EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 500 Master’s Research and Thesis (1-16 credits)
Credit arranged

EDAD 501 (s) Seminar (1-16 credits)
Credit arranged

EDAD 502 (s) Directed Study (1-16 credits)
Credit arranged

EDAD 503 (s) Workshop (1-16 credits)
Credit arranged

EDAD 504 (s) Special Topics (1-16 credits)
Credit arranged

EDAD 505 (s) Professional Development (1-16 credits)
Credit arranged Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward graduate degree programs, but may be used in a fifth-year program.

EDAD 509 Educational Policy and Politics for Educational Leaders (3 credits)
Principles and problems of organization and administration of American education, including local, regional, and state systems.

EDAD 513 Administration of Special Education Law (3 credits)
Explore in-depth the legal issues related to the delivery of special education and pupil services. The course examines legal frameworks used to address issues in this area.

EDAD 528 Leading Standards Driven Instruction (3 credits)
This course explores the management skills, concepts, and information needed to administer a district-wide standards-based instructional and assessment program, with emphasis at the school principal level. This also includes the role of the administrator in supervising for change through the creation of an inclusive learning environment. The administrator’s responsibility in the auditing of content standards and corrective procedures based on assessment results will be covered in depth. The course will also include the various forms of standards-based assessment, both formative and summative, and how to lead organizations to align instruction with state assessments. Both the context and context of instruction and its effect on assessment results will be covered. The formal as well as the informal content of the instructional process and the leader’s responsibility to supervise for both is a critical component of creating inclusive learning environments. The effect of technology, articulation, and the role of the administrator in monitoring what is taught will be investigated as a means toward quality control. (Fall only).
Prereqs: Bachelor’s Degree in Education

EDAD 530 Ethical Leadership and Law in Education (3 credits)
Ethical and legal principles undergirding schools in the U. S.; statutory and case laws focusing on Idaho and surrounding states.

EDAD 533 Multicultural Diversity and Educational Leadership (3 credits)
An introductory graduate-level course in educational administration with an emphasis on the diverse student population that we serve. Its aim is to examine what it means to lead educational organizations in a changing society. Specifically the course focuses on policy, theory and practice, as they relate to diverse school populations. Issues related to multicultural diversity will be drawn from readings as well as personal experiences. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that affirm diversity.

EDAD 534 The Principalship (3 credits)
Prepare students for assuming the role of elementary or secondary school principal; emphasis on skills required for confidence in the role of principal.

EDAD 535 School Finance (3 credits)
Theory and application of financing schools; application to Idaho schools. Cooperative: open to WSU degree-seekers only.
Prereqs: EDAD 509

EDAD 550 Theory and Financial Analysis (3 credits)
Theory and application of financial analysis; application to Idaho schools.

EDAD 552 Leading Standards Driven Instruction (3 credits)
This course explores the management skills, concepts, and information needed to administer a district-wide standards-based instructional and assessment program, with emphasis at the school principal level. This also includes the role of the administrator in supervising for change through the creation of an inclusive learning environment. The administrator’s responsibility in the auditing of content standards and corrective procedures based on assessment results will be covered in depth. The course will also include the various forms of standards-based assessment, both formative and summative, and how to lead organizations to align instruction with state assessments. Both the context and context of instruction and its effect on assessment results will be covered. The formal as well as the informal content of the instructional process and the leader’s responsibility to supervise for both is a critical component of creating inclusive learning environments. The effect of technology, articulation, and the role of the administrator in monitoring what is taught will be investigated as a means toward quality control. (Fall only).
Prereqs: Bachelor’s Degree in Education

EDAD 553 Methodology of Educational Research (3 credits)
This course examines philosophical and theoretical frameworks, methodologies, strategies, techniques, and designs of educational research. The primary themes: (1) the integration of research with educational practices, (2) the role of diversity in the social/political context of research, and (3) the design and use of research in education.

EDAD 570 Methods of Educational Research (3 credits)
This course examines philosophical and theoretical frameworks, methodologies, strategies, techniques, and designs of educational research. The primary themes: (1) the integration of research with educational practices, (2) the role of diversity in the social/political context of research, and (3) the design and use of research in education.

EDAD 571 Educational Leadership in the Global Society (3 credits)
This course is designed to empower superintendents to become leaders who are culturally knowledgeable and can function well and initiate change in multicultural and international settings. This need is driven by rapid changes in the educational marketplace, competition in technical and financial resources, and the emergence of a global economy. Students gain an understanding of culture and pluralism as it relates to present organizations and trans-organizations with a global framework. The course emphasizes organizations that are global within as well as outside the United States, multinational organizations, transnational organizations, as well as global, social-change issues. Issues covered include adapting organization development strategies to the cultural blinders, understanding cultural diversity and the effect of cultural values on the organization change process, and applying strategy to dramatically changing environments.
Prereqs: Bachelor’s Degree in Education

EDAD 580 Special Education Director Administration (3 credits)
This course is designed to prepare students for assuming the role of Special Education Director. Content includes supervision of personnel, legal and financial issues in special education, promoting school climate, collaborative leadership, and instructional leadership.

EDAD 584 Bargaining/Mediation/Arbitration (3 credits)
For superintendent candidates. This course examines a bargaining model endorsed by state organizations and prepares the superintendent for collective bargaining and other dispute resolution models.

EDAD 586 Advanced School Finance (3 credits)
Economic principles to provide insights into practical matters relating to school finance for principals, teachers, business managers, and other school officials; issues of educational productivity, allocation of resources, efficiency, equity, and liberty; review of basic accounting principles and requirements applying to both district and building levels.
Prereqs: EDAD 535
EDAD 587 The Superintendency (3 credits)
Prepare students for assuming the role of superintendent of schools; emphasis on research-based role expectation and practical guidelines for superintendent behavior.

EDAD 592 School-Community Relations (3 credits)
Interpreting the schools to the public, two-way flow of ideas between school and community.

EDAD 593 School Facilities Planning and Maintenance (3 credits)
Planning new school facilities; facility maintenance; legal provisions involving financing; preliminary surveys of need; relationships with architects and contractors.

EDAD 594 Theory in Educational Administration (3 credits)
Theories from psychology, sociology, and cultural points of view applied to school administration; problem solving/decision making; case study approach.
Prereqs: EDAD 509

EDAD 595 Administration and Supervision of Personnel (3 credits)
School-level personnel issues - certified and classified - including supervision and evaluation models, resource allocation, professional development, recruitment, contract law, tort law, selection, placement, evaluation and collective bargaining. Case studies in each area are presented, using local district materials, internet searches and text readings. While the principal's role is the main focus, the course also examines district level issues such as personnel organization and school board policies.

EDAD 598 (s) Internship (1-16 credits)
Credit arranged. Interns assigned for two semesters to practicing administrators in elementary or secondary schools or in district offices or in appropriate offices in higher education. Graded P/F.
Prereqs: Approval of major professor and substantial completion of certification program

EDAD 599 (s) Non-thesis Master's Research (1-16 credits)
Credit arranged. Research not directly related to a thesis or dissertation.
Prereqs: Permission of major professor

EDAD 600 Doctoral Res & Disser (1-45 credits)
Credit arranged

EDAD 604 (s) Special Topics (1-16 credits)
Credit arranged

EDAD 698 (s) Internship (1-16 credits)
Credit arranged