EDUCATIONAL LEADERSHIP (M.A.)

Program Overview
The program in Educational Leadership at Rider University prepares candidates for leadership positions at different administrative levels in elementary and secondary schools, colleges and related educational organizations. All programs are accredited by NCATE/CAEP. The program has been designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. Candidates are prepared for leadership opportunities in a collegial and collaborative academic environment that promotes inquiry and discovery, personal growth and initiative, and professional development. The Option Sequences build upon and reference the Professional Standards for School Leaders 2015, and the Standards of the National Policy Board for Educational Administration.

Preparing Principals for New Emerging Needs
Rider’s Educational Leadership program recognizes that it is principals who are best positioned to lead the effort in their schools to ensure that teaching and learning are as excellent as possible. Principals who have a school-wide focus on better teaching and learning, who know how to create a vision and share authority, and who are prepared to be accountable for achieving the school’s educational goals, are vital to ensuring the quality of our children’s education. The professionals in the College of Education and Human Services work with the program’s participants to develop and evaluate curricula, use data to diagnose student needs, coach teachers, plan professional development in their schools, and establish school-wide norms that support high quality teaching and learning.

Curriculum Overview
Leading to a Master of Arts in Educational Leadership, the Principal Leadership program’s cohort-based, executive-style format brings educational peers together to study, network and learn as a unit throughout the program. Participants engage in online classes during the school year and attend two residencies on Rider’s Lawrenceville campus each summer. The program's flexible, blended learning format recognizes the demands of the teaching profession while maintaining the rigor of a quality leadership training program. Participants pursue their graduate studies without interrupting their professional and personal responsibilities. Candidates complete their graduate studies in two years, and are eligible to apply for both the principal and supervisor certificates.

Educational Leadership Highlights
The 36-credit program of study consists of 12 courses that focus on three areas of leadership:

• personal leadership
• instructional leadership
• school culture leadership

An accomplished and distinguished faculty whose members bring deep practical and theoretical knowledge to their disciplines lead the program. There is close integration of coursework and fieldwork, using techniques such as case studies, problem-based learning and journaling to encourage continuous reflection about the connections between theory and practice. The curriculum heavily emphasizes teaching and learning, school redesign and collaborative decision-making. Relevant field-based experiences (Leadership Growth Projects) are also integrated throughout the program of study, beginning with the very first course.

Planned Internship Experiences
This year-long aspect of the program emphasizes both the management and instructional facets of leadership for increased student performance. Coordinated by the program director at Rider and a school-based mentor, participants develop the skills needed to strategically transform public schools that prepare students for college and career success.

Degree Offered
• M.A. in Educational Leadership

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Program Website: Educational Leadership (http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Associated Department: Department of Graduate Education, Leadership, and Counseling (http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Related Programs
• Principal Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/principal-certificate)
• Teacher Leadership (http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/teacher-leadership-ma)
• Supervisor of Instruction (http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/supervisor-certificate)

Educational Leadership M.A. Program Requirements
(36 credits)

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| **Group III—Curriculum and Instruction**                                                                     |


CURR 531 Strategies for Curriculum Development, Innovation and Change 3
CURR 538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners 3
CURR 548 Curriculum and Instruction for Diverse Learners 3

Group IV—Foundations
EDUC 515 Issues in American Schools and Society 3

Total Credits 36

1. This course should be taken in the fall semester.
2. This course should be taken in the spring semester.

Notes:
1. Meet general master’s degree requirements.
2. Candidates will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.
3. Reference the ISLLC and ELCC Standards throughout the program.
4. Develop and refine the personal leadership platform statement throughout the program.
5. Complete a 9–12 hour standards and outcome-based growth project in each class and a 300 hour “capstone internship” in the Seminar/Practicum courses in Educational Leadership (EDAD 591/EDAD 592). Teacher Leadership candidates need only complete a 150 hour “capstone internship” in the Seminar/Practicum course EDAD 510.
8. Complete a “Capstone School Improvement/Change Project.”

Courses and Descriptions
CURR 531 Strategies for Curriculum Development, Innovation and Change 3 Credits
This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners 3 Credits
This course establishes the implemented curriculum by establishing the relationship between curriculum goals and the instructional strategies needed to realize those purposes. Emphasis will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and core curriculum content standards from pre-school to high school. Students will examine instructional strategies from the perspectives of assessing research findings on effective practices, realizing curriculum standards, adapting the classroom to diverse learner needs, establishing appropriate staff development agendas, and providing forms of supervisory support to optimize learning and achievement. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.
Prerequisite(s): CURR 531.

CURR 548 Curriculum and Instruction for Diverse Learners 3 Credits
This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners’ diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.
Prerequisite(s): CURR 531 and CURR 538.

