EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 800 Foundations of Research and Methods of Inquiry in Educational Administration
Description: A written report is required. Investigation and analysis of current problems in education administration and supervision.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 983

EDAD 801 Cross-Cultural Leadership Studies
Prerequisites: Permission
Description: For those interested in exploring leadership and leadership issues from a cross-cultural perspective. Students construct their understanding of different cultural perspectives on leadership through readings, interviews, and field trips. Provides students with a valuable perspective on their own and other cultural perspectives through the comparison of cultural viewpoints. Native American understanding of leadership.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 811 P-12 Internship
Prerequisites: Permission
Description: May be repeated for credit. Rating and supervision of teachers; principles and procedures in the development of school policies; selection and promotion of teachers; courses of study and professional ethics.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 9
Grading Option: Grade Pass/No Pass Option

EDAD 813 Administration in Physical Education and Athletics
Description: Organization and administration of physical education and athletic programs in colleges and school systems. Practices and policies as they relate to various situations and problems and in the theoretical base for these practices and policies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 814 Risk Management for Sport Facilities
Description: Legal and risk management aspects of construction, supervision, and management of sport, athletic, and recreation indoor and outdoor facilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 821 Foundations of Human Resource Development
Crosslisted with: EDAD 421
Description: Lays the foundation for further study of Human Resource Development (HRD) by examining the knowledge of HRD professionals, the roles they play, and the organizational settings in which HRD occurs. The design and development of education and training programs, how change occurs in organizations, how career development can optimize the match between individual and organizational goals and needs, and how to improve performance in organizations by analyzing performance opportunities and designing employee training to address these opportunities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 909

EDAD 822 Instructional Design in Human Resource Development
Crosslisted with: EDAD 422
Description: Examines the role of instruction for enhancing human learning and performance in organizations. The analysis of performance problems/opportunities and design of interventions for learning and performance improvement. The essential components of instruction, selecting instructional methods and media to achieve program objectives, the transfer of learning, and evaluating the effectiveness of instruction. The performance enhancing potential of systematically linking needs analysis, instructional design, and program evaluation.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 825 Work-Based Learning/Coordinating Techniques
Crosslisted with: TEAC 425, TEAC 825
Description: Foundation and scope of current and projected vocational cooperative education programs and general education work experience. Coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 830 Administrative Theory in Educational Organizations
Description: Introduction to classic and contemporary administrative theory as applied to educational organizations. The theoretical nature of the course content is relevant to those with an interest in a broad variety of educational institutions. General organizational theory, organizational models, historical schools of administrative theory, authority, power, motivation, and leadership. Frequently students are involved in studying problems of practice as a means of testing theory.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 832 Higher Education in America
Crosslisted with: TEAC 432, TEAC 832
Description: History and development of America's colleges and universities and a study of some recent trends and problems in higher education.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 985

EDAD 833 Educational Finance
Description: Critical analysis of the political and economic elements impacting K-12 school finance. Content and activities address both building and district level concerns with an emphasis on principles, programs, and trends in school finance.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 985

EDAD 835 Business Management of Schools
Description: Allocation and management of fiscal resources including aspects of financial planning and reporting, budgeting and accounting procedures, purchasing, risk management and insurance, investing and bond issues, and auxiliary service.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 836 Leadership Management and Supervision in Student Affairs
Description: Introduction to concepts related to educational leadership, identity conscious supervision in higher education, and other higher education management topics including budgeting. Exploration of topics including supervision, hiring, professional development, personnel evaluation, budgeting, politics, and planning.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 837 Education Law
Description: Evolution, principles, and practice of education law in relation to local, state, and national units of organization. Education law of Nebraska.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option

EDAD 838 Program Evaluation and Assessment of Student Affairs
Description: Review of a variety resources used to evaluate programs and assess student learning in student affairs programs. Presentation of theory and practice with various tools for the assessment and evaluation of student affairs programs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Offered: FALL/SPR

EDAD 839 Educational Facilities
Description: Techniques for planning educational facilities through use of surveys, educational specifications, and standards. Function of the school administrator in school facilities planning, construction, and utilization.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 840 College Student Development
Description: Introduction to human development theories; psychosocial, cognitive, and structural theories, with a focus on learning to use theory to improve skills in working with students.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 842 College Students in America
Description: This course is designed to provide students an understanding of a broad range of facts and issues pertaining to undergraduate college students in America.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

