Educational Leadership, M.Ed.

COLLEGE OF EDUCATION (http://www.temple.edu/education)

About the Program
The Educational Leadership program prepares students to become leaders in either K-12 or higher education settings. The program is grounded in a social justice framework and focuses on ethical leadership in diverse, inclusive environments. Graduating leaders have the knowledge and competencies to maximize learning opportunities and outcomes for all students and to provide professional development for teachers and colleagues. Two concentrations are offered:

- K-12, which prepares accomplished principals and superintendents for school and district leadership.
- Higher Education, which is designed for students who want to enter administrative positions in colleges, universities, and other post-secondary settings. Emphasis is placed on urban issues and themes of equity and access in higher education.

Time Limit for Degree Completion: 4 years

Campus Location: Main, Fort Washington, Harrisburg

Full-Time/Part-Time Status: Students complete the degree program through classes offered after 5:30 p.m. The degree program can be completed on a full- or part-time basis.

Areas of Specialization: The program offers concentrations in K-12 and Higher Education.

Job Prospects: Graduates typically become administrators in public or private schools. Others become administrators in institutions of higher education.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. Students completing certification courses before being admitted to the program are NOT guaranteed admission.

Financing Opportunities: Funding is considered for applicants who submit all required application documents by the priority application deadline.

Admission Requirements and Deadlines

Application Deadline:

Fall: March 1 (Priority)
Spring: November 1 (Priority)

Applicants should submit all required application documents by the priority application deadline for funding consideration. Those with applications completed after the priority deadline will be reviewed for admission, but are not eligible for funding consideration.

APPLY ONLINE to this graduate program.

Letters of Reference:
Number Required: 2, with a third submitted at the applicant's discretion. Please submit the "Reference Report for Graduate Study," found at http://www.temple.edu/grad/admissions/documents/Web_GRAD_REFERENCE_REPORT.pdf.

From Whom: Letters of recommendation should be obtained from college/university faculty members and others who can provide insight into the applicant's academic competence.

Coursework Required for Admission Consideration: All applicants must present credentials that are the equivalent of the appropriate baccalaureate degree at Temple University.

Bachelor's Degree in Discipline/Related Discipline: A bachelor's degree is required. Applicants who do not meet the 3.0 UGPA requirement may be considered for admission if they meet one of the following exceptions:

1. Standard exception: 3.5 UGPA during the last two years AND a minimum of 3.25 Graduate GPA for 9 credits (typically taken as a non-matriculated student in the program prior to application for admission).
2. Special exception: Applicants who do not meet regular admission criteria may be considered for a special exception if a compelling case can be made for admission on the basis of some additional source of data.
Statement of Goals: Two pages include your reason for seeking a master's degree with a specific focus on the career to which you aspire; your interests; and your academic and job-related experiences that are relevant to the program. The statement is evaluated against the program's mission.

Standardized Test Scores:
TOEFL score (international applicants only): 88 iBT or 575 PBT minimum. Applicants with scores between 88 and 100 iBT or between 575 and 600 PBT must take an English refresher course.

Resume: Current resume required.

Transfer Credit: Courses may be transferred from an accredited institution provided they were completed less than five years ago and are relevant to the program. The academic advisor makes the decision about the relevancy of the courses that the student desires to transfer. The maximum number of credits a student may transfer is 6.

Program Requirements

General Program Requirements:
Number of Didactic Credits Required Beyond the Baccalaureate: 30

Required Courses:

K-12 Concentration

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (Description)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5300</td>
<td>Intro Issues Sch Ldship</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5301</td>
<td>Leadership for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5302</td>
<td>Contexts for Sch Reform</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5303</td>
<td>Ldshp in Diverse Context (Principals for Ensuring Inclusive, Equitable Learning)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5304</td>
<td>Sch Operations, Mgmt, Tech</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5305</td>
<td>Knowledge Sch Improve</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5306</td>
<td>Change Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5101</td>
<td>Critical Understanding of Social Science Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (Description)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5063</td>
<td>Educational Reform</td>
<td></td>
</tr>
<tr>
<td>EDAD 5615</td>
<td>Gender Issues in Education</td>
<td></td>
</tr>
<tr>
<td>EDAD 5652</td>
<td>Educational Policy: Decision Making</td>
<td></td>
</tr>
<tr>
<td>EDAD 5742</td>
<td>Pro-Seminar in Ed Policy</td>
<td></td>
</tr>
<tr>
<td>EDAD 5895</td>
<td>School Violence: Risk Prevention</td>
<td></td>
</tr>
<tr>
<td>EDAD 8553</td>
<td>Profile Demo Ethical Lds</td>
<td></td>
</tr>
<tr>
<td>URBE 5401</td>
<td>Introduction to Urban Schools</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Higher Education Concentration

