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*The **Department of Educational Leadership** is devoted to enhancing your leadership abilities to not only bolster your professional performance, but also to benefit the achievements of your students.*

“MASTER OF SCIENCE in EDUCATIONAL SUPERVISION”



Austrian-American Educational Cooperation Association

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Mission

The Program will prepare individuals who supervise and/or aspire to administer schools in the 21st century with diverse populations and changed expectations for school leaders. Upon program completion, candidates will possess the dispositions, skills, and leadership characteristics to be successful in today's international educational environment. They will be able to lead teachers and staff successfully in the implementation of curricula that address the diverse academic needs and cultures of students in Austrian schools.

Program of Study

The **MS Educational Supervision** program is 30 credits. Each course carries 3 credits; courses will be offered in one of two modalities: (1) online and (2) blended sessions during a summer internship. The expected outcomes of the program are to

- conduct successful schools that address the needs of their diverse student populations;
- provide professional development for staff;
- differentiate instruction;
- incorporate sound management practices in school operations;
- provide strategies and information concerning successful programs to effectively engage families and community in schools; and
- employ technology for purposes of administration, supervision, and instruction.

The program utilizes a cohort model for instruction since research has demonstrated that this is most conducive for inspiring individual and organizational development.

Projects and action research will ask program participants to demonstrate they understand and apply the knowledge, skills, and concepts in education and management that they learned through coursework, discussions in classes, and “networking” with peers and incumbent school leaders in the United States (particularly in New York) and Austria. The projects and action research will involve schools and/or school settings.

Review of Participants' Progress and Achievement

Candidates will receive ongoing support and mentoring throughout the program via online contacts, email, and Skype. A protocol has been established to assess the quality of the candidate's coursework, and leadership skills.

Degree Requirements

1. Candidates must maintain a 3.00 grade-point average and submit all coursework in accordance with stated due dates. Grades are subject to review by the associate dean and chair at the end of each term.
2. If the academic average falls below 3.0, the program participant may be placed on academic probation or dismissed.
3. As required, candidates must engage actively in class discussions – whether online or in campus sessions.
4. Program participants must be employed presently in educational institutions to enable them to conduct work related action research and fieldwork as part of their master's thesis.



Admission Requirements

1. An online application must be completed for admission to the Educational Leadership Program, including curriculum vitae that details three years’ teaching experience.
2. Applicants must hold a bachelor’s degree or an equivalent to a bachelor’s degree of acceptable quality to meet the requirements for entry in the Mercy School Building Leadership program.
3. A good command in the English language (Level B2/C1 of the Common European Framework of Languages) is required also.

Scheduling

Courses will be conducted during two semesters each year and in the summer. Candidates must commit to participating in all required classes scheduled for these sessions. As noted above, modes of instruction will include online courses and one blended internship course during the summer.

Semester	Course I	Course II	Total Semester Credits
Fall 2016	Theories into Practice EDSA 520	Educational Leadership and Instructional Supervision EDSA 540	6 credits
Spring 2017	Using Data for Instruction and Educational Policy EDSA 510	Organizational Dynamics EDSA 551	6 credits
June 2017	Family and Community Engagement EDSA 535		3 credits
July 2017	Internship (Blended course – involves shadowing a school leader, spending time visiting schools, and attending seminars) EDSA 590	Practicum with experienced school leaders: <ul style="list-style-type: none"> • School visits • Roundtable discussions • Accountability for school leaders 	3 credits
Fall 2017	Cultural Pluralism EDSA 525	Critical Issues in Special Education EDSA 545	6 credits
Spring 2018	Functions of Human Capital in Educational Administration EDSA 598	Clinic for School Administrators EDSA 580	6 credits



Course Descriptions

EDSA 510 Using Data for Instruction and Educational Policy

This class will study the essential concepts, principles, and methods employed in the field of education research. Focus will be on formulation and development of improvement of one problem affecting student achievement for investigation in the student's workplace; survey of the related literature; selection and use of one or more appropriate methods for gathering evidence coupled with statistical analysis for experimental and control groups; interpretation of data; and reporting and implications of findings.

3 credits

EDSA 520 Theories Into Practice

This course stresses the developmental mental processes, the principles of curriculum development, the role of school personnel, curriculum goals and objectives, the characteristics of excellent teachers, the problems that new teachers face, the mentoring process, what administrators can do to keep good teachers, what students must learn, differentiated instruction, multicultural education, and data driven decision making.

The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership and curriculum development and the supervision of teachers in implementing effective pedagogical strategies in this millennium. 3 credits

EDSA 525 Cultural Pluralism

This course focuses on the significance of ethnicity and cultural diversity in the classroom and school system and its implications for the school administrator. The course traces the movement from total assimilation and the "melting pot" theory to a cultural pluralism which encourages each group to value its own contribution 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 principles of unity through diversity and how the school administrator can take a leadership role in fostering this goal. Fifteen hours of fieldwork required. 3 credits.

EDSA 535 Family and Community Engagement

This course studies the nature of interest groups in urban and outer districts seeking to influence schools. It focuses on the role of school administrators in developing school-community programs and the involvement of school and community personnel in a program to further the educational aims of the community. Achievement is evaluated on the basis of the quality and the content of written papers, oral reports, class discussion and a final examination. 3 credits

EDSA 540 Educational Leadership and Instructional Supervision

This course examines procedures, processes, and practices specifically related to the administration of the teaching-learning process, an understanding of professional development and staff motivation as a contributing factor to the success of the teaching-learning process, developing insight and skills as to integrate technology into all curriculum areas. The process of observing and assessing instruction in classroom settings is studied in detail. Fifteen hours of fieldwork required. 3 credits.



