



Program of Study: Master of Education (M.Ed.) in Education Administration with an Emphasis in Organizational Leadership

(Not Eligible for Credential)

Program Description

The Master of Education in Educational Administration with an Emphasis in Organizational Leadership (Not Eligible for Credential) is a program designed for any individual interested in the administration of educational and social services settings for children in the Grade K-12 setting, but who must postpone a school site-based administrative internship, or who does not choose to seek a K-12 administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational leadership, organizational theory, and strategic management. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a school or children's social services setting to complete the program assignments. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring an administrative credential. The students are also prepared to move into an administrative internship/credentialing component with Grand Canyon University at a later date. Students must have a current K-12 teaching certificate.

Course Number	Course Title	Course Description	Credits
EDA 529	Education Administration Foundation and Framework	This course orients students to the program, the field, and the Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.	3
EDA 531	Survey of Organizational Theory	This course provides a new paradigm for the school leader to apply the fundamental concepts of organizational theories and models to educational enterprises. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #1.	3
EDA 530	Educational Leadership	Upon completion of this course, educational leaders will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #2.	3
EDA 532	Legal Issues in Education	Upon completion of this course, educational leaders will possess an understanding of legal principles, along with the origin and development of laws governing American schools. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard #6.	3
EDA 533	Public School Finance	Upon completion of this course, the student will possess an understanding of the application of school finance topics related to education at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major challenges in the operation of local schools.	3

EDA 550	Supervision and Instructional Leadership	Because of the pervasive nature of supervision and instructional leadership, this course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on ISLLC Standard #2. Upon completion of this course, the student will possess an understanding for the application of 1) models and theories of supervision, 2) interpersonal and technical skills needed for supervision, and 3) tasks and functions of the supervisor.	3
EDA 560	Curriculum Development for School Improvement	Upon completion of this course, educational leaders will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. They will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and withstand personal biases. This course responds to a portion of the Interstate Leaders Licensure Consortium (ISLLC) Standard #2	3
EDA 570	Action Research in Education Administration	This course is designed to provide a theoretical foundation and framework for action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design of a peer-supported action research project. The student's research project will be personalized to his or her school.	3
EDA 590	Educational Leadership in Technology	Upon completion of this course, the student will possess an understanding for the application of 1) financial, organizational, and implementation challenges of integrating technology into the educational community, 2) leadership strategies to integrate technology into the educational community, and 3) effective evaluation and assessment plans of current and future technology integration in the educational community. This course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on the ISLLC Standard #3.	3
MGT 625	Leadership Styles and Development	An exploration of the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints. Provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in the real-world organization.	3
MGT 626	Organizational Systems and Cultures	This course will equip students to fully understand the complexities of organizational systems and cultures, the ways in which these forces manifest themselves, and the means by which leaders intentionally impact the shape that these forces take in their organizations. Students will explore the application of various organizational systems and cultures theories to case studies, as well as to their current professional settings. Additionally, students will research and critically analyze the comparative cultures of two organizations from the same industry. The findings related to this research will be presented in the form of an Executive Presentation and related written analysis report.	3
MGT 609	Strategic Management	A study of the formulation of strategy and policy in the organization, emphasizing the integration of strategic decisions across the functional areas and across multiple business units. Significant emphasis is placed on the critical role that general managers/strategists play in driving organizational success while concurrently ensuring ethical soundness.	3

*Total Master of Education in Education Administration with an Emphasis in Organizational Leadership
(Not Eligible for Credential) Credits: 36*