K-12 ADMINISTRATION (ADMN)

Courses
ADMN 4700 Special Topics in K-12 Administration (1-5 Credits)

ADMN 4810 School Administration: Case Studies (3 Credits)
Focus on current critical aspects of work of effective superintendents and other administrators in key decision-making roles; includes reading, discussions and guest presenters who are practicing administrators; problem scenarios presented for resolution.

ADMN 4812 Perspectives in District Leadership (4 Credits)
District leaders must focus their actions on the common goal of improving student learning and school systems must be organized to make this the fundamental priority. The purpose of this course is to examine district-level leadership, policies, and practices that support a school community committed to and focused on achievement of all students. The district role is emphasized in supporting school improvement, closing achievement gaps, providing resources, monitoring and using accountability data, and working with the community and school board leadership.

ADMN 4817 Administrative Internship (1-6 Credits)
Opportunity to be supervised in on-the-job experience to better prepare school administration students for district administration careers.

ADMN 4819 Organization Theory & Behavior (3 Credits)
Educational institutions are complex, political organizations with a wide variety of constituents and many layers of sometimes competing cultures, systems, and explicit and implicit goals. Leaders who work with these systems must find ways to make meaning of the organization and the context in which work occurs. This course will look at organizational behavior from several points of view, with the goal of understanding major theories that have been developed and learning to apply these theories in the management and study of organizations. The roles and responsibilities of various members of the organizations will be examined as well as the governance and control issues surrounding education. Organizational analysis will be viewed through the lens of structural, political, human resource and symbolic frames.

ADMN 4820 Educational Program Evaluation (4 Credits)
The purpose of this course is to review theories of program evaluation, evaluation designs and analysis, and current trends in evaluation. Program evaluation aims to determine whether a program, regulation, or policy is achieving its objectives by ascertaining whether it had the desired effect on intended outcomes. The evaluation process may include evaluation of programs, products, personnel, policy, performance, proposals, technology, research, theory, and even of evaluation itself. The course equips students with basic evaluation tools and understandings necessary to be thoughtful consumers and effective users of program evaluations in improving policy outcomes and designing more effective programs and policies. It is designed to provide students with the meaning and methods of program and policy instrument evaluation in education with the intent to contribute to informed decision making and enlightened change. Students analyze evaluations of the effectiveness of a variety of programs through discussion, field work, and case studies.

ADMN 4821 Improvement Science and Action Research (5 Credits)
The purpose of this course is to review theories of program evaluation, evaluation designs and analysis, and current trends in evaluation. Program evaluation aims to determine whether a program, regulation, or policy is achieving its objectives by ascertaining whether it had the desired effect on intended outcomes. The evaluation process may include evaluation of programs, products, personnel, policy, performance, proposals, technology, research, theory, and even of evaluation itself. The course equips students with basic evaluation tools and understandings necessary to be thoughtful consumers and effective users of program evaluations in improving policy outcomes and designing more effective programs and policies. It is designed to provide students with the meaning and methods of program and policy instrument evaluation in education with the intent to contribute to informed decision making and enlightened change. Students analyze evaluations of the effectiveness of a variety of programs through discussion, field work, and case studies.

ADMN 4822 Leadership in Complex Systems (4 Credits)
The purpose of this course is to support leaders in melding theory and practice relative to sustaining complex organizations through developing skills that facilitate the convergence of leadership, communication and change. This course will focus on research applications of theoretical frameworks of leadership and successful leadership actions for complex systems. Leadership is a process that involves influence and goal attainment and occurs in a group context of uncertainty and complexity. Today's solutions often become tomorrow's problems. When changes occur in one part of the system, many others are affected in a cascading manner. Leadership is the lever for change. “Give me a lever long enough... and single-handed I can move the world” (Archimedes). The course is highly interactive and demands significant participation from students.

ADMN 4823 Educational Policy Making in the United States (4 Credits)
This course focuses on policy and advocacy in educational leadership. The course is designed to develop aspiring and current leaders' understanding of local, state, and federal policy systems with a focus on the socio-cultural context surrounding educational policy decision-making. The course examines the basic governmental structure, the expansion of federal powers in policy making, the role and power of interest groups, the function of the state board, and the role of local boards of education.

ADMN 4827 Foundations of Educational History and Philosophy (3 Credits)
This foundational course examines the various theoretical, ethical, historical and philosophical perspectives that will inform educational leaders as policy and change strategies are formulated.

ADMN 4828 Leadership for the 21st Century: Using Creativity to Build Effective Schools (3 Credits)
Designed to assist leaders, at the district or building level, in the implementation of standards-based education to improve student learning and achievement. Primary emphasis is given to applying strategies for addressing critical issues in sustaining the equitable access to learning in a standards-based educational organization.
ADMN 4834 Seminar in Multicultural Issues (3 Credits)
Extends understanding of complex systems' operations and responses by examining multicultural issues in the historical and social context and complexity of schools and school districts. Opportunities will be provided for students to develop an understanding of issues of diversity and the relationship of these issues to the roles and work of school/district administrators. The exploration of multicultural issues will occur through the examination of various themes relative to school/district administration such as curriculum, administration, human resources, policy and reform. Particular emphasis will be given to the exploration of the historical and future purposes of schooling in a democratic/pluralistic society in an effort to help students to develop critical knowledge and skills essential for providing leadership in 21st century schools.

ADMN 4835 Leading Teaching and Learning (4 Credits)
This course will examine educational practices that are meeting success as schools and districts attempt to learn, grow, and reinvent themselves using the principles of organizational learning and improvement science. Participants will understand basic systems theory and gain practical and theoretical tools to improve curriculum development, instruction, and student learning.

