

# EDUCATIONAL LEADERSHIP (EDL)

## Educational Leadership Graduate Courses

### **EDL 8000 SPECIAL STUDIES IN EDUCATIONAL LEADERSHIP (3 credits)**

This course will provide candidates in educational leadership with the opportunities and experiences of in-depth study of a specialized area of practice and research in school leadership.

**Prerequisite(s):** Admission to Graduate Studies or permission of instructor.

### **EDL 8010 INTRODUCTORY RESEARCH METHODS (3 credits)**

The Introductory Research Methods course will introduce graduate degree candidates to foundational topics in quantitative, qualitative, and mixed methods research. Particular attention will be given to aligning evidence based literature frameworks with research methodology and data analysis techniques. The course will also prepare graduate students to generate ethically considered research topics and formally evaluate and present research findings in written form.

**Prerequisite(s):** Graduate Standing

### **EDL 8020 EDUCATIONAL POLICY AND LEADERSHIP (1 credit)**

This course explores the expanded federal and state presence in local school districts. Historical and political factors influencing the governance of today's schools are explored, as well as current trends and policy decisions.

**Prerequisite(s):** Acceptance to Graduate Studies or department permission.

### **EDL 8030 INTRODUCTION TO EDUCATIONAL LEADERSHIP (3 credits)**

This course is designed to introduce the beginning school leadership candidate to theories and practices of organization, motivation, leadership, and change processes, in order to develop an understanding of schools as complex organizations and the nature and challenges of leadership.

**Prerequisite(s):** Admission to UNO Graduate Studies or department permission.

### **EDL 8050 SCHOOL-COMMUNITY CONNECTIONS (3 credits)**

School leaders engage the external and internal communities in their buildings and districts. This course assists candidates in developing an understanding of school-community relations, practicing the skills of positive influence with education stakeholders, and refining the dispositions of responsible citizenship by connecting to diverse community needs.

**Prerequisite(s):** Admission to Graduate Studies or department permission.

### **EDL 8100 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP (1-6 credits)**

This course is designed to allow graduate candidates in educational leadership to pursue independent study of a topic under the direction and guidance of a faculty member. Topics studied and the nature of the learning activities are mutually agreed upon by the candidate and instructor. This course will prepare school leaders as practitioners and researchers who can meet the dynamic challenges of education.

**Prerequisite(s):** Admittance to the doctoral program in educational administration/leadership, or instructor permission.

### **EDL 8310 ISSUES IN TECHNOLOGY FOR SCHOOL LEADERS (1 credit)**

This class addresses the unique needs that those in administrative positions encounter in the constantly changing world of technology. Topics include: managing sustainability and obsolescence; ethics and policies for faculty, staff and students-including prevention of cyberbullying; technology for teaching and learning; and technology for business and accountability.

### **EDL 8320 ESSENTIALS OF DATA ANALYSIS AND PRESENTATION (1 credit)**

This course is designed to give graduate students a foundational understanding of how information is processed, interpreted, and presented to provide school leaders with the ability to make data informed decisions. Major topics include how usable information can be extracted from tests and surveys, how probability is used to make claims from data sets, how charts and tables can be most effectively leveraged to understand the full scope of data sets, and how to publish results.

### **EDL 8330 LEADING THE CURRICULUM PROCESS (1 credit)**

This course will prepare leaders to approach curricular processes with flexibility grounded in research-based practice. Curricular processes that utilize collaboration, collective efficacy, professional growth and learning, as well as a system level approach are critical to meeting the needs of all learners. This class addresses the core components of a research driven process, from preparing to lead the process all the way to implementing materials.

### **EDL 8340 ISSUES IN IDENTITY, CULTURE, AND POWER (1 credit)**

This class promotes personal reflection and content awareness needed for educational leaders to promote racial equity in education. Topics include structural racism, bias, historical context of educational policy, and a call to action for racial justice in education.

