

# EDUCATIONAL LEADERSHIP (EDL)

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EDL 600 Independent Study-Education Administration/Curriculum and Instruction (1-9 credits)

EDL 600A Independent Study-Education Administration/Curriculum and Instruction(A) (1-9 credits)

EDL 600B Independent Study-Education Administration/Curriculum and Instruction (B) (1-9 credits)

EDL 600C Independent Study-Education Administration/Curriculum and Instruction (C) (1-9 credits)

EDL 601 Administering Children's Programs (3 credits)

An overview of existing models of children's programs and the specific roles and responsibilities involved in the administration of these programs. Includes practical experience with program planning and implementation. Module A: Organizational Management: Principles and Practices, presents an overview of the principles and practices involved in planning and establishing quality early childhood programs, and a survey of existing models of children's program. Module B: Personnel Management, presents an overview of personnel policies/ procedures, and legal issues in personnel administration in early care and education programs for children and families. Module C: Human Relations, presents an overview of the ways in which leadership styles and organizational structure affect human relationships, program quality and decision making in early care and education programs.

EDL 602 Operations Management in Children's Programs (3 credits)

Systems theory and practical applications related to operations management and policy development in quality programs for children and families: enrollment and retention of children and families, record keeping, technology and communication systems, health and safety policies and procedures, and space allocation and maintenance. Module A: Management Systems for Quality Programs provides an examination of management systems theory and practice, the development of systems for management in children's programs, and a survey of national program accreditation models. Module B: Technology and Communication, presents an overview of the various types of technology that administrators can use in operations management, in program enhancement, and in communication with families, community and professionals in early childhood and related fields. Module C: Health and Safety, provides an overview of health and safety legal requirements, health and safety policies and practices, curriculum programming for health and safety, nutrition in children's programs, record keeping related to health and safety, child abuse reporting, and maintaining health and safety in building, grounds and equipment.

EDL 603 Financial Planning and Management of Children's Programs (3 credits)

An analysis of all aspects of financial management in quality programs for children and families. Includes hands-on experience with the financial planning process and with the practical applications involved in the fiscal administration of a children's program. Module A: Formulating a Financial Plan, is designed to develop knowledge of the principles of sound financial planning and management and the ability to apply those principles to the operation of quality children's programs. Module B: Budgets and Accounting, presents an overview of the development of program budgets and practical experience in the application of those principles to the financial planning and management of programs for children and families. Module C: Resources and Expenses, includes an examination of the "trilemma" in children's programs of quality/ staff compensation/ fees; an analysis of the true cost of service; cost saving policies and procedures, including purchasing of equipment, supplies and services; funding sources and fund raising, including grant writing; insurance needs and options; and practical applications of the principles and practices discussed.

EDL 604 Designing Programs That are Good for Children and Family (3 credits)

An examination of best practices for children and families as defined by professional guidelines and the latest research. Includes a historical perspective of program development; a knowledge base related to child growth and development; working with children with special needs; effective communication among children, families and staff, and collaboration with community resources to support children and families. Module A: Programming for the Whole Child, includes an overview of child growth and development stages and their implications for program development, environmental designs for various ages, appropriate curriculum models for various groups, concepts of care that recognize the individual and group needs of children and evaluation processes to measure program quality. Module B: Programming for the Whole Family, includes a review of the research and professional principles and practices which support family involvement in all aspects of early care and education programs, including communication, decision making, cultural contexts, and community resources. Module C: Programming for Children with Special Needs, presents policies and practices for the identification of children with special needs, the collaboration with families and multi-disciplinary community resources to meet those needs, and working with program staff to support children, families and staff in the implementation of individual plans for education and care.

EDL 605 Integrative Practicum in Children's Program Administrator (3 credits)

This course is considered the "first half" of the administrative internship. Upon completion of EDL 605, students should take EDL 697. Initially a grade of "K" is granted in EDL 605; that "K" grade is changed to a standard letter grade (i.e. "A, B, or C") upon completing EDL 697.

**Prerequisites:** Permission of Dr. David Avdul is required.

EDL 609 Higher Education Organization and Administration (3 credits)

Provides the student with an overview of higher education administration. It will include discussions of the distinction among various types of post-secondary institutions, as well as discussions of major organizational models, important legislation affecting higher education institutions and current issues in higher education. This is an elective course for nursing and education administration students.

