EDUCATIONAL ADMINISTRATION

Department of Educational Administration
College of Education

201 Current Issues in Education
Fall, Spring. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Teacher Education. Administered by Teacher Education. Contemporary and perennial issues in elementary, secondary, and higher education.

315 Student Leadership Training
Fall, Spring. 3(2-2)
Student leadership role, skills, and technique, consistent with the principles and demands of a democratic multicultural society.

361 Educational Reform and Policy Analysis
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Educational Administration. Analysis of prominent current K-12 and higher educational reforms and policies in the United States.

362 Student Culture and Higher Education
Spring of odd years. 3(3-0)
Historical and contemporary college student cultures in U.S. and global contexts.

363 Diversity and Higher Education
Fall of even years. 3(3-0)
Historical and contemporary aspects of diversity and multiculturalism in higher education.

491 Special Topics in Student Affairs
Spring, Summer. 3(3-0) R: Not open to freshmen or sophomores and not open to masters students in the Higher, Adult, and Lifelong Education Major or in the Student Affairs Administration Major. Introduction to the student affairs profession and field.

456 Dance History: Innovations
Spring. 3(2-2) P: Completion of Tier I Writing Requirement R: Not open to freshmen or sophomores. SA: THR 456 Directions in dance as a concert theatrical art form throughout the 20th century and beyond.

800A Professional Seminar in Educational Leadership
Fall. 1(1-0)
Fundamentals of school leadership. Enduring problems in educational administration. Program orientation, including organizing perspectives and expectations for students. Technological tools and resources for learning.

801 Leadership and Organizational Development
Spring, Summer. 3(3-0)
Interaction of leadership with organizational culture and development within a variety of educational organizations.

802 Building a Learning Organization
Spring. 3(3-0)
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.

803 Planning, Budgeting, and Evaluation
Spring, Summer of even years. 3(3-0)
Planning, budgeting, and evaluation in educational organizations. Topics include needs assessment, funding sources, and processes for estimating costs and revenues.

805 Administration in Higher Education
Fall. 3(3-0)
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.

806 Evolving Practice of School Leaders
Fall. 3(3-0) R: Open to graduate students in the K-12 Educational Administration major. 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.

807 Perspectives on School Organizations
Spring. 3(3-0) P: EAD 806 R: Open to graduate students in the K-12 Educational Administration major. Theoretical analysis of school organizations as systems. Schools and their environments. Organizational leadership. Case analysis. School effectiveness and school reform.

811 Inquiry and Analysis of Teaching and Learning
Fall. 3(3-0) Not open to students with credit in EAD 854.
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.

812 Inquiry and Analysis of School Organizations
Spring. 3(3-0) P: EAD 811 Not open to students with credit in EAD 855 or EAD 856. 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.

813 Education, Development and Social Change
Spring of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Educational Administration. 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.

820 School Leadership Internship
Fall. 1 to 3 credits. R: Open to graduate students in the K-12 Educational Administration major. Supervised internship in an educational institution focused on school leadership issues.

821 Internship in Educational Administration III
Spring, Summer. 1 to 3 credits. R: Open only to graduate students in K-12 Educational Administration. Supervised internship in an educational and/or community organization focused on school-community leadership issues.

822 Engaging Diverse Students and Families
Fall. 3(3-0) Not open to students with credit in EAD 853B.
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.

823 Educational Leadership Capstone
Spring, Summer. 3(3-0) Not open to students with credit in EAD 809.
Assessment of leadership practice. School leader as reflective practitioner and effective communicator. Personal leadership philosophy.

824 Leading Teacher Learning
Spring, Summer. 3(3-0) Not open to students with credit in EAD 853C.
Instructional leadership. Learning environment for teachers and students. Teacher supervision and evaluation. Staff development and teacher collaboration. Improvement of instructional program. Assessing student achievement.

825 Shared Leadership in Schools
Fall. 3(3-0)
School leadership teams. Continuous improvement and instructional quality.

830 Issues in Urban Education: Racial Achievement Gap
Fall. 3(3-0)
Institutional, class, race systemic factors that contribute to the racial achievement gap. Strategies for improving urban schools; uncover areas of study for future research.

840 Inquiry in Postsecondary Education
Spring. 3(3-0)
Inquiry concepts and methods related to postsecondary education; problems of theory and practice in teaching and learning, administration, and leadership.

850 Issues and Strategies in Multicultural Education
Spring. 3(3-0)
Historical, pedagogical, and administrative considerations of multicultural education in K-16 educational settings.

852 The School Principalship
Fall, Summer. 3(3-0)

853 Education Finance and Policy
Fall, Summer. 3(3-0) Not open to students with credit in EAD 853A.
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)  

929 Collaborative Inquiry  
Summer. 3(3-0)  R: Approval of department.  

931 Introduction to Qualitative Methods in Educational Research  
Fall, Spring, Summer. 3(3-0)  
Interdepartmental with Counseling, Educational Psychology, and Special 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)  

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 I 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)  R: 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 a maximum of 21 credits in all enrollments for this course. Current administrative problems and solution strategies in education.

955B 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)  
Promote, 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 lifespan, experiences of diverse populations, impact of collegiate environments and structures on students.

967 Policy Development and Analysis in Postsecondary Education  
Fall. 3(3-0)  R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.  
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  
Fall. 3(3-0)  R: Open only to doctoral students in the Higher, Adult, and Lifelong Education major.  
Principles and patterns of organization and governance characteristics 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.  
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.
Educational Administration—EAD

980 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.

981A Capstone I
Fall. 4(0-4) C: EAD 982A concurrently.
Capstone group project.

981B Capstone II
Spring. 4(0-4) P: EAD 981A C: EAD 982B concurrently.
Capstone group project.

982A Capstone Seminar
Fall. 2(2-0) C: EAD 981A concurrently.
Capstone seminar to support ongoing work for capstone projects.

982B Capstone Seminar II
Spring. 2(2-0) P: EAD 982A C: EAD 981B concurrently.
Capstone support seminar.

990 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.

991A 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.

991B 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.

994 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.

995 Research Practicum in Educational Administration
Fall, Spring, Summer. 1 to 3 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.

999 Doctoral Dissertation Research
Fall, Spring, Summer. 1 to 23 credits. A student may earn a maximum of 30 credits in all enrollments for this course. R: Open to doctoral students in the College of Education or in the Department of Educational Administration.
Doctoral dissertation research.