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## EDUCATIONAL LEADERSHIP (EDLE)

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### EDLE 502 Research (credit to be arranged)

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

### EDLE 503 Directed Study (credit to be arranged)

*Prerequisite: Consent of the department; formal application required*  
Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

### EDLE 509 Seminar for Future Leaders (3 credits)

This course is the first in the accelerated licensure program in educational leadership. In the course, students will complete a portfolio in order to determine the number of credits (up to nine) that will be waived based on documentation presented to the Practitioner Panel. A maximum of two courses and half of the practicum can be waived based on prior leadership experience.

### EDLE 510 Seminar on Educational Leadership for the Future (3 credits)

This is the first course in the MEd program in educational leadership. As an introductory course, a primary goal is to introduce students to major concepts, theories and ideas that are developed in depth in subsequent leadership courses. These include leadership theory applied to the educational setting, the nature of organizations, and key leadership skills such as decision-making, team building, empowering others and fostering collaboration. Students are exposed to study of the change process, the dynamics of effective group process and ethical issues of school leadership. Students will also be introduced to the MEd program itself and encouraged to reflect on the challenges of being an educational leader and how this prospect fits their personal vision statement of their career and professional growth plans. Finally, MEd and LEAD students will begin the development of the electronic leadership portfolio, which is an exit requirement for administrator licensure and the master's degree comprehensive exams in educational leadership.

### EDLE 511 Educational Leadership and Managerial Effectiveness (3 credits)

*Prerequisite: EDLE 510*  
This course is designed to introduce prospective school leaders to the theory and practice of systems thinking as it is applied to organizational planning and development issues. School leaders need to know how to assess needs, establish priorities, set goals, allocate resources and develop and implement strategic plans in order to facilitate effective educational programs and practices. As important, they need to develop the ability to involve others in

the development, planning and implementation phases of school improvement efforts. Major topics include systems thinking (concepts and strategies) and the principles of total quality management (TQM) applied to the educational setting. The course also examines recent research on key topics.

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### EDLE 513 Special Topics in Educational Administration (1-3 credits)

*Prerequisite: At least nine hours in educational administration or consent of the instructor. Additional prerequisites may be specified depending upon the nature of the topic.*  
Selected and timely topics in the various fields of emphasis pertaining to educational administration. The topics to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

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### EDLE 530 Research Applications for School Leaders (3 credits)

*Prerequisite: EDLE 510*  
Future school leaders need to develop a solid foundation of understanding of the role of research in guiding and informing administrative practice and the habits of mind that foster inquiry and the active pursuit of school improvement. In this course students will study the major concepts and strands of research methodology and their applications in the school setting. They will also learn to become skilled consumers of educational research by reviewing and critiquing current research reports involving school organizational and leadership issues. Finally, each student will develop a research proposal in a formal paper.

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### ELED 535 Supervision in Action for Cooperating Teachers (3 credits)

*Prerequisite: Consent of department chairperson*  
This course provides preparation and support for cooperating teachers, who are faculty members of local school districts. Each person who is enrolled in the course has a Bridgewater State College student teacher. Cooperating teachers will learn various tools to observe their student teachers in the classroom. Course participants will learn how to plan and conduct pre-observation and post-observation conferences. In addition, cooperating teachers will study the problems and issues facing beginning teachers in culturally diverse classrooms.

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### EDLE 561 Elementary School Administration (3 credits)

### EDLE 562 High School Administration (3 credits)

### EDLE 563 Middle School Administration (3 credits)

*Prerequisite: EDLE 510*  
The application of general principles of school administration to the specific problems of the elementary, middle or high school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

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## **EDLE 564 Selection and Development of Educational Personnel (3 credits)**

*Prerequisite: EDLE 510*

Staff selection and development will be studied including theories and techniques of supervision, evaluative procedures to assess the effectiveness of programs and personnel, organizational characteristics of schools and strategies for institutional change, in-service education and personnel and program planning.

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## **EDLE 565 School Finance and Business Administration (3 credits)**

*Prerequisite: EDLE 510*

A study of the financial support for public schools from local, state and federal governments. Fiscal planning, budgeting, plant management, state and municipal financing, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will receive attention.

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## **EDLE 567 Human Concerns in the Schools (3 credits)**

A study of theory, research and practice in the area of human relations in the school including public relations; clear and appropriate communication; and equitable, sensitive and responsive relations with students, teachers, parents and the community.