EDL 614 The Community and 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 importance of understanding the meaning of community as a matter of dialogue and partnership with families and other community members and external agencies. Attention to family/home addressed portfolio needs of candidates interested in Early Childhood Leadership.

EDL 616 Cognition and Computers (3 credits)

EDL 619 Group Dynamics: Teacher, Student, School Administrator (3 credits)

Studies interpersonal relations problems in dealing with administrators, teachers, and students in metropolitan and suburban environments. In addition, teachers' roles and the students' roles in a changing society and school life, organization and "life styles" involved in group decisions will be discussed. Techniques such as mediation, fact-finding, arbitration and negotiation processes as group dynamics are investigated.

EDL 620 Critical Issues in Educational Leadership (3 credits)

Examines the major issues facing educational leaders today. Areas of review will vary over time and may include topics such as: productivity and accountability, economic and demographic trends, governance, the changing family structure, the financial base for supporting education, standards and testing.

EDL 624 Mentoring (3 credits)

A seminar directed at both practicing and prospective administrators interested in developing mentoring programs or serving as mentors in schools. The seminar will examine the roles and responsibilities of mentors, strategies for implementing mentoring programs and processes for selecting mentors. Participants will also develop case studies that will serve as the basis for analysis of different programs and models.

EDL 625 Principles/Problems/Procedures in Administering a Modern School (3 credits)

EDL 626 Administrative Leadership in Adult and Continuing Education (3 credits)

EDL 627 Development and Administration of an Adult Education Program (3 credits)

EDL 628 Administering Special Education-Pupil Personnel Services (3 credits)

Emphasizes the organization and delivery of all those support services commonly referred to as "pupil personnel services" from school-based and district-wide perspectives. The course will deal with law, policies, budgets, procedures and forms necessary for the operation of these support services. Roles, supervisory aspects and procedures regarding: guidance, discipline; secondary, college and career counseling; attendance | student health matters; family issues; social services. In addition, attention will be paid to the impact of "No child left behind" legislation and the increased use of inclusive (integrated) models of instruction.

EDL 628A Special Education and Pupil Personnel Services (0 credits)

**Prerequisites:** Fee is equivalent to a one credit course.

EDL 629 Administration of Vocational and Technical Schools (3 credits)

EDL 630 Applying Learning Theories to Special Education Students (3 credits)

EDL 631 Applying Research Skills to Special Education Classroom (3 credits)

EDL 632 Student Assessment and Curriculum Planning (3 credits)

EDL 633 Management of Special State and Federally Funded Programs (3 credits)

EDL 634 Individual and Classroom Management (3 credits)

EDL 635 Applying Instructional Strategies for Special Education (3 credits)

EDL 636 Supervision and Improvement of Teaching and Learning (3 credits)

This course focuses on the role of the supervisor or teacher-mentor in bringing about desirable changes in teaching and learning. Study consists of the distinction between supervision and staff development. 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 development and evaluation is highlighted in this course.

EDL 637 Curriculum Workshop for School Leaders (3 credits)

This course emphasizes curriculum development. It includes a study of the history of curriculum development and of current issues and trends in curricular matters. Students are expected to create, evaluate and modify curricula for a chosen level and/or discipline.

EDL 638 Organization and Supervision of Reading Programs (3 credits)

EDL 639 Supervision and Curriculum Development in Early Childhood Program (3 credits)

Provides students interested in Early Childhood education with an overview of the various aspects of administering such programs including the competencies.

EDL 639A Supervision/Curriculum Development in Early Childhood Program (0 credits)

**Prerequisites:** Fee is equivalent to a one credit course.

EDL 640 Using School and Community Resources/Special Education (3 credits)

EDL 641 School Law and Application for Special Education Students (3 credits)

EDL 642 Administrative Technology for Educational Leaders (3 credits)

Introduces school administrators to the basic principles of data processing and management information systems. Topics include: basic concepts and terminology in data processing, logic and equipment; tools of analysis for determining school needs; the application of information systems to instructional and administrative decision making; and the implications of computer-automated systems. Course may be taken on a non-credit basis with the approval of department chair.

EDL 643 Grants and Evaluation Strategies for Leaders (3 credits)

Reviews the latest research and trends in the leadership and management of funded programs. The development of appropriate evaluation strategies and record keeping methods will be included. Students will be encouraged to pursue personalized research and grant projects for their school district.

