<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Requirements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Current Issues in Education</td>
<td>3(3-0)</td>
<td>Interdepartmental with Counseling. Educational Psychology and Special Education and Teacher Education.</td>
<td>Administered by Teacher Education. Contemporary and perennial issues in elementary, secondary, and higher education.</td>
</tr>
<tr>
<td>315</td>
<td>Student Leadership Training</td>
<td>3(2-2)</td>
<td>Fall, Spring.</td>
<td>Student leadership role, skills, and technique, consistent with the principles and demands of a democratic multicultural society.</td>
</tr>
<tr>
<td>361</td>
<td>Educational Reform and Policy Analysis</td>
<td>3(3-0)</td>
<td>Fall. Interdepartmental with Teacher Education. Administered by Educational Administration.</td>
<td>Analysis of prominent current K-12 and higher educational reforms and policies in the United States.</td>
</tr>
<tr>
<td>362</td>
<td>Student Culture and Higher Education</td>
<td>3(3-0)</td>
<td>Spring of odd years.</td>
<td>Historical and contemporary college student cultures in U.S. and global contexts.</td>
</tr>
<tr>
<td>363</td>
<td>Diversity and Higher Education</td>
<td>3(3-0)</td>
<td>Fall of even years.</td>
<td>Historical and contemporary aspects of diversity and multiculturalism in higher education.</td>
</tr>
<tr>
<td>800A</td>
<td>Professional Seminar in Educational Leadership</td>
<td>1(1-0)</td>
<td>Fall.</td>
<td>Fundamentals of school leadership. Enduring problems in educational administration. Program orientation, including organizing perspectives and expectations for students. Technological tools and resources for learning.</td>
</tr>
<tr>
<td>801</td>
<td>Leadership and Organizational Development</td>
<td>3(3-0)</td>
<td>Spring, Summer.</td>
<td>Interaction of leadership with organizational culture and development within a variety of educational organizations.</td>
</tr>
<tr>
<td>802</td>
<td>Building a Learning Organization</td>
<td>3(3-0)</td>
<td>Spring.</td>
<td>Disciplines and practices for crafting a learning organization. Strategies for increasing professional capacity within organization members, capitalizing on the collaborative contributions of teams, and effectively responding to change and increased complexity in post-secondary education.</td>
</tr>
<tr>
<td>803</td>
<td>Planning, Budgeting, and Evaluation</td>
<td>3(3-0)</td>
<td>Spring, Summer of even years.</td>
<td>Planning, budgeting, and evaluation in educational organizations. Topics include needs assessment, funding sources, and processes for estimating costs and revenues.</td>
</tr>
<tr>
<td>805</td>
<td>Administration in Higher Education</td>
<td>3(3-0)</td>
<td>Fall.</td>
<td>Theories, systems, structures, and processes of college and universities. Comparison of the organization, leadership, and governance of higher education institutions to other non-profit organizations.</td>
</tr>
<tr>
<td>806</td>
<td>Evolving Practice of School Leaders</td>
<td>3(3-0)</td>
<td>Fall. Open to graduate students in the K-12 Educational Administration major.</td>
<td>Historical analysis of K-12 school leadership. Comparative analysis of leadership and school improvement. Leadership theory. Ethical leadership. Critical thinking and reflection of one's own leadership.</td>
</tr>
<tr>
<td>807</td>
<td>Perspectives on School Organizations</td>
<td>3(3-0)</td>
<td>Spring. Open to graduate students in the K-12 Educational Administration major.</td>
<td>Theoretical analysis of school organizations as systems. Schools and their environments. Organizational leadership. Case analysis. School effectiveness and school reform.</td>
</tr>
<tr>
<td>809</td>
<td>Interpersonal Dimensions of Leadership</td>
<td>3(3-0)</td>
<td>Fall. Open to graduate students in the K-12 Educational Administration major.</td>
<td>Assessment of different approaches to school leadership. School leader as reflective practitioner and effective communicator in school and community contexts.</td>
</tr>
<tr>
<td>811</td>
<td>Inquiry and Analysis of Teaching and Learning</td>
<td>3(3-0)</td>
<td>Fall. Open to students with credit in EAD 854.</td>
<td>Inquiry and applied research methods and skills. Data-based decision making for instructional improvement. Computer skills for data analysis. Methods of data use for teachers and leaders. Legal and ethical use of data.</td>
</tr>
<tr>
<td>812</td>
