Educational Administration (EDAD)

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

EDAD 0855. Why care about College: Higher Education in American Life. 3 Credit Hours.
You have decided to go to college. But why? What role will college and in particular Temple University play in your life? Reflect on this important question by looking at the relationship between higher education and American society. What do colleges and universities contribute to our lives? They are, of course, places for teaching and learning. They are also research centers, sports and entertainment venues, sources of community pride and profit, major employers, settings for coming-of-age rituals (parties, wild times, courtship, etc.), and institutions that create lifetime identities and loyalties. Learn how higher education is shaped by the larger society and how, in turn, it has shaped that society. Become better prepared for the world in which you have chosen to live for the next few years. NOTE: This course fulfills the U.S. Society (GU) requirement for students under GenEd and American Culture (AC) for students under Core. Students cannot receive credit for this course if they have successfully completed American Studies 0855 or English 0855.

Course Attributes: GU

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

EDAD 0955. Honors Why care about College: Higher Education in American Life. 3 Credit Hours.
You have decided to go to college. But why? What role will college and in particular Temple University play in your life? Reflect on this important question by looking at the relationship between higher education and American society. What do colleges and universities contribute to our lives? They are, of course, places for teaching and learning. They are also research centers, sports and entertainment venues, sources of community pride and profit, major employers, settings for coming-of-age rituals (parties, wild times, courtship, etc.) and institutions that create lifetime identities and loyalties. Learn how higher education is shaped by the larger society and how, in turn, it has shaped that society. Become better prepared for the world in which you have chosen to live for the next few years. NOTE: This course fulfills the U.S. Society (GU) requirement for students under GenEd and American Culture (AC) for students under Core. Students cannot receive credit for this course if they have successfully completed American Studies 0855, English 0855 or EDAD 0855.

Course Attributes: GU, HO

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

EDAD 3027. Research-Based Practices. 3 Credit Hours.
This course is a comprehensive examination of middle schools and the middle school movement. Topics to be studied are: the history, philosophy, and curriculum of middle schools; characteristics of effective middle schools; team organizations; recent influences (debates of effective vs. cognitive); advisories; transition programs; flexible/block scheduling; and the essential characteristics of middle level teachers.

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

EDAD 5027. Research-Based Practices. 3 Credit Hours.
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.

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

EDAD 5201. 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.
This course is a seminar intended to facilitate the development of reflective practitioners and participatory researchers - educators who perceive classrooms and schools as sites of inquiry. The course is designed to help students develop understandings and skills needed to accomplish the following: (1) identify problems in classrooms and/or schools that can be addressed via research; (2) locate appropriate action and/or teacher research studies for their educational needs; (3) interpret the results of action and/or teacher investigations; and (4) know how to carry out aspects of teacher and/or action research.

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.

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.

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.

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

EDAD 5303. Ldshp in Diverse Context. 3 Credit Hours.
This course 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.

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.

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.

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.

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.

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

EDAD 5308. Clinical Experiences in School Leadership 2. 3 Credit Hours.
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.

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

EDAD 5403. Economics of Education. 3 Credit Hours.
Education plays a central role in the economy through its effects on the labor force, distribution of income, and individuals' earnings and quality of life. This course will provide an introduction to the concepts of economics and how these can be applied to education. Topics to be discussed include education markets and financing (both K-12 and higher education), education production, teacher labor markets, school choice, and school accountability.

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

EDAD 5404. Federal Policy and Local Impact. 3 Credit Hours.
This course is designed to expand graduate students' understanding of education policy, specifically federal policy and its impact on a local level (i.e., state, district, school). The course will focus on understanding politics and policy making processes, research impact on policy development, and the impact of epistemologies (e.g., feminism, critical race theory, critical theory, etc.). This course will develop student understanding through exploration of major educational policies (e.g., Title 1 - school improvement, School Desegregation, Bilingual Education, High School Reform, Special Education, Teacher Quality and Effectiveness, and Assessments and School Accountability). Each policy review will include a historical policy overview (i.e., policy development and epistemology), its considerations of social problems (i.e., poverty, racism, disparate educational and social outcomes, poorly managed schools, etc.), the policy making process, and the process of policy implementation (i.e., state and local regulations and guidance). Graduate students will be exposed to developing policy briefs on 2-3 educational policy areas, and (re)develop one education policy.

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.

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.

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

EDAD 5513. Fostering Professional Development: Coaching and Mentoring. 3 Credit Hours.
Schools and school systems are locations of constant change. Especially in the post-Internet world, teachers, school leaders, and other education professionals are continually expected to update their practice and adapt to evolving standards and ongoing pressure to narrow the achievement gap and improve student performance. This course is designed to assist supervisors, coaches and mentors in their efforts to respond to and manage the continuous improvement environment common in schools today. Learning goals include enhanced communications skills, the ability to assess teacher practice and provide useful feedback, and the ability to model good practice, set goals and develop growth plans. The course will emphasize best practices in adult learning and professional development.

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.

Course Attributes: SI

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.

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.

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

Pre-requisites: Minimum grade of C in EDAD 5531.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

EDAD 5742. Pro-Seminar in Ed Policy. 3 Credit Hours.
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.

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.

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.

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.

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.

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.

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

EDAD 8461. Ethical 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.

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

EDAD 8553. Democratic, Equitable, and Ethical Leadership. 3 Credit Hours.
This course is designed to be a research project in spirit and function. Specifically, we seek to answer this question: What are the underlying qualities that make an individual a democratic, ethical leader? While some answers have been reported in the field, the case is hardly closed because the problem is far from a simple one. Rather than employing a didactic and deductive process of imposing a definition upon students, our approach will follow an inductive process patterned after Bruner's (1974) concept attainment model. Using a wide cross-section of women and men from the US and around the world, both in our own time and from time past, the class will consider the common qualities these leaders demonstrate as they faced their greatest personal and professional challenge. Some will come directly from the field of education. Others are identified with different professions. These have had a major impact on society and have, therefore, shaped education. The class will consider this inductive study of leaders and construct a vibrant and organic definition of democratic ethical leadership that will inform the practice of class members.

Course Attributes: SI

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

EDAD 8635. Education Policy Analysis. 3 Credit Hours.
This course will focus on current issues in education policy, with an emphasis on identifying underlying causes and exploring potential solutions to problems facing public schools. Although the primary focus will be on education policies, we will also consider social policies that shape educational opportunity and schooling. Throughout the semester we will evaluate the evidence for and against various policies, using the tools of policy analysis. Using the tools of policy analysis, our focus will be on understanding the problems these policies are trying to solve, the success of existing policies, and the potential alternative policies that might be available to solve them. While it is impossible to provide an in-depth analysis of such a broad topic, we will cover many of the major initiatives including school finance reforms, market-based reforms, accountability, and teacher recruitment and evaluation. While the content for the first four sessions is set, specific topics for the remaining sessions will be determined at the beginning of the semester to reflect the interests of enrolled students. Note: Prior to summer 2, 2017, the course title was "Current Issues in Educational Policy."

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.

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

EDAD 8653. Civic Leadership. 3 Credit Hours.
This course is designed to introduce participants to the research on and practice of civic leadership. We will discuss the basic concepts, theories, and practices related to this dimension of leadership, specifically in regard to our own roles as educational leaders.

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

EDAD 8755. Organizational Dynamics. 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 confused 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Repeatability: This course may be repeated for additional credit.