

# EDUCATION LEADERSHIP (EEL)

---

## EEL 600 Community and Inclusive School Leadership (3 credits)

This course focuses on techniques for consensus building and participatory approaches to school-community and district-community decisions. The course emphasizes the meaning of an inclusive community within the classroom, school, and district; the importance of dialogue and partnership with families, other community members and external agencies; and the role of school building and district leaders in those efforts. Theories of leadership and the change process will be explored within these contexts.

**Course Rotation:** PL: Fall, Spring, and Summer.

## EEL 601 Educational Law and School Leadership (3 credits)

Provides educational leaders with a broad overview of the legal authority under which they and their school boards operate and examines the legal principles governing their day-to-day operations. Emphasis will be placed on the responsibilities, rights and restraints of school personnel. The course will emphasize understanding laws and regulations governing district and building management, human resource management, student rights and responsibilities, parent/guardian rights and responsibilities, and other matters.

**Course Rotation:** PL: Fall, Spring, and Summer.

## EEL 602 Technology, Data Management and Analysis for Educational Leader (3 credits)

Introduces school and district administrators to the uses of technology to support effective instruction and communication. The principles of data collection and analysis are explored as tools to improve academic achievement. Topics include: basic concepts and terminology in data management; tools of analysis for determining school needs; the application of information systems to instructional and administrative decision making; and the implications of data systems. PL: Fall, Spring, and Summer.

## EEL 603 Curriculum Development for School Leaders (3 credits)

This course includes a study of the history of curriculum development and of current issues and trends in curricular matters. Students will create, evaluate and modify curricula for a chosen level and/or discipline. Analyzing concepts, principles, and best-practice applications of developmental and learning theories, curriculum development, instructional delivery, and classroom organization and practices with regard to the diverse needs and learning styles of all students (e.g., special education students, English language learners, gifted and talented students) will be emphasized. Criteria for adoption of school or district-wide curricula will be created, evaluated and modified. PL: Fall, Spring, and Summer.

## EEL 604 Supervision and the Improvement of Teaching and Learning (3 credits)

This course focuses on the role of the supervisor or teacher-mentor in bringing about changes about desirable changes in teaching and learning. Use is made of significant research and best practice to explore the areas of promoting human potential, communication, the measurement of classroom behavior, the utilization of a variety of techniques to promote teacher self-analysis and assisting teachers to deal with innovative approaches in curriculum and instruction, including the use of modern technology. The tension between curriculum development and evaluation is also highlighted in this course and the role of professional development will also be explored. The course will also apply knowledge of adult learning principles and motivation theory to ensure appropriate and effective professional development opportunities. PL: Fall, Spring, and Summer.

## EEL 605 Management of the Inclusive Setting (3 credits)

This course explores major theories and research from education and other disciplines relating to the management and development of organizations and people; studying processes for the daily management of school operations; collective bargaining and contract management that support and extend the educational vision; reviewing procedures for crisis planning and prevention and for crisis response within schools and school systems; recognizing procedures for using internal and external resources to provide support services for students, including students with disabilities, students who are English language learners, and at-risk student populations. PL: Fall, Spring, and Summer.

## EEL 606 Educational Accounting (3 credits)

This course examines basic municipal accounting as it pertains to New York State accounting and reporting. Topics include GAAP; uniform system of accounts, including practice sets; familiarization with annual audits; and required state reports. PL: Fall, Spring, and Summer.

## EEL 607 Educational Budgeting (3 credits)

This course is designed for those students preparing for positions of school business administrator, particularly in the area of school business and finance. The purpose of this course is to enable school business administrators and prospective school business administrators to investigate, discuss, and obtain an in-depth study of various principles and practices of public school budgeting. PL: Fall, Spring, and Summer.

## EEL 609 Finance Law (3 credits)

The purpose of this course is to examine the concepts in and sources of the laws, rules, regulations and cases which govern the operation of school finance and the activities of the School Business Administrator. Emphasis will be placed on the techniques and procedures for applying said laws.

## EEL 610 School District Leadership in Inclusive Settings (3 credits)

This course explores the complex roles of district leaders other than the superintendent. The relationships between and among district leaders and the superintendent, principles, school administrators, teachers, staff, and the community will be explored. Strategies for negotiating among competing values, rights, responsibilities, and priorities will be investigated.

EEL 612 Strategic Planning for Educational Leaders (3 credits)

Familiarizes present or future school administrators with organizational theory and dynamics, a philosophy of planning, a definition of planning, the planning discipline and the planning process. Students will have the opportunity to explore the following elements of a strategic plan: beliefs, mission, policies, internal and external, analysis, competition objectives, strategies and action plans for change. Setting a vision for an inclusive learning community will be the focus. PL: Fall, Spring, and Summer.

EEL 673 Facilities Planning (0 credits)

This course provides school business leaders with the opportunity to develop understanding and proficiency in the management of the operation and maintenance of the school facilities. Topics include standards for custodial and cleaning services, preventative maintenance programs, health and safety standards and regulations, construction procedures and energy conservation.

EEL 674 Labor Relations (3 credits)

This course provides school business leaders with an overview and analysis of employment and dismissal processes for various categories of employees in New York State school districts. In addition, it provides an introduction to collective bargaining negotiations and the contract administration process.

EEL 695 Independent Study in Education Leadership (1-4 credits)

EEL 696 Internship and Seminar in Educational Administration (1.5-6 credits)

This course will provide multiple and specific opportunities for prospective candidates to substantively demonstrate their proficiencies in the management, finance and accounting practices of a school district. The appropriate response to simulations, planning exercises and detailed demonstrations of proficiency will be presented to members of the faculty for a final assessment in this program. Experts from our cooperating schools in the university in law, business and information systems will be called upon to evaluate and give constructive feedback to our candidates.