Required Courses (continued)

EDL 690 Managing Financial and Material Resources - 3 credits
The state of the American educational scene from the point of view of the economist is examined. The changing financial realities facing schools are explored, especially as they relate to the effective and efficient management of the school's fiscal and material resources. The reciprocal influences of the city and the school, with its specific governance structure and locus of control, on one another are addressed. The management principles and managerial problems of the educational sector are studied in the context of changing philosophies of management and the spread of collective bargaining. Budgeting methods and plant maintenance are considered.

EDL 695 Advanced Fieldwork/Seminar I - 2 credits

EDL 696 Advanced Fieldwork/Seminar II - 2 credits

EDL 697 Advanced Fieldwork/Seminar III - 2 credits

SPE 620 Fundamentals of Special Education Practices for School Leaders - 3 credits
This course is a critical study of the contemporary and controversial issues within the field of special education. Emphasis will be placed on the role of the school administrator. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to the effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

Application Requirements
- A completed Saint Joseph’s University graduate online application.
- $35 application fee.*
- Official sealed transcript(s) of undergraduate/graduate coursework.
- 3.0 Grade Point Average (GPA) in undergraduate work.
- Valid teaching certificate.
- Five years full-time teaching experience (by the time the degree is awarded).
- Personal statement—a letter of intention outlining the candidate’s professional goals and educational objectives for attending the program of their choice.
- Two letters of recommendations.**
- An interview may be required at the discretion of the Program Director.

* The $35 application fee will be waived for all applicants that attend a Graduate Studies Open House and complete the online satisfaction survey or are SJU alums.

** If pursuing the program leading to Principal Certification eligibility, recommendations must be from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become a school administrator.

Portfolio items:
- Essay concerning how principals shape learning in their schools
- Resume that includes evidence of leadership potential (other leadership roles).
- Applicant’s educational philosophy.
- A written description of a problem based learning activity.

Contact Information

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SAINT JOSEPH’S UNIVERSITY offers a dynamic environment of academic preeminence and practical learning which provides an unparalleled educational experience for students. The Education Department’s flexible graduate program is designed to meet the diverse professional needs of educators who aspire to become leaders in their field. Through rigorous coursework and field experience, our program prepares individuals to become strong and effective leaders in challenging educational environments. Our expert faculty members have not only earned distinction in their respective fields, but are known for cultivating a highly collaborative atmosphere sensitive to students’ personal and professional needs.

Philosophy
Saint Joseph’s University’s Education Unit is dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The department, in cooperation with colleagues in other departments, local school districts, and educational leaders, seeks to promote a vibrant intellectual community. Our program is recognized for preparing graduates to be exemplary educational leaders who are committed to social justice, contribute outstanding professional service and outreach, and perform research that enhances educational theory and practice and beyond.

Degree and Certification Requirements
Upon completion of the program, students are eligible to obtain Pennsylvania certification as a principal for grades K-12 and/or as a supervisor of curriculum and instruction, the latter being appropriate for one or more content areas.

Required Courses
(36 Graduate Credits)

EDL 600 Educational Leader as Researcher and Reflective Practitioner - 3 credits
This course will focus on contemporary educational practices. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be presented. Content will include literature reviews and analysis and implications of existing research as connected to students’ educational experience. The role of the educational leader as reflective and spiritual practitioner will be connected to educational research.

EDL 655 Interpersonal Relations - 3 credits
This course presents a study of the dynamics of interpersonal, intragroup, and intergroup relations. Emphasis will be placed on the teaching/learning process as well as the counselor/client relationship. A variety of instructional approaches, including lectures, discussions, and group activities will be utilized to develop interpersonal skills.

EDL 660 Measurement and Evaluation of Instructional Outcomes - 3 credits
This course provides a detailed examination of the use of a variety of outcome measures and techniques to evaluate school programs and to assess the attainment of instruction/student achievement at several levels of education. Outcome assessment is discussed at the individual and school district level. Particular attention will be paid to sound design of assessment programs, technological advancements in measurement, and appropriate interpretations of educational research.

EDL 665 Administration, Organizational Culture, and Planned Change - 3 credits
This course examines organizations as a set of subsystems that are both related to and dependent upon one another. Administration theory and various components of administration are reviewed, including management, decision-making, communications, organizational development, and change processes. The human aspect of organizations is analyzed, particularly individual and group behavior, human relations, intergroup dynamics, personal motivation, and conflict. A case study approach is used to enable students to apply textbook theories to real-life situations. The course is designed especially for school educators seeking to enhance their understanding of administrative systems as complex human enterprises.

EDL 670 Educational Leadership and Human Resource Development - 3 credits
This course will include a detailed examination of the theoretical underpinnings of supervision and educational leadership. Topics include leadership styles, supervision as developing human resources, change agency with adult professionals, adult development and learning theory, leadership in the instructional setting, instructional and staff improvement, and intergroup relations in the school environment.

EDL 675 Curriculum Development and Practice in Public and Private Schools - 3 credits
This course is designed to include the theories of curriculum, instruction, and the design of instructional systems. Emphasis will be placed on the translation of theory into practice. The use of evaluative techniques in the evolution and reform of instructional systems will be examined in detail. Focus on curriculum implementation in public and private schools will be emphasized.

EDL 680 Law and American Education - 3 credits
This course focuses on the goal-setting, decision-making and policy determination roles of the supervisor or administrator in the system-wide planning and implementation of curricular design. Emphases will include the organization of the instructional delivery system, its decision-making processes, and the communication techniques that may be most effective within it. Special attention will also be given to managing and developing the teaching-learning process and identifying differing philosophies of teaching.