

EDUCATIONAL ADMINISTRATION (ELAD)

ELAD 509 Administration of Education and Training Programs (3 credits)

Restriction(s): Graduate students in Educational Leadership w/conc: Educ/Trainer or Educational Leadership w/conc: Adult and OrgLrning. This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

ELAD 510 Effective Leadership in a Diverse Society (3 credits)

Restriction(s): Graduate students in Educational Leadership or Principal or departmental approval. This course focuses on concepts and techniques of leadership for student learning and systems change, the changing roles of leaders in a diverse society, and the use of strategic planning and data analysis in the implementation of a vision for school success and student achievement. Throughout the course, students develop the skills, knowledge and dispositions to lead effectively, guided by the literature on leadership style and its interconnectedness to the power of authority of leaders.

ELAD 512 Administration of Elementary Schools (3 credits)

Prerequisite(s): ELAD 510. Restriction(s): Graduate students in Educational Leadership/Administration and Supervision, or department approval. Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

ELAD 513 Secondary School Administration (3 credits)

Prerequisite(s): ELAD 510. Restriction(s): Graduate students in Educational Leadership, Administration and Supervision, Educational Leadership w/concentration:Adult&OrgLearning or department approval. Special administration problems of the junior and senior high school. Recruitment of staff, scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on special administrative problems.

ELAD 521 Education Law (3 credits)

Restriction(s): Graduate students in Educational Leadership, Principal, Director of School Counseling or departmental approval. This course immerses students in the practice of school law as it relates to legal theory, practical politics, the relationship of a school district's organization to other units of government, various state boards of education, and the appellate functions of the state and federal court systems. Students study school law through a pragmatic process of applying the federal and state constitutions, statutes, regulations, board of education policies, and case law.

ELAD 522 Use of Computers in Educational Administration (3 credits)

Prerequisite(s): ELAD 510. Restriction(s): Graduate students in Educational Leadership or departmental approval. This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

ELAD 524 Education Law II (3 credits)

Prerequisite(s): ELAD 521. Restriction(s): Graduate students in Educational Leadership, Educational Leadership w/concentration:Adult&OrgLearning or department approval. This course is principally designed for the experienced public school teacher, administrator and board of education member. Such topics as school district and employee liability, negligence, and the constitutional and statutory rights of the school employee and student are fully explored. Pertinent administrative law and court decisions are reviewed using the case study method.

ELAD 526 School Business Administration (3 credits)

Prerequisite(s): ELAD 510, ELAD 521. Restriction(s): Graduates students in Educational Leadership, School Business Administrator. Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

ELAD 540 Differentiated Supervision (3 credits)

Restriction(s): Graduate students in Educational Leadership, Principal, Supervisor, Director of School Counseling or departmental approval. In this course, students examine the supervisory roles of school leaders in supporting effective teaching and student learning. They learn about the processes of clinical supervision, coaching, and mentoring, and develop the knowledge and skills to ensure effective instruction through collaboration, observation, analysis, feedback, and evaluation of instruction. All students engage in simulated and authentic supervision of classroom practice through a variety of techniques.

ELAD 543 Leadership and the Learning Organization (3 credits)

Restriction(s): Graduate students in Educational Leadership, Supervisor, Principal. In this course, students examine comprehensive principles for leadership to develop schools as learning organizations and for the management of personnel and facilities to implement a learning framework for all students and staff that results in student achievement. They explore policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources; distributive leadership within the learning community; recruitment, selection and termination of staff; staffing patterns; schedule design; and planning and budgeting processes.

ELAD 545 Leadership Skills in Communication (3 credits)

Prerequisite(s): Departmental approval only. This course explores contemporary concepts about the meanings and functions of communication in organizational leadership. Students explore the skills of communication: listening, speaking, writing and presenting to increase leadership and supervisory effectiveness through improved communication. Students prepare reports and reactions, verbal and written, to problem situations. Audio and video taping of individual skills in simulated situations is a component of the course.