<td>Inquiry and Analysis of School Organizations</td>
<td>3(3-0)</td>
<td>Spring. Open to students with credit in EAD 854.</td>
<td>Inquiry and applied research methods and skills. Data-based decision making for organizational improvement. Analyzing schools as rational, natural, and open systems. Methods of data use for school administration. Legal and ethical concerns of data use.</td>
</tr>
<tr>
<td>813</td>
<td>Education, Development and Social Change</td>
<td>3(3-0)</td>
<td>Fall of odd years.</td>
<td>Rise of modern systems of education in developed and developing countries. Education, the state, and national development. Colonial heritage, linkages, and globalization of educational development.</td>
</tr>
<tr>
<td>820</td>
<td>School Leadership Internship</td>
<td>3(3-0)</td>
<td>Fall. Open to graduate students in the K-12 Educational Administration major.</td>
<td>Supervised internship in an educational institution focused on school leadership issues.</td>
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<tr>
<td>821</td>
<td>Internship in Educational Administration II</td>
<td>3(3-0)</td>
<td>Spring. Open to graduate students in K-12 Educational Administration.</td>
<td>Supervised internship in an educational and/or community organization focused on school-community leadership issues.</td>
</tr>
<tr>
<td>822</td>
<td>Engaging Diverse Students and Families</td>
<td>3(3-0)</td>
<td>Fall. Open to students with credit in EAD 853B.</td>
<td>Comparative and historical analysis of education within the broader social, cultural, and linguistic contexts of schools. Students in contemporary schools. Social problems, social policies, and school practice. School, family, and community relationships.</td>
</tr>
<tr>
<td>823</td>
<td>Educational Leadership Capstone</td>
<td>1(1-0)</td>
<td>Spring, Summer.</td>
<td>Assessment of leadership practice. School leader as reflective practitioner and effective communicator. Personal leadership philosophy.</td>
</tr>
<tr>
<td>824</td>
<td>Leading Teacher Learning</td>
<td>3(3-0)</td>
<td>Fall.</td>
<td>Instructional leadership. Learning environment for teachers and students. Teacher supervision and evaluation. Staff development and teacher collaboration. Improvement of instructional program. Assessing student achievement.</td>
</tr>
<tr>
<td>825</td>
<td>Shared Leadership in Schools</td>
<td>3(3-0)</td>
<td>Fall.</td>
<td>School leadership teams. Continuous improvement and instructional quality.</td>
</tr>
<tr>
<td>830</td>
<td>Issues in Urban Education: Racial Achievement Gap</td>
<td>3(3-0)</td>
<td>Spring.</td>
<td>Institutional, class, race systemic factors that contribute to the racial achievement gap. Strategies for improving urban schools; uncover areas of study for future research.</td>
</tr>
<tr>
<td>840</td>
<td>Inquiry in Postsecondary Education</td>
<td>3(3-0)</td>
<td>Spring.</td>
<td>Inquiry concepts and methods related to postsecondary education; problems of theory and practice in teaching and learning, administration, and leadership.</td>
</tr>
<tr>
<td>852</td>
<td>The School Principalship</td>
<td>3(3-0)</td>
<td>Fall. Open to students with credit in EAD 852A or EAD 852B.</td>
<td>Administration of K-12 schools. Alternative organizational arrangements, curricula, and practices. Problems and strategies for improving schools.</td>
</tr>
<tr>
<td>853</td>
<td>Education Finance and Policy</td>
<td>3(3-0)</td>
<td>Fall. Open to students with credit in EAD 853A.</td>
<td>Alternative policies to fund public schools. Equity and adequacy in school finance. Cost-effective education practices. Privatization of education service provision.</td>
</tr>
<tr>
<td>854</td>
<td>Introduction to Inquiry for Educational Leaders</td>
<td>3(3-0)</td>
<td>Fall. Open to graduate students in K-12 Educational Administration.</td>
<td>Inquiry and applied research methods and skills to inform school-based decision making for school improvement. Constructing, analyzing, and interpreting student and school-level databases. Evaluating, assessing, and creating strategic instructional and organizational development plans.</td>
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</tbody>
</table>
855 Research in Educational Administration
Fall, Spring, Sumner. 3(3-0) P: EAD 854
Applications of research techniques to educational organizations. Developing research proposals, conducting research, and writing formal papers.

