PreLEAD courses
Updated 2018

EDADM 541: Principles of Inclusive Educational Leadership
(3-0) Cr. 3. F.S.SS.
Prereq: Teacher licensure and permission of instructor
Basic principles of educational organizations, including an understanding of organizational behavior and theoretical approaches to administration. Exploration of substantive elements related to school reform, such as the change process, current issues in education, and developing a shared vision and mission around inclusive leadership.

EDADM 551: Supervision for Learning Environments
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Study of effective classroom instructional practices that reflect current principles of learning. Understanding and practice of supervisory techniques that support teachers in improving the teaching and learning process, including skills in observational data collection, data analysis, collaboration, and conferencing skills.

EDADM 552: Contemporary Issues in Principal Leadership
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Develops an equity-centered principal and building-level leadership understanding of school/work and community context. Emphasis placed on understanding essential tasks of building-level leadership and management; connecting management and operational decisions to mission and vision; building expertise in instructional leadership to improve teacher practice and student learning; leveraging school culture/atmosphere to provide opportunities and success for all students and their learning needs; advocacy for resources; and, examining role of principal in changing world.

EDADM 554: Leading School Reform
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Study of principles of transformational leadership and collaborative decision-making skills. Leadership activities that facilitate the development of a school culture that embraces change and school reforms that result in high quality schools dedicated to improved student achievement.

EDADM 556: Leading for Equitable Learning in School Systems
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
This course builds on Ed Admin 541, Principles of Educational Leadership, to explore more fully how a leader can establish a vision for equitable and excellent learning. It provides historical, practical and theoretical perspectives on the culture and systems of schools, particularly in an age of accountability.
EDADM 557: Human Resource Development for Learning
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Leadership theory and practice that focuses on the professional development of school staff to promote improved student learning. Principles of school personnel evaluation; legal issues related to hiring, retention, and dismissal; evaluation models for professional and classified staff; and effective professional development models to support lifelong learning and reflective practice.

EDADM 558: Diverse Learning Needs
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
This course is designed to address practical and ethical dimensions of school leadership, especially related to disability status, race, gender, language status, and other minoritized statuses. Specific focus will be on the various ecological contexts of the school, the community, and the family as means of making effective use of multiple resources to enrich education.

EDADM 559: Curriculum Leadership
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Analysis of preK-12 school curricula (hidden, explicit, and null) including current and historical curriculum and instructional issues; design, development, and evaluation of instructional materials. Promoting a vision of learning and instructional program conducive to student learning and staff professional growth. Examining the role curricula play in maintaining and advancing bodies of thought, norms, and historic attitudes. Draws on critical curriculum leadership theories to promote socially just curriculum leadership.

EDADM 575: Education Law and Ethics
(3-0) Cr. 3. F.S.SS.
Prereq: EDADM 541
Examination of constitutional, statutory, and judicial provisions as a basis for the legal operation of educational institutions. Rights and ethical responsibilities of school leaders are examined in relation to their roles and responsibilities with boards, other school personnel, and students.

RES EV 550: Introduction to Educational Research
(3-0) Cr. 3. F.S.SS.
Understanding the nature of quantitative and qualitative research; reviewing the literature; developing research problems and questions; research designs; data collection and analysis issues; evaluating research studies.