EDAD 843 Counseling Principles for Educational Administrators
Description: This is an introductory level counseling course designed specifically for educational administrators. It is not intended to prepare individuals to become professional counseling practitioners. It offers a broad overview of counsel principles. This is a theory-to-practice course.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

EDAD 844 Human Resources Management in P-12 Educational Organizations
Description: Human resources and personnel work in education. Relevant for school administrators and leaders who lead human resource activities including recruiting, hiring, induction, professional development, evaluation, and compensation. Roles and responsibilities of superintendents, HR professionals, building principals, and other supervisors are considered through readings, discussions, activities, and case studies. For graduate students who are pursuing Master's or Doctoral degrees and/or administrative certification in educational administration. Students in other areas who are interested in planning, organizing, and implementing human resource programs might also find the course of interest.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 845 Human Resources Management in Higher Education
Description: The various aspects of human resources (HR) management and how they contribute to mission accomplishment and organizational success in American higher education (HIED). Students will examine traditional HR responsibilities (e.g., recruitment and selection, supervision and utilization, evaluation, professional development, pay and benefits, etc.) and how these activities operate within a college/university setting. Strategic HR planning concepts will be emphasized for optimizing human capital and strengthening institutional capabilities in the ever-changing HIED environment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 846 Studies in Professional Development Leadership
Description: Equips leaders to develop educational organizations that value professional development and match research-based professional learning to meet the daily needs of students. Creation of a professional learning culture to provide opportunity for professional learning opportunities. Improve effectiveness in increasing student achievement.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 846A Studies in Professional Development Leadership: Professional Learning Cultures
Description: Equips leaders to develop educational organizations that value professional development and match research-based professional learning to meet the daily needs of students. Creation of a professional learning culture to provide opportunity for professional learning opportunities. Improve effectiveness in increasing student achievement.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Grading Option: Graded

EDAD 846B Studies in Professional Development Leadership: Professional Development Design
Description: Equips leaders to develop educational organizations that value professional development and match research-based professional learning to meet the daily needs of students. Creation of a professional learning culture to provide opportunity for professional learning opportunities. Improve effectiveness in increasing student achievement.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Grading Option: Graded

EDAD 846E Issues in Ensuring Quality Professional Development
Description: Students will examine emerging issues related to selected educational leadership challenges and develop implementation strategies for resolving these issues. Using the standards for professional development identified by Learning Forward (formerly the National Council for Staff Development), students will review the literature and define the selected issue, discuss and evaluate examples of best practice, complete case study analysis activities, and collaboratively develop a professional development plan of response.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

EDAD 846J Effective Professional Development: Roles and Responsibilities
Description: Educators must utilize a roadmap to provide quality professional learning opportunities for teachers, principals, superintendents, boards of education and education stakeholders. This course will enable participants to use professional development standards focused on context, process and content identified by learning forward, formerly the National Staff Development Council, to deliver high quality professional development based on your specific role and responsibilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

EDAD 846K Evaluating the Effectiveness of Professional Development
Description: Every professional development initiative must yield results that are measurable and allow educators to continually improve their effectiveness. Ultimately, improving educator effectiveness enhances student achievement. This course will focus upon designing initiatives and measuring the impact of professional learning for all educational stakeholders.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 851 Faculty and Staff Appraisal
Description: Faculty and support staff in P-12 schools: appraisal, professional learning communities, high standards/high performance and accountability.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 852 School Culture and Student Behavior
Description: School culture and student behavior in P-12 schools. Personalized teaching and learning environments that address student diversity, needs and interests.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 855 Teaching Learners to Learn
Crosslisted with: EDPS 855, NUTR 855, SPED 855, TEAC 855
Description: Effective teachers facilitate student learning. Facilitating student learning depends on understanding learning principles and on designing instruction that is compatible with learning principles. Instructors can provide learning-compatible instruction that helps students learn more effectively and ultimately teaches them how to learn. Assists teachers to teach in learning-compatible ways and helps them embed within their curriculum a program for teaching learners to learn.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 856 Supervising Special Education
Crosslisted with: SPED 856
Description: For principals or other administrators who have special education programs in their buildings. Overview of disabilities, related law, special education programs, personnel issues, etc., and instructional methods and administrative support for effective integration of disabled students into regular programs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 857 Special Education Administration
Crosslisted with: SPED 857
Description: Intensive preparation for special educators who intend to administer special education programs in the public schools. Information about best practices in special education, including programming, supervision, legal/regulatory issues, financing, personnel, as well as current controversial topics which are affecting these programs in the schools.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 858 Special Education Law
Description: Body of law that pertains to the organization, administration, and implementation of special education programs in PreK-12 schools. Substantive and procedural rights of disabled students, and the authority and responsibility of states and school districts that are grounded in state and federal law.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 879 Introduction to Student Affairs
Description: Current professional issues related to the organization and administration of student personnel within higher education. Exploration of research literature, some field experiences, and in-depth examination of special topics.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 6
Grading Option: Grade Pass/No Pass Option

