

Bachelor of Education in Educational Leadership (B.Ed) **(Final Year Asia Residential Program)**

Akamai University
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Approved 23 May 2017



People of all nations are interested in education and the quality of their schools. In many ways, a nation's progress is often equated with the success of its educational system and educational leaders. People expect their schools to assist their young to become well educated citizens and the future leaders of their society and they rely upon their schools to guide their young people through life's chances in a way that will mold their lifelong attitudes and skills in effective preparation for their life's challenges. On that basis, Akamai University sets the highest of standards for its programs in educational leadership, appoints the most well-prepared faculty members, and designs the very best curriculum for its participants.

Minimum Entry Requirements

Bachelor of Education applicants must have a diploma (or equivalent) in a relevant discipline or the equivalent in formal professional training and advanced professional certifications with several years of progressively more responsible education and training related experience. As a ground rule, mature adults should have approximately 5 years of education-related work experience.

Bachelor in Education in Educational Leadership:

Degree Requirements: 30 credits above the minimum entry requirements, as listed below.

Core Modules (9 credits)

Complete each of the following three modules:

- EDU 501: Leadership in Educational Institutions (3 credits)
- EDU 509: Field Study in Educational Leadership (3 credits)
- EDU 591: Professional Portfolio Project (3 credits)

PLUS: Major Concentration (21 credits)

Complete seven (7) modules, selected from the following:

- EDU 504: Human Resource Management in Education (3 credits)
- EDU 520: Introduction to Educational Administration and Governance (3 credits)
- EDU 523: Managing Educational Resources (3 credits)

- EDU 527: The School Principalship (3 credits)
- EDU 540: A Comprehensive Introduction to Curriculum (3 credits)
- EDU 546: Models of Teaching and Learning (3 credits)
- EDU 552: Informed Decision-Making in Education (3 credits)
- EDU 553: Quality Assurance in Education
- EDU 561: Handling Social Problems in Education (3 credits)

Duration: 12 months minimum

Residential Class: At Penang or EDS Executive Learning Centre, Kuala Lumpur

Tuition Fee: USD \$3,500 (In three payments of \$1,250 each)

Application Fee: USD100

Residential Study Dates: To be Determined

Residential Fee in KL: USD690 per trip for 8 days and 7 nights hotel accommodation in twin sharing plus all the vegetarian (breakfast, lunch and dinner) while in Kuala Lumpur. Also include airport pick up and send off to airport upon completion of the residential seminar.

Note: When the learners earn the Akamai Bachelor of Education major in Educational Leadership they could proceed to enroll for the Akamai University (or Palawan State University) Master of Education Program.

Education Program Faculty

- Prof Dr Premkumar Rajagopal
Program Director
- Prof Dr Lee Karling
Program Deputy Director
- Prof Dr Arivalan Ramaiyah
- Dr William Wong
- Dr Balakrishnan Muniapan
- Dr Harwindar Singh
- Prof Dr Chieu (Vietnamese co-trainer)

Module Descriptions

EDU 501: Leadership in Educational Institutions (3 credits)

This course examines current concepts, research, and philosophies of educational leadership. The goal is to promote teacher-leadership in effective teaching and learning and influence in local educational policies and programs. This course provides teachers with the knowledge and skills to be leaders in their classrooms and schools, make teaching and learning more effective throughout their school and district, and to successfully advocate for and influence local

educational policies and programs. Students are encouraged to become self-directed learners who engage other professionals, networks, organizations, and resources related to the issues of the class. Students choose an issue to investigate in detail, using professional resources in building a case study project report.

EDU 509: Field Study in Educational Leadership (3 credits)

Students in Educational Leadership investigate the core tasks and responsibilities in the field of Educational Leadership through close contact with practitioners and the tasks and roles of an administrator in an educational institution. Students may pursue field study through a supervised practice, advanced field study or other external exploration under the direction of a qualified mentor and an approved field site sponsor. Graduate students participate in the field study for a minimum of 45-50 contact hours per Akamai University semester credit. The field placement is expected to afford students appropriate practical hands on experience and in-depth knowledge of the profession. Students complete a daily journal and prepare a scholarly paper summarizing their findings for the field study.

