).

ILPD 740 DATA-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION (3)
Considers how to collect, analyze and use a variety of classroom, school-based, state, and national trend data to measure program effectiveness and guide curricular revisions. Students who have taken EDUC 740 are not eligible to take this course. Prerequisites: Graduate courses in curriculum and teaching experience.

ILPD 742 TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (3)
Addresses the basic considerations affecting professional development at the school and district level, examines patterns of organization and identifies successful school practices. Students formulate and articulate their own beliefs in relation to current trends and make correlations to standards addressed through the Educational Leadership Constituent Council (ELCC) and the National Staff Development Council (NSDC). Student who have taken EDUC 742 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate program; courses in administration and supervision.

ILPD 743 LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE (3)
Theoretical underpinnings of individual and organizational learning in an era of rapid change, with emphasis on leaders' roles in shaping schools and districts into learning communities, based on shared values, norms, and ongoing reflective dialogue. Students who have taken EDUC 743 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate programs.
ILPD 744 INTERPERSONAL RELATIONS AND GROUP DYNAMICS: THEORY, RESEARCH, AND APPLICATION (3)
Addresses theoretical and applied foundation of concepts, principles, practices, and competencies related to understanding group dynamics and interpersonal relations; integration of theory and practice to apply various conceptual models of group behavior to educational and organizational settings; self-awareness and developmental activities to improve interpersonal relations. Students who have taken EDUC 744 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate programs.

ILPD 745 SCHOOL BUDGETING AND FISCAL PLANNING (3)
Development of a budget on departmental, local school, system-wide and state levels; implementation and evaluation of budgets; long- and short-term fiscal planning. Students who have taken EDUC 745 are not eligible to take this course. Prerequisite: Once course in school leadership.

ILPD 781 SEMINAR IN SUPERVISION (3)
Roles of the instructional supervisor, supervisory practices and techniques aligned with approved state and national leadership standards. Students who have taken ELED 781 or SCED 683 are not eligible to take this course. Prerequisites: Three years of teaching experience and 9 graduate units.

ILPD 797 INTERNSHIP IN INSTRUCTIONAL LEADERSHIP (1-3)
Designed as a 300 hours collaborative experience involving the school systems, the university, and the candidates in practical applications of the knowledge, skills and dispositions needed to be successful as emerging instructional leaders. In the internship, candidates enrolled in a formal program for Administrator I Certification are required to interact in multiple educational settings and situations and demonstrate understanding of instructional leadership acquired throughout the professional program. The internship addresses several sets of state and national standards: The Educational Leadership Constituent Council (ELCC) Maryland Instructional Leadership Framework (MILF) and Technology Standards for School Administrators (TSSA). Prerequisites: candidates must have completed a minimum of 30 units of graduate course work, passed the comprehensive examination, and have consent of the program adviser.