### **EDL 8350 ISSUES IN MANAGEMENT FOR SCHOOL LEADERS (1 credit)**

This class addresses the unique needs that those in educational leadership positions encounter when determining resource management of non-instructional systems. Topics include resource acquisition and management, using resources effectively, and oversight of facilities.

### **EDL 8360 CURRENT ISSUES IN SPECIAL EDUCATION ADMINISTRATION (1 credit)**

The purpose of this course is to examine special education administration and leadership issues. This course will focus on policies and procedures necessary to effectively provide leadership to programs for children and youth with disabilities.

**Prerequisite(s):** Graduate standing.

### **EDL 8370 ISSUES IN NEBRASKA EDUCATION POLICY (1 credit)**

This class promotes personal reflection and content awareness needed for educational leaders to impact state education policy. Topics include current federal education policy, Nebraska education policy, district-level policy, Nebraska legislative processes, advocacy and voice, analysis of a current education policy (e.g., Accountability), and activating student advocacy on current legislative issues.

### **EDL 8380 ISSUES IN HOPE LEADERSHIP (1 credit)**

This class promotes personal reflection and content awareness needed for educational leaders cultivate, model, and lead with hope. Hope is the combination of personal agency and cultivation of pathways. Hope can be taught and practiced. Educational leaders must know how to lead when things are hard. Leading with hope is an essential component of successful leadership service. Topics include hope theory, hope practice, hope measurement, & identification of hope for self, others, and the organization.

### **EDL 8390 ISSUES IN EDUCATIONAL LEADERSHIP PIPELINE (1 credit)**

It is a leader's responsibility to develop future leaders. There is currently a superintendent shortage across the nation. The current teacher shortage will lead to a principal shortage. Thus, current leaders must be intentional about developing future principals and other educational leaders. This class promotes personal reflection and content awareness in cultivating an educational leadership pipeline. Topics include knowing self as leader, impact and influence on others, building leadership in others, and systems-level leadership for continuous learning.

**EDL 8400 ELEMENTARY SCHOOL INTERNSHIP IN EDUCATIONAL LEADERSHIP (3 credits)**

Elementary internship is designed to provide practice in elementary and general and special education administration and supervision according to the interests and needs of the candidates. Candidates will work with practicing administrators and a university supervisor.

**Prerequisite(s):** Candidates must be enrolled in the Master's and/or the Building Administration Endorsement program in Educational Leadership and be in their last year of the program or have department permission. Permit to enroll from department is required.

**EDL 8410 SECONDARY SCHOOL INTERNSHIP IN EDUCATIONAL LEADERSHIP (3 credits)**

Secondary school internship is designed to provide practice in 7-12 and general and special education administration and supervision according to the interests and needs of the candidates. Candidates will work with practicing administrators and a university supervisor.

**Prerequisite(s):** Candidates must be enrolled in the Master's and/or the School Administration Endorsement program in Educational Leadership and be in their last year of the program or have department permission. Permit to enroll from department is required.

**EDL 8470 ADMINISTRATION AND SUPERVISION IN SCHOOLS (3 credits)**

This course is designed to prepare educational leaders as dedicated practitioners, reflective scholars, and responsible citizens as they relate to the administration of a school site and system. This course is specifically designed to address the problems, issues, and opportunities of building level leadership.

**Prerequisite(s):** Admission to Graduate College. Not open to non-degree graduate students.

**EDL 8490 INSTRUCTIONAL LEADERSHIP (3 credits)**

School leaders serve as instructional leaders in their buildings and districts. This course assists candidates in developing knowledge and practicing skills necessary to lead educators and schools in the areas of instruction and curriculum.

**Prerequisite(s):** Admission to the Graduate College

**EDL 8550 SCHOOL BUSINESS MANAGEMENT (3 credits)**

This course will analyze the functions of school business management: budgetary processes, financial accounting, auditing and reporting, management of funds, purchasing procedures, transportation, food services, insurance and inventory control.