EDL 644 Understanding and Addressing Needs of Low Incidence Special Education (3 credits)

EDL 645 Management and Educational Leadership in a Modern Society (3 credits)

In this course, theories of leadership, management, administration and change are applied to educational settings. Students are expected to analyze the management and leadership styles of educational administrators and to engage in reflective practice on the leadership style and strategies most suited to their individual personalities.

EDL 646 Fundamentals of Educational Administration (3 credits)

The focus of this course is the practice of school leadership, on a day-to-day basis, in a school based setting. Students study theories, concepts and processes of administration regarding school organization; decision-making and communication; relationships of the different constituencies in the school; relationship of the school administrator with the district, local, state and federal agencies and with the implementation of legal mandates.

EDL 647 School Business Management (3 credits)

Discusses sources of funds and procedures utilized in school financial planning, budgeting, analysis and evaluation with emphasis on the understanding of procurement, control, accounting and payment procedures. This course will introduce efficient office and personnel management systems, control and accountability, as well as financing of functional supportive services.

EDL 648 Educational Law and School Leadership (3 credits)

Provides educators 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 supervisory staff. Course may be taken on a non-credit basis with the approval of the department chair.

EDL 649 Consulting and Communicating with Educational Community (3 credits)

EDL 650 School Superintendency: Issues and Trends (3 credits)

Presents through case studies, contemporary national, state and local issues in education from the perspective of the chief school officer. Management of decline; staff development; inflation and issues of PL94/142; Regents Competency Tests; Comprehensive Assessment Reviews, plus other timely issues, will not be included.

EDL 651 Linguistics and Computers (3 credits)

EDL 653 Educational Budgeting (3 credits)

This course is designed to provide the student with a practical understanding of the budgetary process and how the budget is prepared, presented and approved. In addition, the course will explore the functions of the faculty, the board of education and the community in the budget process, as well as how to administer the budget.

EDL 655 Educational Accounting (3 credits)

This course is designed to provide students with a functional knowledge in educational financial management. The course will deal with accounting procedures and policies relative to debits and credits, revenues and expenditures, capital projects, debt services and internal accounting controls.

EDL 656 Strategic Planning for Educational Leaders (3 credits)

Familiarizes present or future school administrators with 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.

EDL 657 Financial Management for Nonpublic Schools (3 credits)

A study of cash flow management, investment theory, endowment management, insurance, contracts and cost projections. The course offers an introduction to financial management to private or parochial school personnel, as well as employees of non-profit organizations who do not have prior training in finance. The unique constraints on non-public school finance managers, such as statutory limits on types of investments, will be considered.

EDL 658 Special Education Practicum (3 credits)

EDL 660 Organization, Administration, Supervision of Special Education Program (3 credits)

Analyzes the tasks of the school administrator in relation to the organization, administration and supervision of a special education program. Current regulations with regard to special education will be discussed in the context of their application to educational programs for exceptional children.

EDL 661 Intergrating Whole Language into the Classroom (3 credits)

EDL 662 Teaching and Administering a Mainstreaming Handicapped Child (3 credits)

EDL 663 Teaching Reading and Language to Hard-to-Reach (3 credits)

EDL 664 Microcomputers in Reading and Writing Instruction (3 credits)

EDL 665 Developmental Reading I (3 credits)

EDL 666 Developmental Reading II (3 credits)

EDL 667 Cultural Pluralism and School Leadership (3 credits)

Studies the significance of ethnicity and culture diversity for the school administrator. The course traces the movement from total assimilation and the melting pot theory to a cultural pluralism that encourages each group to value its own contributions but at the same time gives support to the overall needs of the community and the nation. A major goal is to explore the manner in which the school can play a role in promoting the principle of unity through diversity. Satisfies N.Y.C. Human Relations Component.

EDL 669 Curriculum Workshop in Special Education for School Leaders (3 credits)

Attends to the specific curricula of the various areas of special education. In addition, the development of individual education programs within the curricular modes will be explored. Special attention will also be given to similarities and differences among the elementary, middle and high schools when considering curricula and methodology in special education.