EDAD 880 Student Affairs Seminar
Notes: EDAD 880 is 1 credit hour seminar experience for students in the Student Affairs cohort. The course is a face-to-face course that meets seven times (approximately 2 hours per session) during the course of a semester. The course will include guest speakers, various group activities, and discussion of selected special topics related to student affairs.
Description: Student Affairs Program cohort members meet to discuss and review current issues in order to become more familiar with special topics related to professional practice and best practice in the field of student affairs.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option
Offered: FALL/SPR

EDAD 880B Teaching with Technology; Designing Instructional Technology K-12
Crosslisted with: TEAC 480B, TEAC 880B
Description: Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 890 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 892 Special Topics in Education
Crosslisted with: EDPS 892, EDUC 892, SPED 892, TEAC 892, CYAF 892
Prerequisites: EDPS 859 or parallel; EDPS 859 or equivalent
Description: Aspects of education not covered elsewhere in the curriculum.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 893 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 893N Workshop Seminar
Crosslisted with: TEAC 893N, EDPS 893N, SPED 893N
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Graded

EDAD 896 Independent Study
Prerequisites: Permission
Description: Selected topic with the direction and guidance of a staff member.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Grading Option: Grade Pass/No Pass Option

EDAD 899 Masters Thesis
Prerequisites: Admission to masters degree program and permission of major adviser
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 99
Grading Option: Grade Pass/No Pass Option
EDAD 900 Pro-Seminar in Educational Leadership and Higher Education
Description: Provides an opportunity for doctoral students in Educational Leadership and Higher Education to gain a better understanding of the expectations and skills necessary for doctoral education. Students will gain knowledge of the skills and habits necessary to successfully navigate their doctoral program. In addition, the foundations of educational inquiry as well as personal development related to research will be addressed, including the development of critical reading and thinking skills, writing skills, and analytical skills.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 919

EDAD 900J Historical Methods in Educational Research
Crosslisted with: EDPS 900J
Notes: EDPS 800 and EDPS 859 or equivalents are recommended.
Description: Connections in the general study of history to the study of the history of education. Concepts employed in educational historical research and the methods used by historical researchers. The methodology of historical research.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 901 System-Level School Improvement
Description: Knowledge and skills required for system-level leaders to bring about school improvement and enhance student achievement. Creating systems that engage the public, performing in complex political environments, and delivering needed services to schools and classrooms.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 902

EDAD 902 Data for Decision Making
Prerequisites: EDAD 901.
Description: Assessment theory and types of assessments used to measure student performance relative to a school improvement goal. Relationships between profile data and baseline data, locally developed classroom assessments, and post data pertaining to school improvement goals and action plans.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 903 Issues in Community Relations
Description: Principles of community relations and public relations; development of school and community understanding; collaboration of educators and community agents and agencies; communication tools and evaluation.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Prerequisite for: EDAD 904