ADMN 4836 Improving Organizational Culture (4 Credits)
The purpose of this course is to understand organizational culture as a complex and challenging issue to shape and lead. The complex culture of schools or other educational organizations means many things including climate, organizational members' engagement, culturally competent practices and the quality of human relationships in the organizational environment. This course will enable leaders to analyze the components of an educational organization's culture and develop specific plans to create a culture that supports improved learning outcomes for every student, using high-quality, best instructional practices. Following the collection and analysis of data, students will be prepared to serve as Equity Oriented Change Agents (EOCA), leading the improvement of school culture focused on equitable access to high-quality instruction and services for every student.

ADMN 4840 Strategic and Transformative School Leadership (7 Credits)
Effective school administration is guided by research and best practices which inform governance, vision, leadership, and implementation processes. Effective principals base their work on commitment to moral principles, core values, and the many dimensions of effective theory and practice. Understanding personal values, developing leadership skills and building a strong knowledge base regarding research and best practice are a key focus of the course. In addition, this course also examines strategies for visioning, mission building and branding; defining and assessing value and quality; developing competitive strategy; building networks and partnerships; assessing risk and gauging opportunity; building systems and sustainability; recruiting and developing staff, boards and stakeholders; engaging communities; and acquiring sources of funding. Students must be accepted into an ELPS certificate or MA program.

ADMN 4841 Instructional Leadership for Equitable Schools (7 Credits)
This course serves aspiring principals in the development and application of skills and knowledge associated with standards-based instructional practices, curriculum planning and development, assessment, and program evaluation. Students are assisted in developing and understanding issues of diversity and multiculturalism and their influence on the development and supervision of the instructional program. Although the major focus is on local aspects of standards-based education, some attention is given to the national role in this area. School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation. In addition to the issues of instructional leadership, considerable attention is given to the examination of the needs of the individual student in the learning environment as well as research on learning styles, learning theories and models of teaching. Primary focus areas are supports for special education students, English Language learners, gifted students, and students in poverty. Students must be accepted into an ELPS certificate or MA program.

ADMN 4842 Human Resource Leadership (5 Credits)
This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment and professional development. The legal and technical aspects of teacher evaluation are discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course. Students must be accepted into an ELPS certificate or MA program.

ADMN 4843 Strategic Resource Management for School Leadership (5 Credits)
This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment and professional development. The legal and technical aspects of teacher evaluation will be discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course. Students must be accepted into an ELPS certificate or MA program.

ADMN 4844 Policy Analysis for Educational Systems (4 Credits)
This course introduces students to theories and methods of policy analysis including analyzing resources used and benefits gained from educational programs, policies, and organizations. Prerequisites: Introductory Statistics; acceptable Program Evaluation course.
ADMN 4845 Network and Systems Analysis for Educational Settings (4 Credits)
This course works with a variety of applied research methods for analysis of networks, systems, and program and policy impacts, with a focus on education and community/social services settings. Prerequisites: Introductory Statistics; acceptable Program Evaluation; acceptable Policy course.

ADMN 4848 Business Design and Innovation for School Leaders (4 Credits)
A school district is a large and complex business organization. By design, the course has a broad focus ranging from legislative issues, to manners and matters of local governance, to school finance, capital planning and budgeting concerns to more directed school and district support services. The course demands practitioners become aware of and demonstrate critical thinking as to what constitutes an effective and equitable use of people, time, technology and money in order to ensure achievement for all students. Being able to think differently, create a culture of innovation, and lead a systematic approach to implementing new ways of doing things is one of the most critical aspects of being a school leader. This course will be enhanced with a design thinking framework that takes a human-centered design approach to helping organizations innovate and grow.

ADMN 4849 Action Research for School Leaders (4 Credits)
This course emphasizes the use of research methods which are linked to research needed in schools. Students will learn to identify, analyze and solve problems. Some of the action research methods include focus groups, interviews, observations, school records and surveys. Capstone project will relate directly to the improvement of school policy and practice.

ADMN 4859 Action Research Capstone (1 Credit)
Provides support for students as they develop their action research project into the Capstone for the Masters in Educational Administration.

ADMN 4860 Principal Internship (2 Credits)
The purpose of a formal internship with a principal is to participate in supervised practical training in many of the aspects of school building administration. It is imperative that an applicant have as many first hand experiences as possible in all phases of building administration which focus upon the standards set for principals in Colorado. Must be accepted into an ELPS certificate or MA program.

ADMN 4991 MA Independent Study (1-10 Credits)
ADMN 4992 Directed Study (1-10 Credits)
ADMN 4995 Research - M.A. Thesis (1-10 Credits)
ADMN 5900 Research Planning and Design (3 Credits)
This course is designed to support doctoral students to design research and successfully defend a research proposal for their culminating project/dissertation.

ADMN 5991 PhD Independent Study (1-10 Credits)
Special projects in the field of education, taken by arrangement of Educational Administration faculty.

ADMN 5992 Directed Study (2-10 Credits)
ADMN 5993 Doctoral Research Seminar (1-4 Credits)
The Doctoral Research Seminar is designed to prepare students to undertake the completion of doctoral research or a dissertation. The research process can often be confusing and overwhelming, especially for students coming from a cohort-based program. This course assists students in turning a research idea into the EDD doctoral research project or a polished dissertation proposal and provides students strategies for making the process manageable and enjoyable.

ADMN 5995 Dissertation Research (1-10 Credits)