EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 6901 Instructional Leadership Beyond the Classroom 3 s.h.
Teacher leaders will lead both from within their own classrooms and beyond, therefore it will be important to equip candidates with the knowledge and skills that will assist them in any leadership situation they may face. Candidates will be introduced to the theory and practice of teacher leadership in order to assist in building teacher commitment, teacher efficacy, teaching competence, and instructional practices. There will be an additional emphasis on developing teacher leaders, specifically in the areas of adult learning principles, reflective practice, and professional learning communities. Candidates will be introduced to the importance of self-directed teacher professional development, taking on leadership roles at school, district, state, and national levels, as well as learning how to lead in both formal and informal ways.

EDAD 6903 Building Capacity of Adult Learners 3 s.h.
Learning is an extended, intricate, and lifelong process. Adult learners have a unique way of learning, one that varies from learning done in primary grades. As such, teacher leaders will need to have strong command of adult learning principles to effectively collaborate with others and assist adults in their own professional development. A study of current theories and research in the areas of social cognition, human development, interpersonal relationships, group processes, and motivation will assist candidates in meeting the needs of the adults they will work with. This course will be particularly helpful to those who mentor, lead professional development sessions, serve on building or district leadership teams, and participate in professional learning communities.

EDAD 6905 Culturally Responsive Teaching and Learning 3 s.h.
Educational leaders must practice professional, ethical values of equity, integrity, honesty, fairness, and dignity. The purpose of this course is to build candidate knowledge and skills in the area of culturally responsive leadership. Candidates will develop the ability to promote collaboration with faculty, administration, families, and community members and partners. This course will help candidates lead in culturally competent ways in order to make necessary changes in curriculum, culture, and school policies and practices. Additionally, candidates will learn how to assist others in providing individual learning opportunities for students where diverse perspectives are welcomed in addressing challenges.

EDAD 6906 Data-Coaching and Decision Making 3 s.h.
The purpose of this course is to provide candidates with the knowledge and skills to understand and utilize data to identify school improvement needs and make informed decisions in making change. Specifically, the course will provide opportunity for candidates to learn the nature of multiple data sources to identify patterns, trends, and improvement needs, conduct descriptive analysis, monitor and correct progress, and assist in developing high quality assessments. Candidates will experience authentic data-driven decision making by accessing state, district, school, and a variety of other relevant data resources to conduct descriptive and inferential analysis of trends and needs.

EDAD 6915 Learning, Teaching, and Instructional Leadership 3 s.h.
Leadership behaviors and expectations intended to build teacher commitment, increase teaching competence, and improve the learning climate of students. The importance of and role that adult development and learning play in teacher leadership regarding curriculum and instruction decisions are stressed.

EDAD 6931 Leadership in Educational Organizations: Theory to Best Practices 3 s.h.
Significant theories, research, and professional practices in the leadership of schools and school systems. Detailed analysis of primary sources and application of sources to reflection on issues and problems of administrative practice.

EDAD 6933 Educational Leadership and Organizational Change 3 s.h.
This course reviews, examines, and critiques significant theories, research, and professional practice related to school leadership. This course reviews the main research, theories, and practices that have been proven to facilitate effective organizational leadership. Change theory and processes will be studied to acquire knowledge and skills that will aid the development, implementation, and evaluation of a continuous, responsive, sustainable, data-based school improvement process. This course examines the concept of educational change, the role of school leaders as agents of change, and alternative change models and strategies, including the importance in attaining outcomes intended when introducing new initiatives.

EDAD 6936 Culturally Responsive Leadership 3 s.h.
This course examines culturally responsive pedagogy (CRP), which is a philosophy to facilitate student engagement and academic success by incorporating student cultures, experiences, and identities into the curriculum so that students and teachers can become co-creators of classroom knowledge.

EDAD 6947 School Building Operations and Management 3 s.h.
Theories of leadership and schooling that provide future principals with guides for action and behavior will be presented. Theories that shape personal decision-making processes that build schools as learning communities will be presented.

EDAD 6948 Data Driven School Improvement and Program Evaluation 3 s.h.
This course examines the integral impact data-informed decision management has on educational accountability and the efficacy of program initiatives that facilitate standards for improvement in the classroom, building, and district level. Comprehensive data retrieval, analysis, and interpretation are invaluable to promote equitable and culturally responsive leaders who foster not only school improvement, but also a climate where accountability for students reaches further than academic performance.

EDAD 6949 Legal and Ethical Issues in Public Administration 3 s.h.
Reviews the legal foundation of schools and educational policy through the review of cases, statutes, and constitutional provisions affecting the operation of elementary and secondary schools in the United States and explores the relationship between legal, ethical, and political issues in public administration. Acquaints educators with professional norms and ethical as well as legal standards, and methods of identifying, evaluating, and making legal and ethical decisions, and modeling such behavior communicating and cultivating legal and ethical behavior in others.

EDAD 6952 School Finance and Budget Planning Processes 3 s.h.
This course focuses on an analysis of school funding on a state and local level. School budgeting, site-based management, and school business practices are major topics. An action research project is part of the course requirement.