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (Description)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5552</td>
<td>Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5601</td>
<td>The Two Year College</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5772</td>
<td>Law and the Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 8787</td>
<td>Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 8941</td>
<td>Planning in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 9982</td>
<td>Independent Study (Higher Education Leadership)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5101</td>
<td>Critical Understanding of Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8985</td>
<td>Teaching in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Field Work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (Description)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 9285</td>
<td>Internship in Administration (Part I)</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (Description)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5615</td>
<td>Gender Issues in Education</td>
<td></td>
</tr>
</tbody>
</table>
EDAD 5742  Pro-Seminar in Ed Policy
EDAD 8461  Ethical Educational Leadership
EDAD 8553  Profile Demo Ethical Lds
EDAD 8635  Current Issues in Educational Policy
URBE 5630  Special Seminar in Urban Education

Total Credit Hours 30

Culminating Events:
Comprehensive Examination:
The comprehensive examination is designed to test for understanding and application of basic principles and theory of administration. It covers the master's core courses in Educational Leadership. The student is expected to take the examination in the final term of study.

Contacts
Program Web Address:
http://education.temple.edu/leadership/masters

Department Information:
Educational Leadership Program
College of Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
educate@temple.edu
215-204-8011

Mailing Address for Application Materials:
College of Education Office of Enrollment Management
150 Ritter Hall Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

Department Contacts:
Admissions:
Office of Enrollment Management
educate@temple.edu
215-204-8011