EDAD 904 Analysis in Continuous Improvement
Prerequisites: EDAD 903.
Notes: EDAD 904 requires generating recommendations for proceeding into the next cycle of school improvement and conducting a personal self-analysis of improvement process skills and obtain information from supervisors and/or colleagues regarding abilities as a
Description: Analyze how staff attitudes and behaviors are impacted through the improvement process.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 905 Issues in Governance of Educational Institutions
Description: Issues in the governance of K-12 schools including administrator-school board roles and relationships.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 906 Issues in System Level Administration
Prerequisites: Masters degree or equivalent.
Description: Selected system level issues faced by pre-K to grade 12 school administrators.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 907 Issues in Educational Politics and Policies
Description: Analyze and evaluate policy processes involved in making choices; develop understanding, apply and evaluate knowledge about key political concepts and theories to the analysis of educational policy issues; analyze and evaluate issues as points of political conflict between institutional structures with competing interests; understand people as the actors in roles they occupy in the political system.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 908 Seminar in Human Resource Development
Prerequisites: EDAD 821 or 822
Description: Current research and theory within the field of human resource development, broadly defined. Stresses key problems affecting the training, development, and education of human resources within organizational settings.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 910 The Higher Education Environment
Description: Universities are adaptive, living systems interacting with their environment. Equips participants with the skills required to analyze and assess the environment of higher education institutions. Environment concepts, components and structures are studied together with analysis techniques and methodological approaches to future study.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 912A Educational Leadership in Higher Education
Description: Strategic thinking, application of leadership theories in the educational setting. Develop a clear personal philosophy of leadership and engage in collaborative active-learning. Multimedia simulations and/or scenarios and role playing to examine options, consequences, and leadership effectiveness in decision-making.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 912B Emerging Issues in Community College Leadership
Description: Issues facing community college leaders and the knowledge, skills, and competencies necessary to provide effective leadership in the community college setting. Case studies of community colleges, combined with the literature on community college leadership, and active learning opportunities to examine current practices and develop a personal philosophy of leadership.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 915 Educational Systems and Governance
Prerequisites: Admission to doctoral program in Educational Administration
Description: This course is for doctoral students who are current or prospective administrators, researchers, and/or policy analysts in higher education and educational leadership. Students will examine how educational systems, in particular higher education but across the PK-12+ pipeline, are structured and elaborate critiques of those structures through new and emerging frameworks for understanding why and how they work. Students will examine the governance of educational institutions from the federal, state, and institutional perspectives. The impact of demographic, social, legal, political, and financial influences on governance in higher education will also be explored. Students will explore research, policy, and practice implications of issues in educational governance.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

EDAD 919 Social and Political Contexts of Educational Administration
Prerequisites: EDAD 900 or equivalent, or by permission of the instructor
Description: Engagement with philosophical and theoretical analyses of sociocultural conditions of educational leadership and research, from different disciplinary perspectives, including how the educational research enterprise has been both complicit in and disruptive of unjust educational endeavors. Positioning of particular areas of inquiry within enduring issues and challenges of education.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: SPRING

EDAD 920 Diversity and Equity in Educational Organizations
Description: Understanding the individual and organizational issues of diversity and multiculturalism in P-20 schools. Increase the students' knowledge and appreciation of: cultural, social, political, and economic realities of our complex, pluralistic society in relation to our educational system. Through integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, students will develop a complex, comprehensive understanding of diversity and equity.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 921 Administrative Issues in Higher Education
Description: Introduction to contemporary issues in the administration of higher education with a focus on the scholarly literature, a comparative analysis of administration in types of institutions, leadership and planning, institutional environmental issues, and selected topics.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 922 Finance in Higher Education
Description: Federal and state government funding, institutional planning, technological and community influences, human resources finance, budgeting, and sources of financial support as they relate to higher education institutions and agencies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Prerequisite for: EDAD 985

EDAD 923 The Community/Junior College
Description: Designed particularly for those interested in upper secondary and college levels. Junior college movement; relationship of movement to provisions for an adequate educational program; functions of the junior college; legal status and basis for extension of junior college; problems of organization, administration, and curriculum.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3