EDAD 6954 Community Engagement and Collaborative Partnerships 3 s.h.
Within this course, candidates will explore, study, examine, and practice skills, which illustrate the role strategic marketing can play in building community support for schools and their programs. Within this context, candidates enrolled in this course will develop leadership perspectives that support school community collaboration and partnerships.

EDAD 6955 Professional Development and Human Resources 3 s.h.
In-depth examination of policies and practices designed to reconcile the interests of schools and the people who make them up. Topics include professional and staff development, equal employment, position description, recruitment, selection, performance appraisal, removal, compensation, and emerging issues.
EDAD 6975 Introduction to Administration Clinical Experience 3 s.h.
Designed to expand candidate's knowledge of the nature, characteristics and
demands associated with school administration and provide opportunity to
develop skills and dispositions needed for administrative responsibilities.
Includes focused field experiences embedded in various courses throughout
the program. Requires candidates to perform a particular administrative
function in school and community settings.
Prereq.: Completion of five of the following courses EDAD 6915, EDAD 6931,
EDAD 6933, EDAD 6947, EDAD 6949, EDAD 6954, and EDAD 6955.

EDAD 6982 Independent Study/Action Research 1-3 s.h.
Individual investigation of advanced topics under the guidance of selected
departmental faculty. May be repeated.

EDAD 6990 Seminar in Educational Administration 1-3 s.h.
A seminar designed for the development of particular skills and/or
perspectives on a topic related to educational administration.

EDAD 6993 Special Topics in Educational Administration 1-4 s.h.
Prereq.: Admission to master's degree program in educational administration.

EDAD 6995 Workshop in Educational Administration 1-3 s.h.
A workshop designed for the development of particular skills and/or
perspectives on a topic related to educational administration.

EDAD 7014 Data Driven School Improvement and Program Evaluation 3 s.h.
This course examines the integral impact data-informed decision management
has on educational accountability and the efficacy of program initiatives that
facilitate standards for improvement in the classroom, building, and district
level. Comprehensive data retrieval, analysis, and interpretation are invaluable
to promote equitable and culturally responsive leaders who foster not only
school improvement, but also a climate where accountability for students
reaches further than academic performance.

EDAD 7018 School Discipline and Student Support Services: Policies,
Programs and Prevention Strategies 3 s.h.
Examines school discipline and youth problems that threaten student health,
welfare, and safety and research-proven school programs for addressing
such problems. Emphasizes the role of school leaders in developing and
implementing comprehensive policies and student support programs.

EDAD 7019 Special Education Law and Policy 2 s.h.
Provides an introduction to schools as political systems and the values
that shape educational politics and policymaking. Examines the concept
of educational change, the role of school leaders including the importance
of implementation in attaining outcomes intended when introducing new
initiatives. Uses special education law as vehicle for exploring change in
educational policy and practice. Reviews the rights of pre and elementary
and secondary students with disabilities to a free and appropriate education
through an examination of state and federal laws, regulations, guidance
documents and judicial interpretations of the Individual with Disabilities Act
and Section 504 of the Rehabilitation Act of 1973. Explores issues of eligibility
and evaluation; IEP development and student placement in LRE settings;
related, assistive technology, and transition services; student discipline and
behavior management; means of conflict or dispute resolution including
mediation and due process hearings; as well as remedies available to parents
for non-compliance under IDEA.
Prereq.: Admission to the Master's in Educational Administration Program.

EDAD 7020 Human Resource Leadership 3 s.h.
This course provides an in-depth examination of policies and practices
designed to reconcile the interests of organizations (schools) and
stakeholders (staff, faculty, and community). Topics include professional and
staff development, equal employment, positions description, recruitment,
selection, performance appraisal, removal, compensation, and emerging
human resource issues.

EDAD 7022 Clinical Experience 2: The Principalship 1-4 s.h.
Completed in a school covered by teaching certificate or license. Second
administrative clinical experience designed to highlight tasks. May be repeated
for credit to fulfill program requirement.

EDAD 7022A Clinical Experience: The Principalship-Elementary (E) Middle
(M) Secondary (S) 1-4 s.h.
Completed in a school covered by teaching certificate or license. Second
administrative clinical experience designed to highlight tasks. May be repeated
for credit to fulfill program requirements.

EDAD 7022B Clinical Experience: The Principalship-Elementary (E) Middle
(M) Secondary (S) 1-4 s.h.
Completed in a school covered by teaching certificate or license. Second
administrative clinical experience designed to highlight tasks. May be repeated
for credit to fulfill program requirements.1-4 s.h.

EDAD 7024 Collective Bargaining and Systems Issues in Human Resources
Administration 3 s.h.
Human resources issues from the central office perspective. Statutory,
regulatory, and political contexts for public sector collective bargaining.
Conceptual and experiential treatment of traditional and interest-based
bargaining. Approaches to human resources policy development, grievances,
and management of written agreements.

EDAD 7025 Educational Governance: Advanced Law and Policy Seminar 3 s.h.
Explores emerging legal developments affecting P-12 education systems
and the role and limits of the law in promoting educational emergent reform.
Reviews social science literature on governance issues and factors that affect
the nature, degree, and rate of organizational compliance.