Courses

EDAD 5027. Research-Based Practices. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5063. Educational Reform. 3 Credit Hours.
This course identifies current education reform interventions that are provoking change. Additionally, the federal legislation targeting school reform and the implementation of federal programs locally, as well as the politics of federalism in education, are examined.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5300. Intro Issues Sch Ldship. 3 Credit Hours.
This course introduces students to the program's goals and theoretical foundations to help them assess and reflect on their own learning needs as they continue through the program. The course surveys the effective leaders, leadership styles, organizational theory, and decision-making literature(s) from across disciplines to orient students to the school context and examine the role and potential of the individual school leader. Particular attention will be paid to the impact of the leader's values, knowledge, skills, and behaviors on teaching and learning for adults and children within the school and school community.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.
EDAD 5301. Leadership for Learning. 3 Credit Hours.
This course allows students the opportunity to engage in rigorous work designed to challenge traditional paradigms of school leadership and to explore values and beliefs underlying leadership needed for school reform in pre K-12 schools today. Students will be exposed to concepts from current research in developing professional learning communities, collegiality, instructional leadership, data driven decisions and assessment. Coursework includes interactive case studies, team projects, and guest speakers.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5302. Contexts for Sch Reform. 3 Credit Hours.
This course will focus attention on schools foundation within a distinctly American cultural, constitutional, and legal framework, particularly the internal system-based and external legal, policy, and political environments that affect school policy and practice. TA survey of milestones in contemporary education history/reform, with specific attention to the education of diverse groups provides historical context. Students will examine and apply to practical cases 1) federal, state, and local laws, policies, and regulations and the implications of these for school leadership; 2) literature and case studies on education reform efforts at both the district and school levels, including the forces that influence the outcomes of education reform historically and at the present time; and 3) the school and district as complex systems, as well as strategies used to manage change across system levels.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5303. Ldshp in Diverse Context. 3 Credit Hours.
This course this will examine the issue of diversity in schools in all its dimensions to better understand the challenges of creating schools that ensure the fair and equitable treatment, opportunity, and successful educational outcomes for all students. The course will survey the history and current policy and practice contexts for serving historically under-served/under-performing student populations (e.g. high-poverty students, minorities, English-language learners, and students with disabilities). The range of issues presented by diverse student populations and their impacts on the role of the school leader will serve as the foundation of this course. Emphasis will be on better identifying and addressing the needs of particular students through the use of assessment, research, and data; accessing a variety of available resources (e.g. research, technical assistance); identifying models of effectiveness; and leading school change to meet the needs of all children and close the achievement gap(s) so that all children achieve at high levels.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5304. Sch Operations, Mgmt, Tech. 3 Credit Hours.
Effective school leaders must effectively lead all aspects of the internal and external school environment. This course provides an introduction to the various operations responsibilities of the principal-plant, budget, human resource, technology, labor and public relations management-and strategies for better aligning school resources (e.g. time, space, teachers, materials) to the vision for improvement. The course will review relevant laws, policies, and standards of practice and progress monitoring in each area. Across topics, students will be supported in developing a data-driven lens that will help them to reflect on and critically assess factors related to implementation progress, particularly the extent to which people and/or processes are affect improvement work.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5305. Knowledge Sch Improve. 3 Credit Hours.
Availability of considerable amounts and types of research and data does not guarantee accurate interpretation or use. This course will help students to become skillful users of information to enabling them to make intelligent, timely decisions-to be effective and creative problem solvers. In particular, the course will help students to organize and use data to identify those aspects of their school's performance most critical in helping them to reach state standards; sense and diagnose problems and their root causes before they measurably impact performance; read and interpret education research to identify reliable, actionable information on effective programs in support of school progress toward those standards; thoughtfully plan for and implement applications of research with fidelity to the model(s); continuously monitor progress and evaluate outcomes of specific strategies; and intelligently marshal resources based on these assessments and articulated goals. In addition to the development of specific functional/technical skills, the program will help participants to develop specific habits of mind-orientation toward inquiry; reflection; quality problem solving; and performance-focused, continuous improvement.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5306. Change Leadership. 3 Credit Hours.
A required set of skills for tomorrow's educational leaders is the ability to initiate and sustain continuous improvement and results. This course will explore a variety of literature, research-based practices, and case studies to help students to recognize conditions/variables (e.g. resources, culture, organizational dynamics and changes) in school and community contexts, and how to effectively and strategically navigate the landscape towards school improvement. Particular emphasis will be on helping students develop as reflective, ethical leaders.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5307. Clin Exp in Sch Ldship. 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Administrative I certificate (school principal, K-12). In order to be recommended for the Pennsylvania Administrative I certificate, the student must complete both Educational Administration courses 9189 and 9289 (3 semester hours each). This course is designed to meet all of the PIL Standards. This year long internship along with a 20 hour internship in each course in the principal certification program will give a university student a total of 360 hours of field experience. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5308. Clinical Experiences in School Leadership 2. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5402. Action and Collaborative Research Seminar. 3 Credit Hours.
Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5503. The Principalship. 3 Credit Hours.
The principal's responsibilities in the organization and administration of a school are examined.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5505. Introduction to Educational Administration and Supervision. 3 Credit Hours.
An overview of educational administration is provided. This is a required first course for educational administration majors.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5513. Supervision. 3 Credit Hours.
The focus is on the principles, programs, and practices for improvement of the teaching-learning process and setting.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5517. Emotions, Diversity and Democratic Leadership. 3 Credit Hours.
This course introduces students to relevant literature on emotional intelligence, leadership and diversity and to the practice of leading diverse groups. Students learn foundational capacities in emotional intelligence, uncovering common motivations for collaboration, and developing trust in a diverse group. The course also focuses on factors that support and prevent collaboration in various educational settings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5531. The School Superintendent: Chief Educator and Chief Executive I. 3 Credit Hours.
This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. This is the first of a two-part course and a prerequisite for Part II. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the systems approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 5532. The School Superintendent: Chief Educator and Chief Executive II. 3 Credit Hours.
This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. The prerequisite is EDAD 5531: The School Superintendent: Chief Educator and Chief Executive I. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the systems approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits
Pre-requisites:
EDAD 5531 [Minimum Grade of C] May not be taken concurrently.