EDL 670 Political Power and Educational Decision Making (3 credits)

EDL 673 Recent Approaches in Education (1-3 credits)

EDL 673A Topic: Supervising Teacher-Student Teacher Preparation (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673B Recent Approaches in Education: Middle School Administrator (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673C Recent Approaches in Education: Shared School Decision Making (3 credits)

The course is consistent with cross-role theory, a philosophical grounding of educational administration as offered at Pace University.

EDL 673D Recent Approaches: Urban School Administration (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673E Topic: The Teacher in Popular Culture (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673F Recent Approaches in Education: Hudson River Curriculum (1-3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673G Topic: Critical Issues in Special Education (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673H Topic: Expository Writing Instruction (1 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673K Topic: Essentials of Literacy Part II (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

EDL 673L Topic: Crisis Management (3 credits)

The emphasis here is on safety promotion and violence prevention, prerequisites necessary for effective teaching and learning.

EDL 673M Recent Approaches in Education: Environmental Education (3 credits)

This course will focus on providing students with a hands-on experience adaptable to a traditional classroom setting, and an up-to-date meaningful examination of environmental topics. Students will combine fieldwork with classroom learning as a way to implement environmental education into urban and sub-urban settings. A number of field trips will supplement classroom lessons. Some topics to be explored include ecology, field study in stream and woodland ecology, schoolyard nature study and environmental issues.

EDL 673N Recent Application in Education: Professional Development/Scheduling Business Management-Edu Ldrship (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673P Topic: School Business Management (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673Q Recent Approaches to Education: Environmental Applications (3 credits)

## EDL 673R Topic: Intro to Orton Gillingham Instruction (2 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673S Topic: Essentials of Literacy 1 (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673T Topic: School Business Management (3 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673X Recent Approaches in Education: Middle School Administration (0 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 673Y Shared School Decision Making (0 credits)

The substance of this course will vary. The focus is on contemporary issues; approaches to teaching, learning, administration; strategies/ understandings effecting leadership management and change.

## EDL 674 Public Relations and Educational Leadership (3 credits)

Focuses on the functions and responsibilities of educators in developing and maintaining effective school/public relations. Major areas of review will include the meaning and purpose of school/public relations, the related roles and functions of boards of education and school personnel, school/ community relations, communication processes, techniques and strategies, the preparation of communication materials and relations with the new media.

## EDL 680 Reading/Language Instruction in Elementary Class (3 credits)

## EDL 681 Organizing: Managing Class for Reading/Language Instruction (3 credits)

## EDL 682 Reading Practicum (3 credits)

## EDL 683 Diagnostic and Instructional Improvement: Reading (3 credits)

## EDL 684 Reading and Language Instruction in Secondary School (3 credits)

## EDL 692 Principles of Research and Methodology (3 credits)

## EDL 695 Internship Educational Leadership I and II (6 credits)

In this practicum experience, the intern is supervised by a member of the Pace faculty and an on-site supervisor. Each intern is also required to attend a seminar to discuss accomplishments, issues, research and problems growing out of the actual performance of the intern. Emphasis is placed on the process of informed and shared decision-making through the application of principles of educational leadership and on the process of decision-making through the application of the research to leadership situations. Competencies are developed in administration, supervision, curriculum, community relations and general leadership through on-the-job training.

**Prerequisites:** Permission of Chair required.

## EDL 696 Internship in Educational Leadership I (3 credits)

In this practicum experience, the intern is supervised by a member of the Pace faculty and an on-site supervisor. Each intern is also required to attend a seminar to discuss accomplishments, issues, research and problems growing out of the actual performance of the intern. Emphasis is placed on the process of informed and shared decision-making through the application of principles of educational leadership and on the process of decision-making through the application of the research to leadership situations. Competencies are developed in administration, supervision, curriculum, community relations and general leadership through on-the-job training.

**Prerequisites:** Permission of Department Chair.

## EDL 697 Internship in Educational Leadership II (3 credits)

In this practicum experience, the intern is supervised by a member of the Pace faculty and an on-site supervisor. Each intern is also required to attend a seminar to discuss accomplishments, issues, research and problems growing out of the actual performance of the intern. Emphasis is placed on the process of informed and shared decision-making through the application of principles of educational leadership and on the process of decision-making through the application of the research to leadership situations. Competencies are developed in administration, supervision, curriculum, community relations and general leadership through on-the-job training.