ELAD 549 Ethical and Legal Issues for Education and Training Personnel (3 credits)

Restriction(s): Graduate students only. This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as Affirmative Action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

ELAD 570 Facilitation Skills for Educators and Trainers (3 credits)

Restriction(s): Graduate students in Higher Education Leadership program or departmental approval. The course provides both a theoretical and practical base for professionals in human resource development working with adults in learning situations in various nonschool settings. Included will be the principles of adult development and recent research on how adults learn in work settings. Through skill-building sessions, instructor and peer feedback, and extensive self-evaluation, students will become familiar with all phases of adult development and how to facilitate full development.

ELAD 609 Theory and Research in Administration (3 credits)

This course presents future leaders with an opportunity to become immersed in the practice and responsibilities exclusive to district-level administration leadership. Students have opportunities to study effective leadership first-hand from the perspective of the central office, taking multiple perspectives, including approaches to fiscal responsibility, student achievement, data analysis, professional development, community relations, and advocacy. Upon completion of the work, students develop a portfolio that includes artifacts as well as analysis and reflective commentary on the experience.

ELAD 610 Fieldwork in District Level Leadership (3 credits)

Prerequisite(s): Department approval only. This course presents future leaders with an opportunity to become immersed in the practice and responsibilities exclusive to district-level administrative leadership. Students have opportunities to study effective leadership first-hand from the perspective of the central office, taking multiple perspectives, including approaches to fiscal responsibility, student achievement, data analysis, professional development, community relations, and advocacy. Upon the completion of the work, students develop a portfolio that includes artifacts as well as analysis and reflective commentary on the experience.

ELAD 611 Ethical Leadership and Decision Making (3 credits)

Prerequisite(s): Department approval only. This course explores the ethical dimensions of leadership behavior and practice, and organizational decision making. Students examine various ethical dilemmas that educational leaders confront and apply ethical frameworks to resolve those dilemmas. Students read, discuss, analyze, and apply these frameworks surrounding ethical leadership and decision making to have the knowledge and skills to create a culture of ethical integrity through leadership.

ELAD 614 Transformative Leadership Practices (3 credits)

This course presents students with the opportunity to become immersed in leadership practice, and to appreciate the importance of instructional leadership in the creation of a learning environment supportive of student achievement. They study effective leadership first-hand, develop and practice instructional leadership skills, and enhance their knowledge for a career as a school leadership. Students develop a portfolio that includes artifacts as well as analysis and reflective commentary as the capstone project.

ELAD 615 Internship in School Leadership (1.5-3 credits)

Restriction(s): Graduate students in Educational Leadership, Principal, or department approval. This internship is the culminating activity for students completing the Master of Arts in Educational Leadership. Through the internship, students have an opportunity to become immersed in leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment at their school sites. They study effective leadership first-hand, develop and practice instructional leadership skills, and are mentored for a career as a school principal. The internship requires a minimum of 300 hours of supervised standards-based fieldwork under the direction of a university professor and a school mentor. Upon the completion of the work, students develop a portfolio that includes artifacts as well as analysis and reflective commentary that is presented at a dialogue session. May be repeated for a maximum of 3 credits.

ELAD 616 Internship in Educational Administration (6 credits)

Prerequisite(s): Department approval only. Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

ELAD 618 Independent Study in Educational Administration and Supervision (1-3 credits)

Prerequisite(s): Department approval only. Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or graduate program coordinator's approval. May be repeated twice for a maximum of 3 credits.

ELAD 619 Using Research for School Improvement (1.5-3 credits)

Restriction(s): Graduate students in Educational Leadership, Principal, or department approval. Course engages students with the use of research, school-based data, and inquiry in school improvement so that they can utilize these tools in their leadership practice and in their own development as professionals. Students conduct research in school settings and develop skills as consumers of educational research. May be repeated for a maximum of 3 credits.

ELAD 621 School Plant Planning (3 credits)

Prerequisite(s): ELAD 510 and ELAD 521. Restriction(s): Graduate students in Educational Leadership, School Business Administrator or departmental approval. The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

ELAD 622 School Finance (3 credits)

Restriction(s): Graduate students in Educational Leadership or Principal or departmental approval. In this course, students develop an understanding of how the economic environment, Redlining's manifestations, sound budgeting, financial management; personnel, facilities, and enrollment forecasting and management impact the provision of a top quality, equitable public education for students regardless of where they attend school. The major components that undergird this organizing principle include but are not limited to understanding operating and capital budgets; major revenue sources; bonds and indebtedness; major expenditure categories; state and federal aid; scale economies; state school finance formula-based inequities, property taxes, and the tax base, as well as how to earn public support for the public funding of public education and achieve educational resource equity.