EDAD 501 Educational Leadership and Organizational Theory 3 Credits
This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.
EDAD 505 Supervisor/Teacher Leadership for Improved Instruction and Student Learning 3 Credits
This course will explore the supervisory and evaluation practices in K-12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

EDAD 507 Education and the Law 3 Credits
This course will address legal issues and requirements confronting educational leaders in school settings. Students will be introduced to varied legal requirements that pertain to educational settings. Legal concepts and issues, and policies and procedures relating to students, parents, teachers and administrators, the board of education, and the community will be introduced and examined. Some of the topics referenced will include: regulations and the key concepts in the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind legislation; church-state issues; free-speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and maintaining a safe school environment; child abuse; search and seizure procedures; affirmative action requirements; and, due process procedures. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

EDAD 511 Group Process in Supervision for Creative Change and Collaboration in Schools 3 Credits
This course will apply theory and research to the supervisory function of developing group capacity in educational settings. Students will identify group process "best practices" to be modeled by educational leaders. Candidates will develop and refine techniques, strategies, and personal skills facilitating the development of helping and caring relationships with faculty and staff, while promoting interactive communication with stakeholders concerned with improving teaching and learning. Students will demonstrate effective supervisory behaviors in class sessions and simulations that represent daily challenges and opportunities present in school settings. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards. 

Prerequisite(s): EDAD 505.

EDAD 514 School Finance and Fiscal Management 3 Credits
This course will examine the principles and court decisions involved in shaping the legal framework of school finance. Students will examine the historical spending patterns of a school district budget and develop new budget proposals using "generally accepted accounting procedures" and the appropriate state budgeting codes. Students will study school budgeting procedures as a tool for program and school improvement. The class will examine the financial implications associated with site-based management models and whole school reform. Legislation pertaining to the financing of short and long term debt will be examined. Students will use technology to gather data; identify non-tax based resources; create presentations for specific audiences; and, work with models of data driven indicators to examine issues of equity, efficiencies and resource deployment. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

Prerequisite(s): EDAD 501.

EDAD 521 Using Research Strategies and Analysis of Data to Make Decisions in Schools 3 Credits
This course will develop the skills needed by educational leaders at all levels to interpret, use, and apply statistical concepts and research methodologies in critical administrative and supervisory functions. Statistical methodology will be used to further understanding of different research strategies. Students will interpret data and make informed decisions regarding the frameworks, implementation, and evaluation of instructional programs and practices designed to improve teaching and learning in school, district, and national settings. Course activities and field work will include: scenario and case study analyses; the use of critical friends' discussion groups; the application and use of different technologies and software programs; and, the identification of appropriate problem solving and resolution strategies. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

Prerequisite(s): EDAD 501 and EDAD 514.
EDAD 591 Seminar/Practicum in Educational Leadership/Supervision 3
Credits
This is the first of two "capstone" internship courses for candidates in
the leadership program in educational administration. The course meets
New Jersey Department of Education requirements for an extended
administrative internship in the schools. This course is taken in the fall
semester and is followed in the spring semester with EDAD 592. After
analysis of leadership strengths, based on a self-assessment completed
by the candidate, specific internship experiences will be cooperatively
planned by the candidate, site-based mentor, and instructor. The
capstone internship will build on strengths, develop growth experiences,
be substantial and sustained, and be ethically informed. Students will
cooperatively evaluate and problem-solve internship experiences, assess
leadership performance from best-practice perspectives, finalize the
development of a leadership platform statement, review and discuss
topics and scenarios derived from readings and other resources, engage
in simulations and case analyses, and interact with students in other
graduate programs. Presentations by practicing administrators and
other school personnel will provide understanding of the patterns of
interactions that occur among different leadership positions in educational
institutions. Students will demonstrate course understandings through
actual classroom and school applications that are referenced to state
adopted core curriculum content standards, professional development
standards and national school leadership standards. Enrollment by
permission of Instructor.

EDAD 592 Seminar/Practicum in Educational Leadership/Supervision 3
Credits
This is the second of the "capstone" internship course sequence that
coincides with the school-year calendar and is taken during the spring
semester. In combination with EDAD 591, the course meets New Jersey
Department of Education requirements for an extended administrative
internship in the schools. Students will continue pursuing field-based
internship projects initiated in EDAD 591 in collaboration with a site
mentor and the course instructor. Students will demonstrate course
understandings through actual classroom and school applications that
are referenced to state adopted core curriculum content standards,
professional development standards and national school leadership
standards. Enrollment by permission of instructor.
Prerequisite(s): EDAD 591.

EDUC 515 Issues in American Schools and Society 3 Credits
This course is designed to examine contemporary educational issues
impacting on schools and to re-examine the purposes of schooling
in a democratic society. Students will explore current and emerging
policy issues and the demands for reform in schools and districts.
Emphasis will be placed on identifying and developing politically feasible
responses to policy issues and procedural problems facing educational
leaders today. The role of the leader in promoting the development of
a collaborative institutional culture and climate and the identification
of best-practice strategies to involve community stakeholders in the
development of policies and programs will be emphasized. Effective
communication models for use within the school, district and greater
community and the use of different media and technology formats
will be examined and evaluated. Students will demonstrate course
understandings through actual classroom and school applications that
are referenced to state adopted core curriculum content standards,
professional development standards and national school leadership
standards.