**Prerequisite(s):** EDAD8030 (previously or concurrently). Not open to non-degree graduate students.

**EDL 8560 SCHOOL FINANCE (1 credit)**

This course provides a study of the current sources of school financing: local, state, and federal. In addition to a review of the history of school finance, emphasis is placed on current problems in school finance, especially those related to overseeing the financial aspects of a school district.

**Prerequisite(s):** EDL 8350 or permission of the instructor.

**EDL 8596 FOUNDATIONS OF LEADERSHIP DEVELOPMENT (3 credits)**

Leadership development is an educational outcome for college students, and at UNO, is strongly encouraged. This course will expose students to foundational leadership theories and challenge them to explore personal and social competencies associated with effective collaboration and leadership. (Cross-listed with EDL 4590).

**EDL 8620 SCHOOL PLANTS AND EQUIPMENT (3 credits)**

This course is designed for aspiring superintendents and central office leaders. It will prepare school leaders to be proactive in developing specifications for school buildings that will enhance educational processes. It includes planning procedures for new and remodeled buildings, soliciting support for projects, site selection, design, maintenance and operations of school buildings.

**Prerequisite(s):** Admission to Graduate College

**EDL 8710 INTERPERSONAL RELATIONSHIPS IN EDUCATIONAL LEADERSHIP (3 credits)**

This course deals with the establishment of quality interpersonal and group relations among adults in school settings. Candidates will develop an increased awareness of their own and others' perspectives and will develop dispositions and skills that will allow them to work more productively. This course does not meet the requirements of Nebraska law LB 250 (Multi-Cultural and Interpersonal Relations).

**Prerequisite(s):** Admission to the Graduate Studies and Department of Educational Leadership or department permission.

**EDL 8720 MULTICULTURAL AND NON-SEXIST AWARENESS (1 credit)**

This course is designed for certificated educational employees, both teachers and administrators, seeking renewal of Nebraska certification under Nebraska LB 250 (Multi-Cultural and Interpersonal Relations). This course meets the requirements of Nebraska law LB 250 (Multi-Cultural and Interpersonal Relations). The purpose of the course is to develop awareness of cultural diversity in American society and to develop skills to effectively meet the needs of students, parents, and school community members.

**Prerequisite(s):** Graduate level. Permit of department required.

**EDL 8730 COMMUNICATION AND CULTURE IN EDUCATIONAL HUMAN RESOURCES (1 credit)**

This course focuses upon the interpersonal and professional knowledge, skills, and dispositions of human resources issues and functions for effective leadership in education.

**Prerequisite(s):** Admission to Graduate College.

**EDL 8740 PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERSHIP (1 credit)**

This course addresses strategies and models of planning, implementing, and evaluating adult and organizational learning for effective leadership in education.

**Prerequisite(s):** Admittance to Graduate College. Not open to non-degree graduate students.

**EDL 8750 FUNDAMENTALS OF HUMAN RESOURCES IN EDUCATION (1 credit)**

This course examines the frameworks that schools utilize to recruit, select, place, and support faculty and staff. School leaders need human resources skills and knowledge in order to effectively implement strategies and policies related to staff management, motivation, and evaluation.

**Prerequisite(s):** Admission to Graduate College. Not open to non-degree graduate students.

**EDL 8780 EDUCATIONAL LEADERSHIP SUMMIT (2 credits)**

The leadership summit in educational leadership synthesizes the program of school administration, supervision, and management in a manner that can be professionally presented and clearly articulated.

**Prerequisite(s):** Twenty four credit hours must be completed or taken concurrently in educational leadership. Department permit to enroll is required. Not open to non-degree graduate students.

**EDL 8800 SCHOOL LEADERSHIP ACADEMY (3 credits)**

A leadership course designed for current and aspiring school administrators and teacher-leaders. The course content will relate administrative theory to operations of schools drawing on research, models, and various organizational structures. This course is specifically designed to bridge leadership and management theory to the practical operations of schools.