EDU 591: Professional Portfolio Project (3 credits)

Participants assess the relevant elements of their background and training and prepare a major presentation of their professional portfolio and CV under the mentorship of management faculty. Participants gather supporting documentation and present a formal portfolio presentation for review and commentary by faculty. The objective of this portfolio activity is to require the participant to reframe thinking regarding background and training to view transformational elements in professional achievements and advancements over the life of the management career. The chief outcome of the project is the presentation of a case study in essential elements of effective management with the participant's own background as the case study under investigation.

EDU 504: Human Resource Management in Education (3 credits)

This class examines the role of the human resource manager in the field of educational leadership. Topic review effectiveness in employee acquisition and retention, work functions, workforce development, benefits and compensation, and employee relations are reviewed and analyzed. This course looks into the challenge of work place and workforce diversity as well as best practices and future trends in human resource administration within the educational leadership field. Topics review trends, best practices, and strategic importance of human resources in organizational effectiveness. Participants also explore laws and regulations applicable to HRM in education, as well as employee benefit programs, employee health and welfare, performance modification, employee discipline and employee compensation programs.

EDU 520: Introduction to Educational Administration and Governance (3 credits)

This introductory course is designed for those who wish to become administrators of school systems. It is an overview of school administration in the American context. Topics to be examined include, the context of schooling in America, both public and private, overview of responsibilities and administrative processes; leadership, managerial, political and educational roles and educational administration in the 21st century; the culture of school and administration,

governance, power, and influence structures; Federal and state government roles in education, policy making, legal and financial issues.

EDU 523: Managing Educational Resources (3 credits)

This is a practical course in applying business management principles to the management of the resources in the school system. Skills will be developed in financial management, accounting, auditing, computerized business management systems, salary schedules, budgeting procedure managing the use of facilities, and pupil transportation.

EDU 527: The School Principalship (3 credits)

This course examines the roles and responsibilities of the school principal and the issues of those roles from practical and theoretical perspectives. Topics include, instructional leadership, ethical and moral leadership, leadership in technology and curriculum development, staff development, policy development, and community relations. Case studies, projects and papers are required.

EDU 540: A Comprehensive Introduction to Curriculum (3 credits)

This is an introductory course in curriculum for teachers. The aim of the course is to integrate the theoretical conceptions of curriculum into classroom practice. Participants will examine conceptions of curriculum, developing and selecting learning opportunities, implementing curriculum change, evaluating the curriculum, the politics of curriculum making and trends, and issues and research of curriculum making. Participants will demonstrate knowledge by designing and developing a curriculum of their choice.

EDU 546: Models of Teaching and Learning (3 credits)

The aim of this course is to present to the teacher a wide selection of teaching models or approaches to teaching that teachers can effectively use to develop curriculum, design instructional materials and assist them in the day to day and long term instruction in the classroom. Topics include: where models of teaching come from, how to classify and apply them, the generic social models, information processing models, personal family models, and behavioral system models. At the conclusion of this course, participants will demonstrate that they can apply various models of teaching and learning in their classroom.

EDU 552: Informed Decision Making in Education (3 credits)

This class focuses on using data to augment the decision making process for school improvement. Topics emphasize the simultaneous use and analysis of multiple data streams to guide leaders through curriculum alignment development and enhancement, supervision of instruction, and targeted professional development for teachers, administrators, and support staff.

EDU 553: Quality Assurance in Education (3 credits)

This class examines the how quality assurance is seen as part of the public responsibility for higher education. Topics examine the contributions of policy makers and practitioners consider the role of quality assurance as an element of higher education governance Students explore the function quality assurance in the recognition of qualifications. Case studies are used to illustrate various aspects in different national settings.

EDU 561: Handling Social Problems in Education (3 credits)

Sociological and social-psychological theories, concepts, and research will be studied to define, ground, identify causes and consequences of social disorganization (e.g., addictions, juvenile delinquency, poverty, hunger, mental illness, homelessness, road rage, bullying, school and family violence, slavery, terrorism) in society's institutions. Specific topics, readings, and projects will be determined in collaboration with the student.