EDAD 7026 Technology and Facilities for Learning Organizations 3 s.h.
Due to increasing demands upon the educational facilities by the instructional
use of technology and the need to prepare students for the world of work,
facility management and integration of technology into the facility are
examined.

EDAD 7035 The Superintendency and Evolving Ways of Looking at
Leadership 3 s.h.
This course examines the role of superintendent in the administration of
schools. Students will study leadership in complex social organizations so that
they can apply current theory and research to their roles in complex, chaotic,
educational environments.

EDAD 7040 Clinical Practice for the Administrative Specialist 3 s.h.
Candidates for administrative specialist licenses in areas of curriculum,
instruction, and professional development or pupil services administration
develop an individualized clinical plan and complete a set of tasks and an
integrated project aligned with professional standards under the guidance of
an appropriately licensed cooperating administrator.
Prereq.: Candidates must have completed all or be currently enrolled in
remaining courses that compose the requirement of respective specialist
license.

EDAD 7050 Clinical Experience: Superintendency 3 s.h.
Candidates for the superintendent license are required to complete four tasks
from the master syllabus at the district-wide level, supervised by a school
superintendent. Major components are the complete analysis of the financial
structure of the candidate’s school district and a system-level integrated
project.
Prereq.: Completion of three of the following four courses: EDAD 7024,
EDAD 7025, EDAD 7026, EDAD 7035, and two years experience in a building-
level administrative capacity or equivalent.

EDAD 7050A Clinical Experience: Superintendency 1-3 s.h.
Candidates for the superintendent license are required to complete four tasks
from the master syllabus at the district-wide level, supervised by a school
superintendent. Major components are the complete analysis of the financial
structure of the candidate’s school district and a system-level integrated
project.
Prereq.: Completion of three of the following four courses: EDAD 7024,
EDAD 7025, EDAD 7026, EDAD 7035, and two years experience in a building-
level administrative capacity or equivalent.
EDAD 7050B  Clinical Experience: Superintendency  1-3 s.h.
Candidates for the superintendency license are required to complete four tasks from the master syllabus at the district-wide level, supervised by a school superintendent. Major components are the complete analysis of the financial structure of the candidate's school district and a system-level integrated project. Prereq. Completion of three of the following four courses: EDAD 7024, EDAD 7025, EDAD 7026, EDAD 7035, and two years experience in a building-level administrative capacity or equivalent. 1-3 s.h.

EDAD 8111  Advanced Research Design and Statistics  3 s.h.
An in-depth treatment of the major correlational, experimental, and quasi-experimental research designs and associated statistical analyses, including the design and analysis of surveys and factor analytic techniques. Experience in data analysis using SPSS or other statistical packages. 3 s.h. Cross listed with FOUN 8111.  
Prereq.: EDAD/FOUN 8104.

EDAD 8113  Theories of Inquiry  3 s.h.
Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. 3 s.h. 
Prereq.: FOUN 8104 and EDAD 8111/FOUN 8111.  
Cross listed with FOUN 8113.

EDAD 8122  Leadership in Education  3 s.h.
In this course students will critically analyze contemporary ways of thinking about leadership. As students examine their present paradigm of leadership, they will also analyze a reconfiguration of leadership that reflects developments in the new sciences and other fields. 
Prereq.: Admission to the doctoral program.

EDAD 8125  Educational Politics and Policymaking in the United States  3 s.h.
Reviews professional literature on politics and policy making at the local, state, and federal level, including the values, institutional actors, processes, and interest groups that shape educational policy. Explores means of identifying problems, analyzing policy alternatives, and measuring policy outcomes.  
Prereq.: Admission to the doctoral program.

EDAD 8130  Learning Processes and the Instructional Leader  3 s.h.
A study of current theories and research in the areas of cognition and learning, development and motivation that underlay approaches to teaching in any context. 

EDAD 8135  Building Organizational Culture and Community Partnerships  3 s.h.
The Course EDAD 8135: Building Organizational Culture and Community Partnerships is designed in accordance with the National Educational Leadership Preparation (NELP) District Level Program Standards, Standard 5. Candidates in this educational leadership preparation course will learn to apply new knowledge and skills to engage families, communities, and related business partnerships to meet student and community cultural and environmental needs. An examination of the school and community culture will contribute to the essential objectives of the course. Crosslisted with: no Prereq. or Coreq.: noneh. 
Prereq.: none.  
Coreq.: none 3 s.

EDAD 8140  Seminar in Administrative Theory  3 s.h.
Extension of the administrator's abilities to analyze professional problems, develop leadership strategies, and exercise sound decision making. Nontraditional (nonfunctionalist) theories are stressed, with emphasis on deconstructing and purposefully framing educational issues. Case studies strengthen the application of the theories.  
Prereq.: Admission to the doctoral program.

EDAD 8155  Seminar in Current Educational Issues  3 s.h.
Informing educational leaders about contextual issues of schools is necessary in order to understand and recognize that school reform, both at the time of its proposal and during the developmental stages of its implementation, is intended to ameliorate educational problems. 
Prereq.: Admission to the doctoral program.