**Prerequisite(s):** Advisor's approval.

**EDL 8810 URBAN SCHOOL LEADERSHIP (3 credits)**

This course is designed to acquaint candidates with urban concerns and issues which most significantly affect the administration of schools in and around metropolitan areas.

**Prerequisite(s):** Admission to Graduate College.

**EDL 8900 SPECIAL EDUCATION LAW (3 credits)**

The purpose of this course is to research and explore legal and policy issues affecting special education within our schools. Case law will be examined to ensure effective special education programs for children and youth with disabilities. (Cross-listed with SPED 8900).

**Prerequisite(s):** Graduate Standing. Not open to non-degree graduate students.

**EDL 9000 FUNDAMENTALS OF RESEARCH DESIGN (3 credits)**

This course will provide direction and assistance concerning principles of empirical research design as related to topics in educational leadership. Instruction as to appropriate format, style, and content of educational research as well as designing methodology for dissertation proposal will be emphasized.

**Prerequisite(s):** Admission to Graduate College. Students should be degree-seeking to take the course. Not open to non-degree graduate students.

**EDL 9010 ADVANCED SEMINAR IN EDUCATIONAL RESEARCH (1 credit)**

This seminar will provide support for doctoral candidates in applying skills of educational research to the development of a successful dissertation proposal.

**Prerequisite(s):** Admission to Graduate College. Completion of EDL 9000 or permission from instructor. Not open to non-degree graduate students.

**EDL 9020 CONCEPTS AND CONTEXTS FOR LEADERSHIP IN SCHOOL LIBRARIES (3 credits)**

Concepts and Context for School Libraries will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession.

**Prerequisite(s):** Admission to the University of Nebraska Doctoral Program in Educational Administration or other University of Nebraska doctoral program in education, and instructor permission. Not open to non-degree graduate students.

**EDL 9110 FIELD PROJECT IN EDUCATIONAL ADMINISTRATION (1-3 credits)**

Administrative practitioners will study a current or anticipated educational problem using research techniques. Candidates will review a change process to their school or district that has recently been implemented or is under consideration for future implementation as the capstone work for the Educational Specialist degree.

**Prerequisite(s):** Admittance to the Ed.S. program and completion of EDL 9200. Candidates are encouraged, but not required, to utilize the project from EDL 9200 for the focus of the field project. Not open to non-degree students.

**EDL 9200 ADVANCED PRACTICUM IN EDUCATIONAL ADMINISTRATION (3 credits)**

This course is an independent, advanced practicum course meant to help practitioners prepare to be reflective scholars. It builds upon theory and practice of educational leadership and provides a guided experience.

**Prerequisite(s):** Admittance to the Ed.S. program and completion of EDL 9200. Candidates are encouraged, but not required, to utilize the project from EDL 9200 for the focus of the field project. Not open to non-degree students.

**EDL 9310 ISSUES IN STRATEGIC PLANNING FOR SCHOOL LEADERS (1 credit)**

Strategic planning is critical to the health, growth and sustainability of a school district. The process provides an opportunity to prioritize goals, actions, time and resources on key initiative. This course will examine the strategic planning processes used by leaders to guide educational change and improvement.

**EDL 9320 LEGAL ISSUES IN SPECIAL EDUCATION (1 credit)**

School Leaders have an obligation to know the rights of students with disabilities and the laws and policies that protect those rights. This course will focus on the mandatory requirements of Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; the Americans with Disabilities Act (ADA) of 1990, amended in 2008 and the Rehabilitation Act of 1973, Section 504 along with program mandates and the case law that protects these students.

**EDL 9330 ISSUES IN SCHOOL OPERATIONS (1 credit)**

This course addresses leadership issues that current and prospective school leaders will find applicable as they earn certification as a superintendent, principal, curriculum supervisor, or special education leader. This one-hour course will provide knowledge and skills educational leaders will need to effectively and efficiently lead a public or private school building, program, or school district. Course modules will engage candidates in developing a leadership entry/transition plan, a leadership succession plan, and a leadership succession board policy and administrative procedures.

