

Educational Leadership (MA)

Meeting a Growing Demand. Making a Difference.

Our MA in Educational Leadership (MAEL) program equips professionals with the skills to adapt to the education sector's growing complexity and changing priorities. Offering a leadership model that emphasizes people and teamwork, this program will equip you with the skills you need to make a tangible difference in the lives of learners and fellow educators. Additionally, TWU's MAEL program is recognized by the BC Ministry of Advanced Education and the TQS (Teachers' Qualification Service) for salary upgrades. (Completion of MAEL does not confer a teaching certificate.)

PROGRAM OUTCOMES

- Learn how to effectively manage teams of educators
- Learn how to lead from a values perspective
- Become a leadership expert in your school
- Enhance your professional development to potentially be eligible for salary increases
- Earn an enhanced leadership role as a teacher at your school

PROGRAM DELIVERY

Our program delivery is designed to accommodate your learning preference through three learning options:

- blended online and face to face,
- completely face to face,
- or completely online.

Trinity Western's MAEL program offers top-level leadership training in a dynamic and innovative format. Complete this 34-credit degree program in 24-29 months through our part-time option, or finish in 13-17 months with our full-time option.

GRADUATE CERTIFICATE OPTION

A 13-month graduate certificate option (15 credits) is also offered. Credits from this certificate can be laddered into a full degree.

ID	COURSE	CREDITS
EDUC 697	EDUC 697 - Major Project 2022-2023	3
	The major project is a synthesis of research, theory, and practice. Students work under the supervision of an approved supervisor to design, implement and evaluate a project related to their	

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	<p>professional field of interest. Such projects may involve an analysis of current educational policy, development of a curriculum product, or an in- depth analysis of extant literature on a particular topic related to the course of study. The focus of the project is the integration of research and theoretical and practice perspectives to a particular practice, focus or problem.</p>	
EDUC 698	<p>EDUC 698 - Thesis I 2022-2023</p> <p>Students are required to complete a thesis (6 sem. hrs.) that passes an examiner external to the University with expertise in the particular area of the thesis. The thesis must be defended orally before an examination committee. Students may choose their area of research with help from the program director and other faculty. This may occur at any time after their first semester in the program.</p>	3
LDRS 501	<p>LDRS 501 - Strategic Leadership 2022-2023</p> <p>The student gains an appreciation of practical visioning and strategic leadership with an emphasis on understanding strategic leadership framework, integrating new leadership knowledge, using different strategic perspectives, appreciation of strategy-making process and factors, developing workplace application skills, acquiring development tools and the integration of transformational servant leadership skills throughout.</p>	3
LDRS 502	<p>LDRS 502 - Team Leadership and Conflict Resolution 2022-2023</p> <p>This course prepares those currently in leadership positions to assess and develop their abilities to coach and develop teams, manage conflict by building relationship, and turning confrontation into cooperation, as well as explore and experience teamwork. Participants understand conflict theory teamwork development, motivation, and management strategies. As leaders and agents of change, candidates analyze and formulate key knowledge and skill areas that enable them to construct the competencies of self-renewal, communication, and understand how they interact in a team. Development of these competencies increase participants' abilities to value people, and thereby, increase the effectiveness of their negotiation, intervention, and impact in a team environment. The course is facilitative, participatory, and experiential. Candidates complete this course having experienced personal change, and having the confidence and competence to influence others through building relationship, cooperative negotiation, and a greater trust in a team environment.</p>	3
LDRS 503	<p>LDRS 503 - Results Based Leadership 2022-2023</p> <p>An analysis of organizational development and operation in a leadership-based system for performance results measurement and reporting; terminology, concepts, and skill needs; the role of a Christian perspective on financial accountability, concepts and principles; specific stakeholder interests in defining data/ information needs; key elements and factors for quality business plans and budgets; governance, financial leadership, performance results measurement and reporting strategies.</p>	3
LDRS 591	<p>LDRS 591 - Scholarly Inquiry 2022-2023</p>	3