ELAD 624 School Plant Maintenance and Operation (3 credits)

Prerequisite(s): ELAD 510. Restriction(s): Graduate students in the Higher Education Leadership program or department approval. Latest techniques in the maintenance and operation of the school plant. Various specialists in specific areas of study utilized in the instructional program. Determination of workloads, formulation of job descriptions, supply storage, care of mechanical and hand tools and equipment and care of the school site. (Not offered every year.)

ELAD 629 Accounting, Auditing, and Reporting for School Systems (3 credits)

Prerequisite(s): ELAD 526. Restriction(s): Graduate students in Educational Leadership, School Business Administrator or departmental approval. The course will provide students with the knowledge and skills required to initiate and maintain a school district's accounting, auditing, and reporting program. Emphasis is placed on the terminology and processes required to insure local school district financial accountability. New Jersey operational requirements will be stressed.

ELAD 635 Curriculum, Instruction and Assessment (3 credits)

Restriction(s): Graduate students in Educational Leadership, Principal, Supervisor or departmental approval. This course focuses on the knowledge and skills needed by building and district leaders to support student achievement through curriculum, instruction, and assessment. Students examine the role of vision, organization, and motivation in leading curriculum development and supporting teacher development of expertise in effective instruction and assessment. Through research and authentic experiences students gain a deeper understanding of how to design and promote professional development that serves to enhance instruction and assessment, and the many ways to involve all stakeholders in the work.

ELAD 643 Staff Personnel Administration and Supervision (3 credits)

Prerequisite(s): ELAD 521, ELAD 540. Restriction(s): Graduate students in Educational Leadership, School Business Administrator or departmental approval. Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

ELAD 644 Collective Bargaining, Impasse and Grievance Resolution (3 credits)

Restriction(s): Graduate students in Educational Leadership, School Business Administrator or departmental approval. Analysis of New Jersey public relations law (Chapter 123, New Jersey public laws of 1974). Simulations and case studies to illustrate negotiations, grievance, and impasse procedures.

ELAD 660 Field Experience in Human Resources, Part I (3-6 credits)

Prerequisite(s): Department permission only. The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizational development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

ELAD 661 Field Experience in Human Resources, Part II (3-6 credits)

Prerequisite(s): Department permission only. The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizational development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

ELAD 670 Special Topics in Administration and Supervision (1-3 credits)

Restriction(s): Graduate students in Educational Leadership or Higher Education Leadership programs. Emphasis on professional development issues and topics for prospective administrators and supervisors of educational programs and personnel in a variety of settings. Topics will vary depending on needs, concerns, or interests of individual student taking the course and the faculty member instructing the course. Current issues and concerns are given priority. Course is also available for practicing professionals and organizations. May be repeated twice for a maximum of 6 credits as long as the topic is different.

ELAD 680 Leading Curriculum Change for Student Achievement (3 credits)

Prerequisite(s): ELAD 635. Restriction(s): Graduate students in Educational Leadership, Principal, Supervisor, Director of School Counseling Services or departmental approval. This course will help students make the transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and the curricular approaches and professional learning for school staff that will increase student achievement. Students will develop an understanding of the nature of the presented curriculum and learn how to effectively restructure that curriculum and create professional learning opportunities in response to staff and student emerging needs.

ELAD 690 School and Community Relations (3 credits)

Restriction(s): Graduate students in Educational Leadership and Principal. In this course, students examine the political, social, and economic factors that influence a school's relationship with various community agencies and constituencies. They also develop administrative sensitivity to the various communities. As part of the process, students develop skills in group dynamics they need to work with faculty and staff; build a school community where attention to social justice, equity, and student achievement is the norm; facilitate change and conflict resolution; communicate with parents and community; and involve stakeholders in developing school-wide improvement plans.