

# Educational Administration

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**EdAd 500 Master's Research and Thesis (cr arr)**

**EdAd 501 (s) Seminar (cr arr)**

**EdAd 502 (s) Directed Study (cr arr)**

**EdAd 504 (s) Special Topics (cr arr)**

**EdAd 505 (s) Professional Development (cr arr)**

Professional development and enrichment of certificated school personnel. Cr earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program.

**EdAd ID&WS509 Educational Policy and Politics for Educational Leaders (2-3 cr) WSU Ed Ad 580**

Principles and problems of organization and administration of American education, including local, regional, and state systems.

**EdAd 510 Strategic Planning for Educational Practitioners (3 cr)**

Specifics included in both the discipline and process of strategic planning; team building, internal and external scanning, vision development, generating belief statements and exit outcomes, writing the mission statement, developing strategies to achieve organizational objectives, and establishing action plans.

**EdAd 513 Administration of Special Education Law (3 cr)**

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 521 Higher Education Administration and Governance (3 cr)**

Administration in colleges and universities; history, basic systems of governance in different states, internal organizational structure, finance, student services, faculty, academic programs, affirmative action, and university relations.

**EdAd 523 Contemporary Issues in Higher Education (3 cr)**

Analysis of leading current issues in post-secondary education, including but not restricted to tenure, research/teaching, extended learning-outreach programs, admission, retention, graduation requirements, and student-faculty evaluations.

**EdAd 524 History and Philosophy of Higher Education in the U.S. (3 cr)**

Exploration of history and philosophy of higher education from its origins to the present day; emphasis on trends and issues that have impacted higher education and contributed to its evolution.

**EdAd 525 Higher Education Accounting, Budgeting, and Finance (3 cr)**

Provides a foundation for exploring the procedures and processes for providing financial support to institutions of higher education; the focus is on public institutions, and information about private institutions will be discussed as appropriate.

**EdAd 526 Student Services in Higher Education (3 cr)**

Overview of administration of, and issues within, student affairs divisions of colleges and universities; includes organizational structures, philosophical underpinnings, history, relationship to missions of universities and colleges, and relationship to other divisions within universities and colleges.

**EdAd 527 Ethics and Law in Higher Education (3 cr)**

Comprehensive overview of salient legal issues that have a direct impact on post-secondary education; topics include judicial review process, agency/authority, labor relations/collective bargaining, Affirmative Action, Americans' Disability Act (ADA), accreditation, and the Land Grant university system.

**EDAD 528 Leading Standards Driven Instruction (3 cr)**

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 content 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)

**Prereq:** Bachelor's Degree in Education

**EdAd 530 Ethical Leadership and Law in Education (3 cr)**

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 cr)**

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 cr)**

Prepare students for assuming the role of elementary or secondary school principal; emphasis on skills reqd for confidence in the role of principal.

**EdAd ID&WS535 School Finance (3 cr) WSU Ed Ad 585**

Theory and application of financing schools; application to Idaho schools.

**Prereq:** EdAd 509

**EdAd 566 Leading Continuous School Improvement (4 cr)**

The focus of this course is the improvement of teaching and learning through the use of student achievement data analysis and application to classroom and school improvement. It is structured around three themes: 1) Interpersonal Communications, 2) Student Achievement Data Analysis and Application and 3) Collaborative Coaching. This course is designed to develop instructional leaders who are able to implement continuous school improvement efforts through the application of these three themes. By demonstrating the use of data as the basis for educational decisions, leaders will be expected to improve achievement through the supervision of learning and the creation of a professional learning organization that promotes the learning of all: students, teachers, parents, and administrators. (Spring only)

**EdAd 567 Administration of Teacher Development (3 cr)**

Application of leadership skills including mentoring, cognitive coaching, crucial conversations and innovative state / local models designed to increase student achievement through the professional development of teachers. (Fall only)

**EdAd 570 Methods of Educational Research (3 cr)**

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 cr)**

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.

**Prereq:** Bachelor's Degree in Education

**EdAd 575 Superintendent as Researcher (3 cr)**

An examination of applied research methods and topics associated with educational reform at the superintendent of school level. (Fall only)

**EdAd 584 Bargaining/Mediation/Arbitration (3 cr)**

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 585 Policies and Perspectives for Educational Leaders (3 cr)**

For educational leaders, especially superintendents. This course examines interdisciplinary issues from business law, the art and other areas as pathways for personal reflection and renewal.

**EdAd 586 Advanced School Finance (3 cr)**

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.

**Prereq:** EdAd 535

**EdAd 587 The Superintendency (3 cr)**

Prepare students for assuming the role of superintendent of schools; emphasis on research-based role expectation and practical guidelines for superintendent behavior.

**EdAd 588 Critique of Research (2-3 cr)**

Research design and methods applicable to the dissertation; dissertation content, format, and style; primarily for educational administration doctoral students who have completed most of their course work; emphasis on review of educational administration doctoral dissertations and peer-reviewed literature.

**Prereq:** Stat 251 or Equivalent, ED 571 or Equivalent

**EdAd 589 Critical Thinking (2-3 cr)**

Same as AdOL 589. For individuals curious about the thinking process; a variety of ways of learn about Vertical Thinking and Lateral Thinking; emphasis on practice using Lateral Thinking skills.

**EdAd 592 School-Community Relations (3 cr)**

Interpreting the schools to the public, two-way flow of ideas between school and community.

**EdAd 593 School Facilities Planning and Maintenance (3 cr)**

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 cr)**

Theories from psychology, sociology, and cultural points of view applied to school administration; problem solving/decision making; case study approach.

**Prereq:** EdAd 509

**EdAd 595 Administration and Supervision of Personnel (3 cr)**

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 (cr arr)**

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.

**Prereq:** Approval of major professor and substantial completion of certification program

**EdAd 599 (s) Non-thesis Master's Research (cr arr)**

Research not directly related to a thesis or dissertation.

**Prereq:** Permission of major professor

**EdAd 600 Doctoral Research and Dissertation (cr arr)**

**EdAd 610 Issues in Educational Governance (3 cr)**

An examination of current topics including ethics, federalism, internationalism and trend analysis of and projections for education reform. (Fall only)

**Prereq:** Enrollment to a doctoral program