EDAD 924 Teaching, Learning, & Curriculum in Higher Education
Description: Diverse perspectives, current issues and challenges pertaining to teaching, learning, and curriculum in higher education. For individuals who hold or in the future will serve in administrative, teaching, research or policy positions that require understanding of philosophical and theoretical underpinnings of teaching and learning in higher education.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Grade Pass/No Pass Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 925</td>
<td>Law and Higher Education</td>
<td>Examination of legal principles applicable to higher education institutions. Overview of the legal system, higher education institutions as legal entities, authority for governance and administration, faculty rights and responsibilities, student rights and responsibilities, institutional and personal liability, and other selected issues.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
</tr>
<tr>
<td>EDAD 926</td>
<td>The American Professoriate: An Administrative Perspective</td>
<td>Contemporary faculty issues in postsecondary education institutions from the perspective of college administrators. Current status of faculty, assigning faculty workloads and monitoring performance levels, evaluating faculty performance, structuring development activities, and special topics.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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<tr>
<td>EDAD 929</td>
<td>Organizational Theory and Change</td>
<td>Explore the study of P-20 educational leadership, organizational theory and the various ways to research, navigate, and lead organizational change efforts.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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<tr>
<td>EDAD 931</td>
<td>Higher Education Information Systems</td>
<td>Foundation in management information systems. Issues in information systems, current research and writings, key terms, and how information systems impacts organizational culture, business processes, work-flow, and overall operations of an institution. The roles in the application, analysis, and management of higher education administration technology.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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<tr>
<td>EDAD 932</td>
<td>Global Issues in Higher Education</td>
<td>Selected issues affecting global educational policies and practices.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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<tr>
<td>EDAD 933</td>
<td>Strategic Planning</td>
<td>System theory, practice and problem solving. The strategic planning process in higher education. Models of strategic planning. EDAD 933 requires the student to analyze their respective institution's planning process and plan, and to participate in a simulation activity that reinforces the principles and practices of strategic planning.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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<tr>
<td>EDAD 934</td>
<td>Teaching and Learning in the Community College</td>
<td>Develop comprehensive understanding of five aspects of the community college: Curricular missions in general education, transfer education, career education, remedial/developmental education and community education; faculty and student populations; exemplary teaching and assessment of student learning outcomes; program and curriculum development; and human resources aspects related to instructional programs in hiring faculty and providing faculty development programs.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
</tr>
<tr>
<td>EDAD 935</td>
<td>Workforce, Economic, and Community Development</td>
<td>Workforce, economic and community development role of higher education within the broader context of recent economic, social, and technological changes in communities, society, and the economy. Applicable to higher education in general with an emphasis on the example of two-year community colleges.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
</tr>
<tr>
<td>EDAD 936</td>
<td>Higher Education Planning</td>
<td>Rationale for planning in a changing environment will be explored; the theoretical base for planning presented; strategic, futuristic planning and operational planning explored; the development of planning strategies, techniques and procedures; the process of evaluation, feedback and revisions explored; and the management of the change process analyzed.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
</tr>
<tr>
<td>EDAD 937</td>
<td>Instructional Leadership: Emerging Trends and Practices</td>
<td>Changing roles for persons engaged in instructional and curricular leadership in educational institutions. Literature on staff development, assessment and evaluation, and effective schools serve as the basis for studying and applying this information to a variety of educational settings. Issues such as teacher empowerment and site-based management, along with cooperative learning provide the focus of the activities.</td>
<td>3</td>
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<td>EDAD 938</td>
<td>Teaching and Learning in the Community College</td>
<td>Develop comprehensive understanding of five aspects of the community college: Curricular missions in general education, transfer education, career education, remedial/developmental education and community education; faculty and student populations; exemplary teaching and assessment of student learning outcomes; program and curriculum development; and human resources aspects related to instructional programs in hiring faculty and providing faculty development programs.</td>
<td>3</td>
<td>Grade Pass/No Pass Option</td>
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EDAD 960 Public Employment Law
Description: Legal issues relating to public employment with particular emphasis on public schools and colleges; collective bargaining by public employees, impasse, and resolution of public employee disputes; grievances, arbitration, and enforcement of agreements; civil rights of public employees; and laws applicable to public employment apart from collective bargaining, such as discrimination acts, wage and hour laws, retirement plans, and public records.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option

EDAD 961 Trial Advocacy
Prerequisites: LAW 646G.
Description: Students perform weekly exercises which are videotaped and critiqued and will try a case. Fundamentals of trial practice. Emphasis on questioning witnesses, selecting and addressing the jury, and admitting items into evidence.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option