860 Concept of a Learning Society
Fall. 3(3-0)
Learning in the Knowledge Age with special focus on the role of technology as a partner in the learning process and in extending intelligence.

861 Adult Learning

863 Training and Professional Development
Design of training and professional development programs for postsecondary education contexts.

864 Adult Career Development
Spring. 3(3-0) SA: EAD 862B
Psychological, social and institutional elements of careers. Cases and theories of career and adult development in the context of changing conditions of work and learning across the life-span.

865 Policy and Practice in Developmental Education
Spring of odd years. 3(3-0)
Key policy questions and pedagogical issues in the practice of developmental education in postsecondary institutions. Providers of developmental education. Issues of assessment and placement. Literacy as skill versus social practice. Organizational and curricular approaches.

866 Teaching in Postsecondary Education
Spring. 3(3-0) SA: EAD 861B
Philosophies and beliefs undergirding teaching strategies. Effective teaching strategies and formal learning environments. Assessment of teaching and student learning.

867 Case Studies in Educational Leadership
Summer. 3(3-0)
Case-based learning to examine contemporary K-16 leadership.

868 Pro-Seminar in Higher and Adult Education
Fall. 3(3-0) R: Open to masters students in the Higher, Adult, and Lifelong Education major.
Foundations and development of higher and adult education as a professional discipline. Traditional and contemporary issues in theory, research, and practice.

870 Foundations of Postsecondary Education
Fall. 3(3-0)
Historical, philosophical and social forces that shaped development of colleges and universities. Emphasis on higher education in the United States.

871 Collegiate Contexts for Teaching and Learning
Spring. 3(3-0) SA: EAD 871B
Sociocultural contexts of teaching and learning in collegiate environments. Organizational strategies to improve learning contexts for diverse students.

872 Legal Issues in Higher Education
Spring. 3(3-0)
Legal aspects of administrative practice in institutions of higher education. Governance, academic freedom, due process, and anti-discrimination.

873 College Student Development
Fall. 3(3-0) R: Open to masters students in the Student Affairs Administration major.
Research, theory, and literature related to student development in the college years.

874 Introduction to Student Affairs
Fall. 3(3-0) R: Open to masters students in the Student Affairs Administration major.
History, development, philosophy, organization, and administration of college student personnel as a profession. Needed services, programs and skills.

875 Issues and Strategies in Student Affairs
Fall. 3(3-0) P: EAD 874 R: Open to masters students in the Student Affairs Administration major.
Student affairs work in colleges and universities. Integration of theory with practice.

876 Budgeting and Finance in Higher Education
Spring. 3(3-0) SA: EAD 971C
Fundamentals of higher education budgeting and finance, including external sources of funding, internal resource allocation processes, social and economic principles and values regarding the distribution of resources among competing concerns.

877 Program Planning and Evaluation in Postsecondary Contexts
Fall. 3(3-0) SA: EAD 871A
Planning and evaluating programs for learning in diverse educational contexts.

881 Workshops in Educational Administration
Fall, Spring, Summer. 1 to 3 credits.
A student may earn a maximum of 9 credits in all enrollments for this course. Laboratory experiences focused on common supervisory and administrative problems.

882 Seminars in Educational Administration
Fall, Spring. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
Seminars in various fields in K-12 educational administration in and higher, adult, and lifelong education.

889 Research and Assessment in Student Affairs
Spring. 3(3-0) R: Open to masters students in the Student Affairs Administration major.
Introduction to strategies for research and inquiry in student affairs.

980 Independent Study
Fall, Spring, Summer. 1 to 3 credits.
A student may earn a maximum of 9 credits in all enrollments for this course. R: Approval of department.