EDAD 5552. Issues in Higher Education. 3 Credit Hours.
The purpose of this seminar is to provide an introduction to the theory and practice of student affairs in American colleges and universities. This course looks at the responsive and adaptive nature of institutions of higher education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5601. The Two Year College. 3 Credit Hours.
This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in the United States.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5615. Gender Issues in Education. 3 Credit Hours.
This course is a graduate-level seminar intended to place gender at the center of the discussion of education, in general, and educational leadership, in particular. Although gender is at the heart of this course, considerable emphasis is also placed on the intersection of race and social class in education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5641. Finance and Business Management. 3 Credit Hours.
Basic principles of finance and administration with an emphasis on practical implications for the workplace constitute the framework for this course. Simulation of budgets and finance problems enhance understanding.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5651. School Plant. 3 Credit Hours.
The planning, construction, operation, and maintenance of the school plant is discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5652. Educational Policy: Decision Making. 3 Credit Hours.
This blended policy course focuses on public policymaking and its impact on K-16 institutions. Discussions of contemporary decision-making theories guide this course. Practical applications to education policy and decision making are detailed utilizing decision-making practices in budgeting, public administration, drug trafficking, and information systems.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5653. Educational Leadership as Civic Leadership. 3 Credit Hours.
This course aims to instill sensitivity in the students to the importance of civic leadership and an understanding of the potential for education leaders to engage systematically and productively with their various “publics” to promote the common good.
Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.
EDAD 5654. Leadership in Higher Education. 3 Credit Hours.
While many Educational Administration classes on leadership focus on the functional roles and hierarchical structures of leaders within the educational institutions, this class will focus on the development and expression of individual leadership qualities.
Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.

EDAD 5655. Higher Education Economics and Finance. 3 Credit Hours.
This course provides aspiring administrators and academics, interested in research and teaching in higher education, with a basic overview of economics and finance in higher education.
Department restrictions: Must be enrolled in one of the following Departments: Education:Lead/Policy Stud H, Education:Psych Org Lead St
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Repeatability: This course may not be repeated for additional credits.