EDAD 963 Legislation Seminar
Description: Development of further skills in drafting and interpreting statutes, understanding legislative processes and decision making, and evaluating the role of legislation in governmental regulation. Opportunity for in-depth study of subjects pertaining to or involving legislation, centering on subjects considered by the Nebraska Legislature and the Nebraska legislative process.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option

EDAD 966 Seminar in Educational Administration
Prerequisites: Permission.
Description: Education administration problems with an analysis of research and literature pertaining to these problems.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 9
Grading Option: Grade Pass/No Pass Option

EDAD 973 Jurisprudence
Description: Examines central jurisprudential questions that arise in the criminal law. The following topics will be considered: (1) the purpose and justification of punishment, especially the legitimate role, if any, for retribution and the expressive function of punishment; (2) the relationship between retribution and revenge; (3) the justification of capital punishment; (4) the relationship among the state, defendants, and victims in the criminal process, including the proper role, if any, of victim impact statements.
Credit Hours: 3
Min credits per semester: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 976 Legal Control of Discrimination
Description: Selected legal issues pertaining to the legal control of discrimination.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Grade Pass/No Pass Option

EDAD 977 Constitutional History
Description: American constitutional history with a focus on "transformative" moments at which the Constitution and the nature of American politics and government changed. American Revolution and the framing of the Constitution and Bill of Rights, Civil War and Reconstruction, and the New Deal. Exploration of the courts and how they stood on history and original intent when they interpret the Constitution.
Credit Hours: 3
Min credits per semester: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 980 Seminar in College Student Development
Crosslisted with: EDPS 977
Description: Current knowledge, theories, and practices, and related issues in the area of college student development.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 6
Grading Option: Grade Pass/No Pass Option

EDAD 981 Intermediate Quantitative Methods for Educational Administration Research
Prerequisites: Graduate standing, introductory research methods course and intermediate quantitative methods course
Description: Introduction to the concepts, principles, and methods in intermediate statistical analyses for educational administration research, with a focus throughout on applied data analysis. The frame of reference for this course is experimental and ex post facto research designs. We will review of descriptive statistics (including measures of central tendency, variability, proportions, and basics of probability theory), however, this course particularly focuses on inferential statistics (for example, bivariate correlation, t-tests, one-way ANOVA, chi-square, discriminate analysis, and linear regression). All concepts will be taught from an applied perspective. This course also provides hands-on application of planning, conducting, and reporting of analyses using APA style.
Credit Hours: 3
Min credits per semester: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 982 Advanced Quantitative Methods for Educational Administration Research
Prerequisites: Grad standing. Successful completion of an introductory research methods course & an intermediate quantitative methods course, including in particular knowledge of ANOVA techniques & at least a brief introduction to multiple regression.
Description: Concepts, principles, and methods in advanced statistical analyses for educational administration research, with a focus throughout on applied data analysis. The frame of reference for this course is correlational and multivariate research designs. A variety of analytical approaches, in particular multiple regression, logistic and multinomial regression, factor analysis, and an introduction to concepts of multilevel models and structural equation modeling, among other possible topics.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 983 Qualitative Methods for Educational Administration Research
Prerequisites: EDAD 800
Description: An overview of concepts and approaches to qualitative methodology in educational administration research including major methodological approaches (e.g. case study, ethnography, phenomenology, grounded theory, and narrative inquiry). Overview of approaches to qualitative research design, fieldwork, data collection, and data analysis.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 984A Historical Methods of Research
Description: Connections of the general study of history to the study of the history of education are the course's intents. Concepts employed in educational historical research and the methods used by historical researchers will be examined. Knowledge and skills will be developed through practical exercises demonstrating the methodology of historical research.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 984B Qualitative Techniques - Case Study Methods
Description: Provides an introduction to case study methodology, with a focus on qualitative data collection and analysis. Focus on two traditions of case study methodology used in educational research (Yin and Stake). Learn about case study design from start to finish and conduct and write a small scale case study using either own data or data provided by the instructor.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
Offered: FALL/SPR