989 Research and Assessment in Student Affairs
Spring. 3(3-0) R: Open to students in the Student Affairs Administration major.
Supervised work experience in student affairs.

984 Laboratory and Field Experiences
Fall, Spring, Summer. 1 to 6 credits.
A student may earn a maximum of 9 credits in all enrollments for this course. Supervised graduate practica, observations, internships, or externships in K-12 administration and in higher, adult, and lifelong education.

989 Research Ethics
Summer. 1(1-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Kinesiology and Teacher Education. Administered by Kinesiology. R: Open to graduate students. SA: PES 895

989 Master's Thesis Research
Fall, Spring, Summer. 1 to 9 credits.
A student may earn a maximum of 15 credits in all enrollments for this course. Master's thesis research.

901 Urban Education: An Historical Overview
Fall of even years. 3(3-0)
Emergence and evolution of urban schools. Social, economic, and political factors affecting their development.

920 Political Economy of Schooling
Fall. 3(3-0)

921 Educational Leadership and Transformation
Fall. 3(3-0) R: Approval of department.
Creating organizational value through leadership. Leading through conflict. Personal and collective leadership development. Connecting schools with civic life. Convening community groups for democratic deliberation.

922 Analyzing Education Systems
Fall. 3(3-0)
Analyzing systems of educational organizations, including schools, local education agencies, and state education agencies. Theory and research on educational organizations to actual cases in order to identify interdependent strengths and weaknesses that support and/or undermine instructional improvement.

923 Organizing for Learning
Spring. 3(3-0)

924 Data and Decisions
Fall. 3(3-0) R: Approval of department.
925 Policy and Practice in Education
Fall of odd years. 3(3-0) SA: EAD 944
Multiple conceptions of the relationship between policy and practice in K-12 education.

926 School Finance and Operations
Fall. 3(3-0)
School funding and resource allocation. Alternative employee compensation and service delivery options. School facilities; safe and healthy school environments.

927 Enacting Systemic Improvement
Spring. 3(3-0)
Improving systems of educational organizations, including schools, local education agencies, and state education agencies. Applying theory and research to actual cases to develop designs for systemic improvement and plans for implementation and evaluation.

928 Proseminar in Educational Policy
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Educational Administration.

931 Introduction to Qualitative Methods in Educational Research
Fall, Spring, Summer. 3(3-0) Interdepartmental with Counseling, Educational Psychology, and Special Education and Teacher Education. Administered by Teacher Education. RB: CEP 930
Concepts and assumptions underlying multiple traditions of qualitative research methods in education. Relationship between research questions and qualitative research design. Epistemology, methods, and ethical issues of ethnography; case study research, grounded theory, oral history and discourse analysis. Criteria for appraising and critiquing qualitative research designs, claims, and evidence.

940 Organizational Analysis of Education
Fall, Summer. 3(3-0) RB: EAD 800
Theoretical perspectives on schools and universities as organizations. Relationship of organization theory to administrative practices.

941 Administrative Behavior in Educational Organizations
Spring. 3(3-0) RB: EAD 800
Concepts and models of leadership, management, and organization as they apply to the administration of educational institutions.

942 Economic Analysis in Educational Policy Making
Spring of even years. 3(3-0) Interdepartmental with Teacher Education. Administered by Educational Administration.

943 Politics of Education
Fall of odd years. 3(3-0)
Education as a political enterprise. Interplay of federal relations, democratic principles, and contending sources of authority in shaping educational policy and practice.

945 The Logic and Consequences of Accountability in Education
Spring. 3(3-0)
Logic and challenges of implementing accountability programs in education.

950A Proseminar in K-12 Educational Administration
Fall. 1(1-0)
Disciplinary perspectives of K-12 educational leadership and management. Influence of research on leadership practice.

950B Proseminar II in K-12 Educational Administration
Spring. 1(1-0) P: EAD 950A
Synthesis and analysis of disciplinary perspectives of K-12 educational leadership and management. Influence of research on leadership practice.

951A Educational Finance
Spring, Summer of odd years. 3(3-0)
Political and economic contexts of educational finance. Role of government and policy criteria. Acquisition and distribution of public resources. Emerging issues in elementary and secondary education. Comparative and international analyses.