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## **EDLE 569 Legal Aspects of School Administration (3 credits)**

*Prerequisite: EDLE 510*

Legal rights, duties and liabilities of school personnel in general relationship to the school committee in Massachusetts will be studied. Intended for administrators, prospective administrators and classroom teachers interested in the legal aspects of school committees, school property, teaching contracts, labor relations and collective bargaining, tenure, prevention of injury and accidents to students, relationships with parents and a general survey of educational law cases at the local, state and national levels.

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## **EDLE 572 Technology for School Administrators (3 credits)**

*Prerequisite: EDLE 510*

New administrative software will be reviewed as each student becomes proficient in the use of a microcomputer. Students will also become familiar with educational uses of interactive television, videodisk and hypercard. Distance learning and cooperative projects will also be addressed.

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## **EDLE 578 Curriculum Improvement (3 credits)**

*Prerequisite: EDLE 510*

Contemporary theories of curriculum design and evaluation are explored. Students are expected to develop an eclectic approach to curriculum improvement based upon those theories and upon contemporary organizational factors, including leadership and management. Material is presented relating to developing community education programs and to personnel and program planning.

*†May be taken for graduate-level credit*

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## **EDLE 579 Diversity Issues for School Leaders (3 credits)**

*Prerequisite: EDLE 510*

This course is designed to assist in the focusing of school administrators and leaders on issues of diversity and assessing how these issues will impact the total school community.

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## **EDLE 580 Practicum in Administration of Special Education (3 or 6 credits)**

## **EDLE 582 Practicum in School Business Administration (3 or 6 credits)**

## **EDLE 583 Practicum in Supervisorship/Directorship (3 or 6 credits)**

## **EDLE 584 Practicum in Elementary School Principalship (3 or 6 credits)**

## **EDLE 585 Practicum in Middle School Principalship (3 or 6 credits)**

## **EDLE 586 Practicum in High School Principalship (3 or 6 credits)**

## **EDLE 587 Practicum in Superintendentcy/Assistant Superintendentcy (3 or 6 credits)**

*Prerequisite: Consent of department; formal application required*

Students enrolled in a practicum for three credits must complete 200 hours of fieldwork. Those students enrolled in six credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of six credit hours.

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## **EDLE 591 Seminar in School Administration: The Superintendentcy (3 credits)**

Examination of major issues and problems confronting school superintendents. Students will be expected to study the relevant literature pertaining to school administration and prepare scholarly papers for class presentation.

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## **EDLE 603 Directed Study in School Administration (3 credits)**

*Prerequisite: EDLE 670 and consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

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## **EDLE 661 Effective School Leadership for Elementary Schools (3 credits)**

## **EDLE 662 Effective School Leadership for Middle Schools (3 credits)**

## **EDLE 663 Effective School Leadership for High Schools (3 credits)**

*Prerequisite: EDLE 670*

These courses address principles of effective leadership and management for elementary, middle or high schools. Emphasis is on the role of the principal as an instructional leader and

manager of change. Specific topics include goal setting, site-based management and team leadership as well as operational issues involving plant management, scheduling and fiscal administration. *Course restricted to cohort members*

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### **EDLE 664 The Personnel Function of Public Schools (3 credits)**

*Prerequisite: EDLE 670*

Staff selection and development will be studied in the context of the personnel function of public schools as well as techniques of clinical supervision. In addition, strategies such as peer coaching and microteaching, designed to enable the practitioner to promote effective teaching, will be examined. Students will assess the effectiveness of personnel and staff development program approaches as integral to long-range organizational development. *Course restricted to cohort members*

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### **EDLE 665 Fiscal Aspects of School Administration (3 credits)**

*Prerequisite: EDLE 670*

This course deals with all aspects of the financing of public schools in Massachusetts and the implementation of Proposition 2 1/2 and the Educational Reform Act of 1993. Major topics include fiscal planning for technology, capital improvements and programs and services. Plant management, accounting, purchasing, transportation, food service and revolving accounts are covered in detail. *Course restricted to cohort members*

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### **EDLE 667 Communication Between and Among School Stakeholders (3 credits)**

*Prerequisite: EDLE 670*

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community-relations issues including working with the media, business partnerships, school councils and parental interactions are covered. *Course restricted to cohort members*

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### **EDLE 669 Concepts and Cases in School Law (3 credits)**

*Prerequisite: EDLE 670*

Constitutional, statutory, regulatory and contractual aspects of public schools are studied. The procedures and strategies for their development and the political implications of their implementation are discussed and analyzed through case studies. Massachusetts Reform Law and the development and implementation, monitoring and revision of school committee policies and procedures are main focus of this course. *Course restricted to cohort members*

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### **EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)**