**EDL 9340 CONTEMPORARY ISSUES IN SCHOOL LAW (1 credit)**

This course is concerned with the most recent legal challenges and judicial decisions that are impacting schools. Topics include the most recent decisions from all levels of the courts up to the Supreme Court. School leaders will help prevent litigation by understanding the implications of current cases for the purpose of work with students, staff, faculty and community members without infringing upon their due process rights. School leaders may use the current decisions to update student and faculty handbooks and understand the critical need for guidance by school district legal counsel.

**Prerequisite(s):** School Law 9540 Legal Issues in Special Education Law 8920 or Instructor permission

**EDL 9500 FRAMEWORKS OF BEST PRACTICE: LEADERSHIP IN SCHOOL LIBRARIES (3 credits)**

This class will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration.

**Prerequisite(s):** Admission to the University of Nebraska Joint Doctoral Program in Educational Administration pursuing studies in educational leadership with an emphasis in school librarianship or with instructor permission. Not open to non-degree graduate students.

**EDL 9510 SEMINAR IN CULTURE AND CONTEXT OF SCHOOLING (3 credits)**

An advanced seminar designed to enhance understanding of the cultural and social forces, trends, and issues that influence the delivery and effectiveness of schooling.

**Prerequisite(s):** Admission to the Department of Educational Administration and Supervision and the Ed.D. Program. Not open to non-degree graduate students.

**EDL 9520 ACHIEVING SCHOOL EXCELLENCE (3 credits)**

An advanced seminar on the pursuit of improvement in education and the role of administration in guiding positive school change through influence, persuasion, power, ethics, and research.

**Prerequisite(s):** Admission to the University of Nebraska Joint Doctoral Degree program or admission to another University of Nebraska doctoral program. Not open to non-degree graduate students.

**EDL 9530 PARADIGMS AND PRACTICES OF SCHOOLING (3 credits)**

This is an advanced seminar to explore leadership and supervisory practices. Particular attention will be given to organizational conceptualizations (paradigms) for addressing current educational problems and issues. Candidates will be encouraged to think outside the traditional frames of education in order to improve student achievement in PK-12 schools. When a paradigm shifts, the way we view the world and what we assume to be true dramatically changes. When faced with shifting circumstances, school leaders can turn change into opportunity and opportunity into success.

**Prerequisite(s):** Admittance to the UNO-UNL Joint Doctorate Program. Not open to non-degree graduate students.

**EDL 9540 SCHOOL LAW (3 credits)**

This course is concerned with laws related to schools. Topics include certification, contract, negligence, student rights, due process, curriculum, and discipline. Each topic is approached through study of most recent court cases.

**Prerequisite(s):** Admission to Graduate Studies or instructor permission. Not open to non-degree graduate students.

**EDL 9550 SYMPOSIUM ON SCHOOL LEADERSHIP (3 credits)**

The purpose of this seminar is to relate research, theory, and practice in educational organizations. The course is designed to engage candidates with a systematic examination of school reform, best practices, and the implications for practitioners. The symposium will involve candidates with the changing roles and functions of educational leaders in rapidly changing metropolitan educational environments.

**Prerequisite(s):** Admission to Graduate Studies or permission of instructor.

**EDL 9610 STATISTICAL METHODS FOR THE BEHAVIORAL SCIENCES (2 credits)**

This course is designed to help graduate students develop competence in understanding and applying statistical methods for the behavioral and social sciences. The course introduces broad historically based topics in statistics such as probability theory, the Law of Large Numbers, and the Central Limit Theorem to develop conceptually based models for hypothesis testing, description of data, and statistical inference. Emphasis is placed on the evaluation and interpretation of statistical methods used in published research and the development of analytic models in dissertation research.

**Prerequisite(s):** Admission to the Doctor of Education (Ed.D.) program in Educational Leadership or Department/Instructor's permission.