951B Planning Change in K-12 Education
Fall, Summer of even years. 3(3-0)
Behavioral change processes in educational institutions. Concepts and methods that have been tested by laboratory and field experiences.

952A Externship in Educational Administration
Fall, Spring. 3(3-0) A student may earn maximum of 21 credits in all enrollments for this course.
Current administrative problems and solution strategies in education.

952B Field Research Methods in Educational Administration
Spring. 3(3-0)
Methods used in conducting field studies in educational organizations, with emphasis on interviews, observation, and participant observation.

960 Proseminar in Postsecondary Education
Fall. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.
Questions, trends, issues and resources in higher, adult, and lifelong education. Development of skills in problem identification, literature analysis, and scholarly writing.

963 Leadership in Postsecondary Education
Spring. 3(3-0)
Leadership as a complex social phenomenon in higher, adult, and lifelong educational settings. Interdisciplinary theories of leadership as applied to postsecondary education.

964 Comparative Higher Education
Spring. 3(3-0)
National systems of higher education, policy challenges, international and comparative research.

965 Diversity and Equity in Postsecondary Education
Fall. 3(3-0)
Promise, challenge, and management of diversity and equity in higher education. Analysis of data and policy. Management responses and strategies.

966 Students in Postsecondary Education
Spring. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.
Research and theoretical foundations concerning traditional and non-traditional college students. Literature from diverse fields such as higher education, adult learning, and multicultural education. Psychosocial and cognitive development of college students, learning and development across the life span, experiences of diverse populations, impact of collegiate environments and structures on students.

967 Policy Development and Analysis in Postsecondary Education
Fall. 3(3-0)
Higher education policy issues, policy-related research and development approaches.

968 Teaching, Learning, and Curriculum in Postsecondary Education
Spring. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.
Theories and current issues about teaching, learning, and curriculum in postsecondary education. Topics include learning contexts, learners, teachers, the learning process, curriculum.

969 Pedagogical Issues in Postsecondary Education
Fall. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.
Theories of learning for teaching adults in postsecondary contexts. Transformative pedagogy, sociocultural dimensions of teaching and learning, teacher formation and development, learning within technologically mediated environments. Authentic approaches to assessing teaching and learning.

970 Organization and Administration in Postsecondary Education
Spring. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major. SA: EAD 970A
Principles and patterns of organization and governance characteristic of colleges and universities. Administrative, trustee, faculty, and student roles.

971 Planning, Evaluation, and Decision Making in Postsecondary Education
Spring of odd years. 3(3-0) R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major. SA: EAD 971B
Concepts, theories and models of planning, evaluation, and decision making in the leadership and management of postsecondary institutions. Application to and usefulness for addressing complex problems facing institutions of postsecondary education.

972 International and Comparative Issues in Higher and Adult Education
Summer. 3(3-0) RB: Prior or current study of higher & adult education or a practitioner in the field.
Higher and adult education in international contexts. Policy, organizational structures and behavior, curriculum, pedagogy, and student affairs.
Engaged Educational Leadership  
Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Approval of department. 
Developing skills for engaged leadership. Convening forums to discuss and disseminate ideas for improvement of educational organizations and educational policy. Developing leadership skills that encourage and support agency of stakeholders.

Independent Study  
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 15 credits in all enrollments for this course. 
Advanced individual study in an area of K-12 administration or higher, adult, and lifelong education.

Special Topics in K-12 Administration  
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. 
Special topics in K-12 administration.

Special Topics in Higher, Adult, and Lifelong Education  
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 15 credits in all enrollments for this course. 
Special topics in the field of higher, adult and lifelong education.

Laboratory and Field Experience in Educational Administration  
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open only to doctoral students. 
Supervised advanced graduate practica, observations, internships, or externships in K-12 administration and in higher, adult, and lifelong education.

Research Practicum in Educational Administration  
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 3 credits in all enrollments for this course. R: Open only to doctoral students in the College of Education. Approval of department. 
Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.

Doctoral Dissertation Research  
Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 100 credits in all enrollments for this course. R: Open only to doctoral students in the Department of Educational Administration. 
Doctoral dissertation research.