HUMAN RESOURCE DEVELOPMENT: EDUCATIONAL LEADERSHIP M.S.

Degree: Master of Science
https://www.towson.edu/coe/departments/leadership/grad/hr/

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This program will be transitioning to the Transformational Educational Leadership (MS) in Spring 2019.

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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Electives

Select 18 units from the following courses or others in consultation with adviser:

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<tr>
<td>EDUC 605</td>
<td>INFORMING EDUCATIONAL PRACTICE TO AFFECT CHANGE</td>
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<td>ILPD 739</td>
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<td>ILPD 742</td>
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<td>ILPD 743</td>
<td>LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE</td>
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<td>ILPD 744</td>
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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 collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the schools educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 1.2: 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 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 and 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 collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the schools educational environment; promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

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 LEGAL AND ETHICAL ISSUES IN EDUCATION (3)
Highlights major legal and ethical issues in education affecting teachers, administrators, students, and parents. Emphasis is placed on gaining a solid foundation of the framework of our U.S. legal system and demonstrating adeptness at applying this legal knowledge through the lens of ethical decision making. Students will study U.S. Supreme Court cases impacting education and propose leadership action plans that model principles of self-awareness, reflective practice, and transparency to resolve common legal and ethical dilemmas that arise during the operation of a school. Prerequisite: program admission.

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.

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, and critical issues in philanthropy.

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. The instructional approach that is used models best practices in professional learning community development.

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. Examines effective teaching methodologies and challenges 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 curricular 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. Prerequisite: 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 for 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 solutions and examination of effectiveness of chosen strategies through data analysis. Prerequisite: graduate standing.

ILPD 676 PROFESSIONAL COMMUNICATIONS FOR SCHOOL LEADERS (3)
This writing-intensive course focuses on helping future school leaders refine and practice strategies and skills needed for clear, compelling, and appropriate communication with the different constituencies that make up a school community. Its goal is to enable school leaders to use written and spoken communication to build healthy, inclusive, and well-informed school cultures, as well as respectful relationships within and beyond school walls. An emphasis on the uses of social media is a particular focus.

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. Prerequisites: three years of teaching experience and teacher certification.
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 organization and its implications for the practice of educational leadership. This course is aligned with approved state and national leadership and technology standards.

ILPD 740 EVIDENCE-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 approved state and national leadership and professional development standards. Students who have taken EDUC 742 are not eligible to take this course. Prerequisites: one or more courses in educational leadership.

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 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 746 CULTURES AND CONTEXTS OF EQUITABLE SCHOOLS (3)
Explores the characteristics of schools that use equity as a guiding principle and the ways leaders incorporate relevant concepts into the cultures of their schools. After identifying a broad operational definition of equity, participants examine components that nurture equitable school cultures, including instructional and interpersonal practices, community engagement, and teacher agency and empowerment. After gathering both survey and interview data pertaining to the culture of their own educational settings, participants focus on an area of concern and observe, describe, and analyze it through an equity lens. They then develop a means of addressing the concern using theory and practices studied in the course. To the degree possible, participants implement their plan, report the results of their action research, and identify the school's next steps to creating a more equitable learning environment for students and staff.

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 system, 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 approved state and national leadership standards. 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.