ADMINISTRATION (AD)

AD 5010 Organizational Leadership in Schools (3)
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 5020 Staff Development & Evaluation (3)
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 5010 or EP 7020, and AD 5830 or EP 7040.

AD 5030 Research Design for the Professions (3)
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 5300 Managing Educational Resources (3)
Explore and apply the characteristics of effective leadership and resource management for education-specific programs and initiatives, including fiscal, physical, and human resources. Identify funding sources and potential opportunities to help obtain and develop resources to meet school and district needs.

AD 5330 Leadership in Curriculum Development and Assessment (3)
Leading the participatory process for developing curricula in schools will be addressed. The relationship of philosophy, a school's identity, and mission to curricula is emphasized. Included are strategies for developing, assessing, and revising curricula as well as a review of recent research and trends. The course is intended for experienced educators who currently fill or aspire to the roles of school principal, team leader, or department chair.

AD 5560 Special Topics in Educational Leadership (1-3)
An in-depth study of a particular topic, contemporary issue, or concern will be the focus of this course. It will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

AD 5700 School Law (3)
Federal and state laws that apply to school systems, educational programs, and personnel 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 5830 Educational Planning and Problem Solving (3)
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 5010.

AD 5910 Independent Study in Educational Leadership (1-3)
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)
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 6240 Staying Current as Teacher-Leaders (3)
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.