AD 5010 Organizational Leadership in Schools (3 Credits)
Students in the educational leadership program are strongly encouraged to take this course first in the educational leadership course sequence. Roles and functions of administrators in elementary and secondary schools will be addressed. A variety of theories will be analyzed and applied in the context of the dynamic milieu, personal and group biases, and the multivariate issues facing organizational life in schools.

AD 5120 Transforming the Educational Agenda for Middle Level Educators (3 Credits)
This course focuses on the development of a self-renewing capability inherent in professionals and organizations. Students will discuss the notion of transformation in the context of knowledge base, self-reflection, and the socio-professional processes in educational change. Students will explore the integration of ecological perspectives within a changing society and the demand for greater tolerance of human behavior in the context of learning. Students will demonstrate an understanding of the need to keep student learning and development as the central core of educational change.
Prerequisite(s): AD 5110 or AD 5120.

AD 5200 Staff Development & Evaluation (3 Credits)
Major functions concerning the supervision of staff in a school setting including the selection, orientation, and development of staff members will be covered. Theories and techniques for promoting a positive school climate will be explored and applied. Alternative approaches to assessing and enhancing a staff’s instructional competence will be examined.
Prerequisite(s): AD 5200 or EP 7020, and AD 5220 or EP 7040.

AD 5230 Research Design for the Professions (3 Credits)
This course is designed for students in the Educational Leadership and Counseling programs. Students will gain knowledge of statistical concepts, including reliability and validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Each student will develop a complete proposal for a program in their profession, including a needs assessment, data collection design, review of related literature, and plans for implementation and evaluation.

AD 5240 School Finance and Negotiation (3 Credits)
The development of school budgets that support the planning processes within a school setting will be covered. Other relevant topics will include cost effectiveness, revenue sources, communication with the public, capital projects, state and federal programs, using the budget to promote excellence in the schools, and principles and practices in collective bargaining.

AD 5250 School Law (3 Credits)
Consideration of constitutional, statutory, and case-law foundations of education systems, and the school administrator’s role will be discussed. Also covered will be the legal prerogatives available to the administrator and local boards of education. Consideration of constitutional, statutory, and case-law foundations of education systems, and the school administrator’s role will be discussed.

AD 5310 Practicum in Educational Leadership: The Principalship (3-6 Credits)
The purpose of the practicum is to provide students with meaningful field-based experiences that focus on the role of a school administrator. This is a collaborative, 300-hour supervised experience intended to support students in applying the knowledge, skills, and understandings they have gained throughout their principal certification program. Supervision of the practicum is the responsibility of two individuals: the university instructor, a Plymouth State University faculty member, and the site supervisor (or mentor), a school administrator currently holding principal certification. Attendance at three seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students’ practicum sites and specifically on issues of the principalship.
Prerequisite(s): admission to the Principal certification program and AD 5110 or EP 7020, AD 5200, AD 5700 or EP 7060, AD 5300, AD 5330 or EP 7210, AD 5830 or EP 7040.

AD 5320 Educational Planning and Problem Solving (3 Credits)
An overview of sound planning and evaluation models as applied to specific educational problems. Discussion will include collaborative strategies to implement effective change within the school setting.
Prerequisite(s): AD 5110.

AD 5410 Independent Study in Educational Leadership (1-3 Credits)
This course provides the enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. This offers a chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor, the department chair, and the associate vice president for the College of Graduate Studies is required.
AD 6220 Dynamic Teacher Leadership (3 Credits)
Dynamic Teacher Leadership is a course designed for the master/experienced classroom teacher/specialist who is passionate about making a difference in education and aspires to take or is currently involved in a leadership role in his/her school and district. Current best practices will be examined, along with emerging standards in the area of teacher leadership. The various ways in which an educator can apply leadership skills, without being an administrator in a school, will be explored.

AD 6230 Extending Leadership: Community Outreach (3 Credits)
Becoming a teacher leader includes understanding and responding to all stakeholders involved in education. Stakeholders include not only those directly involved in education such as student and parents, but also the extended community.

AD 6240 Staying Current as Teacher-Leaders (3 Credits)
It is the responsibility of all educators to participate in ongoing professional development. It is through this high level of professional engagement that educators gain the knowledge they need to be successful in the classroom. This course examines alternative ways of providing individualized, sustained professional development opportunities within their work environment. Participants will review levels of advocacy and how they might become educational advocates within their organizations.