EDAD 984E Qualitative Techniques - Grounded Theory in Educational Administration
Prerequisites: EDAD 983 or equivalent
Description: An advanced qualitative methods course providing an introduction to grounded theory methodology in educational administration research. Provides an overview of the history and development of grounded theory methodology, different traditions of grounded theory methods, and specific application of grounded theory methods in educational administration.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: SPRING

EDAD 985 Economics of Education P-20
Prerequisites: EDAD 983 or 922
Description: This course focuses on (1) the costs of public and private education to society and to individuals, (2) the expected benefits to students, communities and to society in general and (3) the research associated with those costs and benefits as a result of continued engagement in education in P-20 settings and life experiences in community/family settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 986 Leadership in Educational Organizations
Description: The examination of leaders and leadership in educational organizations. Through assigned readings and written assignments, students will make applications of the readings to: a) the organization of educational institutions and programs, b) the leadership that occurs in educational organizations and programs, c) the leadership skills and actions that are necessary to achieve the mission, goals, and objectives of educational organizations, and d) the student’s individual leadership growth and development.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 987A Superintendent Academy I
Prerequisites: Permission.
Description: A forum for dialogue and an exchange of ideas and experiences while creating a network of support for colleagues. Exploration and developing the skills, knowledge, understandings and unique features required of the superintendent's roles and responsibilities. Multiple perspectives on effective leadership and participants will be challenged to look at educational issues in new ways. Participants will be encouraged to bring contemporary educational issues to the sessions for intensive, confidential review and discussion. Interaction with session leaders and participants will be facilitated in an effort to examine the rapidly changing realities of public education and the impact these changes are having on the roles/responsibilities of the public school superintendent.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option
EDAD 987B Superintendent Academy II
Prerequisites: Permission.
Description: Designed to provide future school superintendents a link between theory and practice through case studies and voice-of-experience discussions. This academy is a forum for processing the “on-the-job” experiences with participants who are pursuing doctoral studies, those who are about to enter the role of the superintendent, or those who are new to the work of school leadership. Provides training situations for developing leadership skills, examination of the practical challenges that school leaders face. Examination of contemporary educational issues through different organizational frameworks and review of various issues related to the management of change.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 987C Superintendent Internship
Prerequisites: Permission.
Description: Opportunity for educational administrators to gain an understanding of administering changes or innovations, and to obtain supervised field experience. Consideration will be given antecedents of change, change models, the role of government, forces that restrict or stimulate change, tools to implement change, and evaluation.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 988 Dissertation Proposal Development
Prerequisites: Admission to a doctoral program
Description: Intended for students who are working on the development of their dissertation proposal. Component parts of the dissertation proposal. Students from all areas of Teachers College and the University of Nebraska who are in the process of developing their proposal will find this course to be of use. Typically the course should be taken after the research tools have been completed.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 989 Survey of Administrative Research
Description: Intended primarily for students of education who are candidates for doctoral degrees. Readings, discussions, and an analysis of educational problems and research.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 990 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 991 Field Studies in Education
Crosslisted with: NUTR 991, TEAC 991
Prerequisites: Permission
Description: Identification and solutions of problems associated with program planning; organizational, administrative, and instructional procedures within an institutional setting. Designing, implementing, and evaluating new or modified patterns of operation and teaching within a public school, postsecondary institution, or adult education agency.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Grade Pass/No Pass Option

EDAD 993 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 995 Doctoral Seminar
Prerequisites: Permission
Description: Students are immersed in outcome-based scholarly activities with a faculty mentor. Working on either an individualized or small group basis, students develop, execute and report on one or more projects addressing the interaction between research and practice. Intended primarily for doctoral students, although non-doctoral graduate students may be admitted with special permission of the instructor.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 18
Grading Option: Grade Pass/No Pass Option

EDAD 998 Internship in Educational Administration
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Grading Option: Grade Pass/No Pass Option

EDAD 999 Doctoral Dissertation
Prerequisites: Admission to doctoral degree program and permission of supervisory committee chair
Description: Intended primarily for students of education who are candidates for doctoral degrees. Readings, discussions, and an analysis of educational problems and research.
Credit Hours: 1-24
Min credits per semester: 1
Max credits per semester: 24
Max credits per degree: 99
Grading Option: Grade Pass/No Pass Option