EDSA 545 Critical Issues in Special Education

This course is designed to engage candidates for school building leadership in an examination of critical issues and trends related to the provision of PK–12 special education programs and services. Content has been selected to provide school leadership candidates with the knowledge, skills, and special education systems understanding necessary for leadership and management of schools as complex organizations in which all students are expected to achieve. 3 credits

EDSA 551 Organizational Dynamics and the Culture of School Systems

This course will explore the different theories that guide educational leadership practices in school systems. The focus of this course explains organizational administrative behavior in school systems, with special emphasis on structure, politics, decision making, and quality outcomes. The class will include discussion and analysis of cases, examination of experiences in schools and districts, and the application of theory to practice. 3 credits

EDSA 580 Clinic for School Administrators

The clinic provides a college setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems. Areas of review will include productivity and accountability, economic and demographic trends, governance, and the changing family structure. Achievement is determined on the basis of case study problem solving, the development of a case study based on individual experience, written and oral reports, class participation and a final examination. 3 credits

EDSA 590 Internship

A cooperatively guided administrative experience focuses on decision-making, the internship experience offers candidates practical experiences to the ongoing responsibilities of a practicing administrator. The internship provides an opportunity for candidates to discover their own strengths, talents, leadership styles, needs and interests. This training enables candidates (under the auspices of an experienced supervisor and college professor) to apply administrative skills to pragmatic school situations. Program participants are required to develop an electronic portfolio to document the learning experiences and accomplishments of their internships.

EDSA 598 Functions of Human Capital in Educational Administration

The scope of the course will consist of critical issues in human resource administration in the 21st century. It is expected that the course will provide insight and assistance in the development of caring, critical and reflective professionals responsive to the needs of a diverse society. 3 credits



A Mercy College Education

Mercy College is a private, nonprofit institution, providing an engaging learning experience for students and offering more than 90 academically challenging undergraduate and graduate programs, within five schools: Business, Education, Health and Natural Sciences, Liberal Arts and Social and Behavioral Sciences. The main campus is located just outside of New York City in Dobbs Ferry, on the picturesque Hudson River, with additional campus locations in the Bronx, Manhattan and Yorktown Heights. Proud to be ranked as one of the most affordable, nonprofit, private institutions in the country, Mercy College is committed to preparing an increasing number of students for rewarding, in-demand careers. The College's rigorous programs and comprehensive support services provide students with a strong foundation for academic and future success. The Mercy College faculty is dedicated to the scholarship of teaching. Mercy College professors include Fulbright Scholars, published authors and national authorities in their fields.

Mission Statement

Mercy College is committed to providing motivated students the opportunity to transform their lives through higher education by offering liberal arts and professional programs in personalized and high-quality learning environments, thus preparing students to embark on rewarding careers, to continue learning throughout their lives and to act ethically and responsibly in a changing world.

Mercy College History

Founded by the Sisters of Mercy in 1950, Mercy College became a four-year college offering programs leading to the baccalaureate degree in 1961. The college was accredited by the Middle States Association's Commission on Higher Education in 1968. Mercy College's innovative spirit soared in the 1970s when it broadened its outreach through the establishment of extension centers and branch campuses throughout communities in Westchester County and New York City. This expansion enhanced the College's reach into the traditional college market and positioned the College on the leading edge of higher education for those who were the first generation in their families to seek college degrees and the adult student market.

Always seeking ways to expand academic and career opportunities for its students, Mercy College was authorized to offer its first graduate program (in nursing) in 1981. Since then, 30 diverse graduate programs have been introduced, and in 2006, the College was granted authorization to offer its first doctoral program (in physical therapy). Mercy College has become one of the regional leaders in the preparation of health care professionals as well as a leading provider of teacher education preparation for the New York City Schools and the surrounding communities.

The College expanded its offerings to include online programs in the 1990s, and was soon granted the ability to offer entire degree programs online. Thousands of Mercy College students take one or all of their courses online through the more than 40 undergraduate and graduate programs offered. At the heart of Mercy College is its dedication to the motivated student, and the college's commitment to quality, student support, and affordability — as well as innovation — remains as strong today as ever.

Campuses and Online

The main campus of Mercy College is located on the scenic Hudson River in picturesque Dobbs Ferry with additional branch campus locations in the Bronx, Manhattan and Yorktown Heights, making the educational process convenient and accessible to students throughout the New York metropolitan area.

Mercy Online offers students an accessible and convenient way to learn. No matter where students are located, they may take courses, or even entire degrees, online. At Mercy College, there is no distinction between the expectations of traditionally taught classes and online classes.

The benefits are:

1. **Affordability.** Eliminate transportation time and expenses.
2. **Flexibility.** You set your schedule for success.
3. **24/7 Accessibility.** Study anywhere at any time.

Learn more about Mercy Online at www.mercy.edu/mercyonline. Mercy College is accredited by the Middle States Commission on Higher Education and registered by the New York State Education Department. Mercy Online currently offers more than 40 undergraduate and graduate degrees entirely online. Students also may satisfy their General Education curriculum requirements online. Mercy Online has been accepted as a member of Apple's iTunes U.

Maintenance of Good Academic Standing The cumulative GPA for both good academic standing and degree conferral is a 3.0. Grades are subject to review by the associate dean and chair at the end of each term. If the academic average falls below 3.0, the student may be dismissed or be placed on academic probation.