ID	COURSE	CREDITS
	<p>This course provides an overview of the process, critical analysis, and associated skills required for scholarship and research. This course is designed for learners who may have little experience in the area of research, and provides introduction to scholarly inquiry and various research approaches being used in the field of leadership to the end that learners may become discriminating consumers of research.</p>	
LDRS 620	<p>LDRS 620 - Worldview Foundations of Educational Leadership 2022-2023</p> <p>This course examines the complex issue of the Christian believer's mandate to indwell the Biblical story in the context of contemporary western culture, paying particular attention to ways in which this issue impacts the task of educational leadership. Students will discuss the potential of transformational servant leadership and values-based leadership for building personal and shared vision in educational settings. They will develop and discuss strategies through which the school leader can work reflectively with faculty, parents, students and others in establishing and sustaining a vision-shaped educational community. Students will also participate in a school leadership self-assessment exercise.</p>	3
LDRS 623	<p>LDRS 623 - Developing and Assessing Educational Programs 2022-2023</p> <p>This course reviews the foundations and practises of both macro- and micro-level program development for schools and school systems. Students will consider the underlying assumptions and effects of alternative approaches to program planning. They will explore how worldviews shape curriculum theory and analyze how they affect curriculum development. They will also examine contemporary issues and research problems related to planned curriculum change and development. The participants will develop a framework and criteria for developing programs, resources, and curriculum practice based on a Christian worldview.</p>	3
LDRS 624	<p>LDRS 624 - School Leadership and Supervision 2022-2023</p> <p>In this course participants will review the role of principals and other educational leaders in nurturing a healthy professional climate and sustaining teacher growth. They will develop an integrated model for continuous staff development. On the basis of the principles of Christian servant leadership and current supervision paradigms, they will consider how to supervise and evaluate school personnel. They will also scrutinize methods of staff selection, induction, and dismissal. Throughout, the focus will be on strategies for building positive school cultures.</p>	3
LDRS 625	<p>LDRS 625 - Educational Leadership and Change 2022-2023</p> <p>This course involves an examination of the characteristics of schools and classrooms that provide an environment for productive instruction and successful student learning within the contours of a defined vision for education. Included is an exploration of theories, current research, and examples of constructive and dynamic educational leadership. Learners will analyze models, practices, and investigate how to implement effective educational programs and bring about related changes at the classroom and institutional levels while overcoming barriers to change.</p>	3
LDRS 626	<p>LDRS 626 - Leadership for Contemporary Issues in Education 2022-2023</p>	3

ID	COURSE	CREDITS
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The school is a community for learning within a larger community. This course explores the links between schools and the social, political, and legal forces that impinge on them. Students will examine the relationship of the school with its social context, and how school leaders interact with external influences and affect them.

LDRS 684	LDRS 684 - Leadership Integration Thesis: Part 1 2022-2023	3
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The Leadership Integration Thesis (Part 1) provides opportunity for students to conduct innovative independent leadership research. The process of research—from identification of problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.

LDRS 685	LDRS 685 - Leadership Integration Thesis: Part 2 2022-2023	3
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The Leadership Integration Thesis (Part 2) provides opportunity for students to conduct innovative independent leadership research. The process of research—from identification of problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.

LDRS 698	LDRS 698 - Leadership Integration Project II 2022-2023	2
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LDRS 697 is a two semester hour course that together with LDRS 698 comprises the four semester hour Leadership integration project capstone. The process of designing and completing LDRS 697/698 is the practical exercise of higher order learning processes. LDRS 697/698 is focused on integrating the learning from various program courses into a comprehensive understanding and personal practice of leadership. The learnings of program courses will be collectively analyzed and reevaluated to determine meta-themes to inform a deeper level of scholarly inquiry in the field of leadership. LDRS 697/698 represents the capstone demonstration of a learner's ability to integrate practical program curriculum content and to demonstrate achievement in the programs defined leadership competencies. The course requires competent use of evidence-based scholarly knowledge, ability to analyze an issue, discipline in the problem-solving process, and scholarly documentation and presentation of information.