**EDL 9620 NON PARAMETRIC STATISTICS FOR THE BEHAVIORAL AND SOCIAL SCIENCES (2 credits)**

This course is designed to help graduate students develop skills in calculating and interpreting Non-Parametric data analytics. The course includes the application of nonparametric inferential and relational techniques. The statistical analyses include: Chi-squared family of tests, Mann-Whitney U, Wilcoxon Signed-Ranks and Rank-Sums, Kruskal-Wallis ANOVA, Spearman and Biserical correlations, Graphical analytics of Hierarchical Clustering, Dendrograms, K-Means Clustering, and Logistical Regression. Technology applications will include Excel statistical packages for Non-Parametric testing.

**EDL 9630 QUALITATIVE RESEARCH (3 credits)**

Qualitative Research develops skills and competence in designing, collecting, and analyzing data for studies in educational research.

**Prerequisite(s):** EDL 9610 or equivalent. Not open to non-degree graduate students.

**EDL 9650 PROGRAM EVALUATION FOR EDUCATIONAL ADMINISTRATORS (3 credits)**

This course provides an introduction to program evaluation theory and practice. It will address the range of approaches within education human service program evaluation, the standards established by the profession, the "how to" of program evaluation, and the skills needed to conduct program evaluation.

**Prerequisite(s):** Admission to the Graduate College or instructor's permission.

**EDL 9660 STRATEGIC LEADERSHIP FOR SCHOOL LIBRARIES (3 credits)**

This course will focus on the political, economic and social trends that have shaped school libraries and develop the skills and dispositions required for leaders of 21st Century school library programs.

**Prerequisite(s):** Admission to the University of Nebraska Joint Doctoral Program in Educational Administration or to any other doctoral program in the University of Nebraska, or instructor permission. Not open to non-degree graduate students.

**EDL 9670 INQUIRY AND RESEARCH FOR LEADERSHIP IN SCHOOL LIBRARIES (3 credits)**

Inquiry and Research for Leadership in School Librarianship will examine current research in the school library field and focus on action research based on authentic need.

**Prerequisite(s):** Admission to the University of Nebraska Joint Doctoral Program in Educational Administration or to any other doctoral program in the University of Nebraska, or instructor permission. Not open to non-degree graduate students.

**EDL 9680 QUALITATIVE RESEARCH: FOUNDATIONS & APPROACHES (2 credits)**

Qualitative research is social research that aims to investigate how people make sense of their ideas. This course will engage students in considering perspective, acknowledging positions, framing a study, and choosing a research approach (methodology).

**Prerequisite(s):** Admission to the Doctor of Education (Ed.D.) program in Educational Leadership or Department/Instructor's permission.

**EDL 9690 QUALITATIVE RESEARCH: COLLECTION & ANALYSIS (2 credits)**

Qualitative research is social research that aims to investigate how people make sense of their ideas. This course is about collecting data, applying qualitative data analysis strategies, and academic writing.

**Prerequisite(s):** Admission to the Doctor of Education (Ed.D.) program in Educational Leadership or Department/Instructor's permission.

**EDL 9980 SUPERINTENDENT INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3 credits)**

This course is a guided, field-based internship for candidates seeking the school superintendent endorsement from the Nebraska Department of Education (NDE). The internship will provide candidates with experiences in the various roles and responsibilities of a superintendent.

**Prerequisite(s):** Admittance to the the EdD or EdS in educational administration or departmental permission. Candidates must submit an internship application by April 1 for following fall term.

**EDL 9990 DISSERTATION (1-12 credits)**

The course provides doctoral candidates in Educational Administration and Supervision with a process to complete a dissertation research plan. The course learning activities will focus on the completion of a candidate's dissertation. The course is designed to allow advanced doctoral candidates to demonstrate technical mastery of the discipline and to advance knowledge by completing an investigation.

**Prerequisite(s):** Admittance to the EdD in Educational Administration. Department permit to enroll required. Not open to non-degree graduate students.