HUMAN RESOURCE DEVELOPMENT: EDUCATIONAL LEADERSHIP M.S.

Degree: Master of Science
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The Master of Science degree in Human Resource Development is an interdisciplinary program designed to provide students with specific knowledge and practical skills within a variety of human resource fields. The curriculum is designed to meet the needs of individuals with varied academic backgrounds and professional experience. The program emphasizes the application of theory and research to practical human resource issues within business, government, nonprofit organizations and education.

The Educational Leadership Track within the Human Resource Development Program is designed for certified teachers and other licensed professionals working in schools who aspire to become educational leaders and administrators at local and state levels. This program is approved by the Maryland State Department of Education (MSDE) for those seeking certification as Administrator I.

Please note that only one degree can be awarded in Human Resource Development; students who have completed a concentration in HRD (General) will not receive a second degree in HRD/Educational Leadership.

Admission Requirements

- Certification as a teacher or licensure as a school professional and currently working in a school or educational setting in the school of Maryland.
- Minimum of three years of teaching or relevant professional experience in a public or private school.
- College transcript documenting successful completion of a special education course (undergraduate or graduate).
- The minimum GPA required for admission is 3.00. Students who have a minimum GPA of 2.80 may be considered for admission.

Please complete the online application (http://www.towson.edu/academics/graduate/admissions/apply), including the following:

- Two letters of recommendation (one must be from a current school administrator or educational leader who can attest to the applicant’s professional experience and suitability for leadership)
- Copy of current teaching certificate or other professional licensure
- One-page personal statement indicating why the applicant is interested in pursuing graduate study in this track. The statement should describe why the applicant is pursuing graduate study in this track and what he/she hopes to learn in order to become an effective educational leader.
- An updated professional resume

Degree Requirements

- Students must take a minimum of 36 units as prescribed in their program and selected in consultation with the adviser.
- Students must submit a portfolio upon completion of internship experiences, and aligned with state, national, and departmental standards and assessments.
- Demonstration of proficiency by attaining a passing grade on the comprehensive examination. Students must take the comprehensive examination prior to enrolling in the internship. Students must have a GPA of 3.0 to take the Comprehensive Exam, demonstrate proficiency by attaining a passing grade on the comprehensive exam. Students only have the opportunity to take the exam twice. If a student does not pass the exam twice, they must meet with the graduate program advisor and/or department chair before moving forward with his/her program.
- Students must have a 3.0 to register for ILPD 797
- Attainment of highest levels on assessment of professional dispositions.

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<td>Select 18 units from the following courses or others in consultation with adviser:</td>
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Total Units 36
The Instructional Leadership and Professional Development Department offers two MSDE-approved programs for Administrator I preparation: a Master of Science (Human Resource Development/Educational Leadership) and a Certificate of Advanced Studies (Organizational Change). Both fulfill the Educational Leadership Constituent Council (ELCC) standards required for national and state recognition and accreditation.

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the schools educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every students academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.
ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.
ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (912 hours per week) internship that includes field experiences within a school-based environment.
ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Courses

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 716 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 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 Consortium (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). Students 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.