EDAD 5661. Personnel Administration. 3 Credit Hours.
This course examines the principles, policies, and processes of personnel administration in school systems. It may satisfy an elective in programs leading to the Master of Education degree, principal's certification or central certification in Pennsylvania, and the Doctor of Education degree.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5671. Public Relations. 3 Credit Hours.
This course provides an introduction to school public relations, policies, and practices.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5711. Politics of Education. 3 Credit Hours.
This course draws its intellectual base from research and theory in political science and public policy. Additionally, these disciplines provide the frameworks used to interpret the political dynamics among actors in schools, universities, governmental agencies, and other organizations.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5715. Instructional Leadership. 3 Credit Hours.
This course focuses on the principles and practices directed toward the improvement of the relationship between the individual and the organization, as well as the development of a positive organizational climate.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5742. Pro-Seminar in Ed Policy. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5746. Management of School Fiscal Affairs. 3 Credit Hours.
The focus is on basic accounting principles, records, and reports appropriate for school fund financial management and bond accounting, cash management, and encumbrance systems.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5771. School Law. 3 Credit Hours.
This course focuses on the legal principles within which public education functions. Court cases and school codes are analyzed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5772. Law and the Administration of Higher Education. 3 Credit Hours.
This course emphasizes the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 5895. School Violence: Risk Prevention. 3 Credit Hours.
This seminar provides descriptive analyses reflective of the differing perspectives of students, teachers, principals, and parents, and various concerns and issues. This interactive class examines successful school violence prevention programs, how they are influenced by school policy, and how they are administered.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 8067. Case Study Research Approaches. 3 Credit Hours.
Case study methods for clinical investigations and field studies in school are presented.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8093. Administration Research Seminar. 3 Credit Hours.
This course is intended to assist students in the dissertation proposal process. It focuses on the dissertation topic and key questions; the literature review for the proposal; the methodological plan for the research; and a timeline for moving toward the proposal defense.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8461. Ethical Educational Leadership. 3 Credit Hours.
This course focuses on ethics, primarily from an analytical perspective. It is designed to explore the moral and ethical dimensions of the work of educational leaders, in particular, school superintendents and special education practitioners dealing with an over-representation of diverse learners. The hope is to assist these leaders to resolve ethical dilemmas in more reflective, intelligent, and principled ways.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8535. Current Issues in Educational Policy. 3 Credit Hours.
This course studies illustrative, important educational policy issues in order to understand the issues themselves and to develop a framework for policy analysis. The policy analysis will focus on the application of policy to educational administration practice. Issues studied will come from preK-12 and higher education at the federal, state, and local level.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8636. Research for Change. 3 Credit Hours.
Educational leaders, particularly superintendents, are increasingly being held accountable for student performance and achievement, but also for how data are collected, presented and used to monitor students’ progress and to inform other decision-making in school districts. The purpose of this course is to help participants acquire the abilities to critically consume, evaluate and produce research and evaluation information that leads to change in leadership. This course focuses on developing skill sets to critique research and to conceptualize, design and conduct practitioner-based research projects specifically related to the practice of educational leadership. Emphasis will be placed on understanding how educational research contributes to knowledge about effective professional practices related to student performance and achievement. Research design, data collection and analysis procedures, coupled using data to inform leadership decision will be explored through lecture, class discussion, readings, small work group activities and individual/team projects. Individual and team projects are the primary vehicles for applying analytical tools and research procedures for change in leadership. In addition, the course addresses professional and ethical standards for best practice in developing, implementing and using research information. The framework and content for this course are based on standards developed by the Pennsylvania Inspired Leadership program. Ideally, research helps educational leaders question, explore, analyze, and summarize problems of interest. Methods, designs and data analysis procedures are selected to match a specific research topic, question or context. In order to make these choices wisely, educational leaders should have exposure to and knowledge of a variety of tools and procedures. In general, this course examines the logic and procedures of research and evaluation of educational issues with a heavy emphasis on application (i.e., use of data sources, sub-group analysis for decision making). This course (structured in a research workshop format) offers a doctoral-level survey of research and evaluation methods in education focused on decision-making. The course will cover both the theory and practice of research for change in educational leadership settings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8775. Understanding Organizational Dynamics in Educational Settings. 3 Credit Hours.
Educators who wish to exercise leadership need to understand their organizations in sophisticated ways. In an era marked by turbulence, rapid change and a rising chorus of seemingly conflicting perspectives, this may appear to be an elusive goal. Yet, those are the conditions in which we find ourselves. If we faced a simple task, it might do to use one point of view. But how do we know that others share our particular way of looking at things? How do we know that we have the clearest way of understanding our organization? Is there even one possible best way? It seems most appropriate and wise to try to see organizations from several vantage points and through the theoretical thinking of many scholars. The purpose of this course is to help you understand organizations in newer, more complex ways and to further your ability to use this enhanced perspective to move your organization along.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EDAD 8785. Collective Negotiations. 3 Credit Hours.
The negotiations process in relation to the chief school administrator’s responsibilities is discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EDAD 8787. Administration of Higher Education. 3 Credit Hours.
The development and scope of higher education, the principal organizational components of colleges, and contemporary problem areas are emphasized.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDAD 8905. Advanced Seminar I. 3 Credit Hours.
Intensive group work on selected administrative topics is undertaken.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDAD 8935. Values, Ideology & Education. 3 Credit Hours.
This course assists students in identifying the cultural forces, institutional features, policy network activities, and interest groups influencing education policy decision making in governmental arenas and other organizations.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDAD 8941. Planning in Higher Education. 3 Credit Hours.
The planning process in the college and university context is presented.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may not be repeated for additional credits.

EDAD 9189. Field Experience. 3 Credit Hours.
Practical administrative experience in one’s own school system is undertaken.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may be repeated for additional credit.

EDAD 9285. Internship in Administration (Part I). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may be repeated for additional credit.

EDAD 9286. Internship in Administration (Part II). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. PA requires 360 hours of field experience. In order to be recommended for the Letter of Eligibility certificate, the student must complete two semesters of an Internship. During each semester the candidate should spend 120 hours beyond their regularly scheduled duties for a total of 240 hours (EDAD 9285 and EDAD 9286). These are each 3 semester hours. The remainder of the experience hours are found in the other courses and add up to an additional 120 hours. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may be repeated for additional credit.

EDAD 9289. Secondary Field Experience. 1 to 6 Credit Hour.
Practical administrative experience in one’s own school system is undertaken.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may be repeated for additional credit.

EDAD 9982. Independent Study. 1 to 6 Credit Hour.
Coursework is conducted on an individual basis with approval of the advisor.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Repeatability:** This course may be repeated for additional credit.

EDAD 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.
Candidates who have successfully completed the preliminary examination must register continuously during the Fall and Spring terms until the dissertation has been accepted.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate

**Student Attribute restrictions:** Must be enrolled in one of the following Student Attributes: Dissertation Writing Student

**Repeatability:** This course may be repeated for additional credit.