This course is the first course of the program. A major objective of this course is to challenge each student to examine his/her core values and to articulate a vision of public education for the future. The introduction of major concepts of leadership theory is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including decision-making, team building and the fostering of collaboration in schools. In addition, each student will identify an area of "concern" in his/her district that can become the topic for the required leadership project. *Course restricted to cohort members*

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### **EDLE 672 Technology for Administrators (3 credits)**

*Prerequisite: EDLE 670*

This course will examine the many uses of technology in a school administrative setting. Attention will be given to using several computer software management programs, examining state and federal initiatives and guidelines concerning technology in K-12 education, creating administrative multimedia presentations and assessing personal strengths and weaknesses in the use of technology in school administrative roles. Discussions concerning the ethical use of technology in an educational setting will help clarify the role of school administrators as leaders in promoting student and faculty awareness of the proper use of information mediums. *Course restricted to cohort members*

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### **EDLE 675 Research Issues in School Administration (3 credits)**

*Prerequisite: EDLE 670*

School leaders have a responsibility to be reflective practitioners and to develop and instill in others the habits of mind that foster inquiry and the active pursuit of school improvement. This course has three primary purposes: 1) to foster skillful and discriminating consumers of educational research; 2) to help participants understand the implications of research for school leaders; and 3) to enable each participant to complete first drafts of the background and significance and literature review of his/her leadership project. In the process, research methodologies and their applications in the school setting will be reviewed.

*Course restricted to cohort members*

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### **EDLE 677 Systems Planning for Educational Leaders (3 credits)**

*Prerequisite: EDLE 670*

Successful educational planning and managerial strategies to assess and define needs, establish priorities, set goals, allocate resources, implement plans and facilitate the instructional process in response to the needs of learners, teachers and the community are explored. Major topics include systems thinking and planning and the principles of total quality management applied to the educational setting. Additionally, this course examines recent research on planning and organizational development in education. *Course restricted to cohort members*

*†May be taken for graduate-level credit*

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**Note:** This section is arranged in course number order. See pages 237-238 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.

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## **EDLE 678 Curriculum Development and Program Management (3 credits)**

*Prerequisite: EDLE 670*

This course focuses on the analysis of factors influencing curriculum design, research and reform, including the frameworks in Massachusetts, assessment and evaluation. Trends in curriculum theory and leadership role of administrators in curriculum alignment, instrumental planning, and program assessment are major topics. *Course restricted to cohort members*

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## **EDLE 679 Practicum in School Business (3 or 6 credits)**

## **EDLE 680 Practicum in Administration of Special Education (3 or 6 credits)**

## **EDLE 683 Practicum in Supervisorship/Directorship (3 or 6 credits)**

## **EDLE 684 Practicum in Elementary School Principalship (3 or 6 credits)**

## **EDLE 685 Practicum in Middle School Principalship (3 or 6 credits)**

## **EDLE 686 Practicum in High School Principalship (3 or 6 credits)**

## **EDLE 687 Practicum in Superintendent/Assistant Superintendent (3 or 6 credits)**

## **EDLE 688 Practicum in Directorship of Guidance (3 or 6 credits)**

## **EDLE 689 Practicum in Directorship of Pupil Personnel Services (3 or 6 credits)**

*Prerequisite: EDLE 670*

Students enrolled in a practicum for three credits must complete 200 hours of fieldwork. Those students enrolled in six credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of six credit hours.

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## **EDLE 681 CAGS Extern (3 credits)**

*Prerequisite: EDLE 670*

All CAGS students must complete a leadership project that combines theory and practice and contributes to the knowledge base of educational practitioners. This course focuses on the implementation, documentation and reporting of the student leadership project. Participants, working under the guidance of the instructor, complete their projects and defend them in oral comprehensive examinations. Graded on a (P) Pass/(N) No Pass basis. *Course restricted to cohort members*

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## **EDLE 682 CAGS Extern II (1 credit)**

*Prerequisite: EDLE 670 and EDLE 681*

A continuation of EDLE 681. Students who do not complete their leadership project in EDLE 681 in an academic year will be required to register for EDLE 682 each semester thereafter (fall and spring) until the project is completed. Graded on a (P) Pass/(N) No Pass basis. *Course restricted to cohort members*

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## **EDLE 691 The School Superintendency (3 credits)**

*Prerequisite: EDLE 670*

This course explores topics related to the school superintendency, including the nature of the role itself, the skills and competencies needed to prosper in it, critical issues facing superintendents and schools and the dynamics of organizations and perspectives for understanding them.

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## **Other Approved Courses**

EDLE 559 Administration of Community Education Program

EDLE 566 School Plant Planning and Administration

EDLE 576 Issues for Women Administrators