

Coursework Common to Degree Programs in Educational Administration

The Department of Educational Administration offers programs leading to the masters degree (MEd, MA) and the certificate of specialization in educational administration and supervision and programs leading to the doctoral degree (PhD, EdD) with an emphasis in educational administration and leadership or Architecture Education (ELHE). A specialization in student affairs is available at the masters level. In addition, the joint UNL/UNO doctoral program (EdD) in educational administration enables students to pursue a course of study for elementary–secondary administration.

With the exception of courses from the College of Law, most of these courses are available on line.

Courses (EDAD)

801. Cross-Cultural Leadership Studies (3 cr)

Prereq: Permission.

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 and course interactions. Provides students with a valuable perspective on their own and other cultural perspectives through the comparison of cultural expressions of leadership.

811. Practicum in Educational Administration and Supervision (3-4 cr, max 8)

Prereq: Permission. *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.

813. Administration in Physical Education and Athletics (3 cr)

Organization and administrations of physical education and athletic program in colleges and school systems.

Practices at policies as they relate to various situations and problems **and the theoretical base for these practices and policies.**

814. Risk Management for Sport Facilities (3 cr)

Legal and risk management aspects of construction, supervision, and management of sport, athletic, and recreation indoor and outdoor facilities.

821. Foundations of Human Resource Development (3 cr)

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.

822. Instructional Strategies in Human Resource Development (3 cr)

Prereq: EDAD 821.

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.

825. Coordination in Occupational Training Program (TEAC 825) (1-3 cr)

For course description, see TEAC 825.

830. Administrative Theory in Educational Organizations (3 cr)

Introduction to classic and contemporary administrative theory as applied to educational organizations. The theoretic 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 problem of practice as a means of testing theory.

833. Educational Finance (3 cr)

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.

835. Business Management of Schools (3 cr)

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.

836. Planning for Change (2-3 cr)

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.

837. Education Law (1-4 cr)

Evolution, principles, and practice of education law in relation to local, state, and national units of organization. Education law of Nebraska.

838. Educational Surveys (2-3 cr)

School systems and its educational program in terms of needs of attendance area served. Organization and interpretation of pertinent data and formulation of recommendations for improvement of educational systems. Long-range planning.

839. Educational Facilities (2-3 cr)

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.

841. Introduction to School Improvement Process (3 cr)

Prereq: Permission.

Theory and research about school improvement. Component: of school improvement planning and potential effects of change upon the process. Build upon experiences in a school setting and gain insights through interviews, best practice literature, and student performance data. Collect and display initial school profile data to assist in making decisions when planning for improvement.

842. Developing a Successful School Improvement Plan (3 cr)

Prereq: EDAD *841.

Assessment theory and types of assessments used to measure student performance relative to a school improvement goal. Relationships between profile data, baseline data, locally developed classroom assessments, and post data pertaining to school improvement goals and action plans emphasized. Develop an initial school improvement plan.

843. Educating Communities about the School Improvement Process (3 cr)

Prereq: EDAD *842.

School improvement planning process in the student's own setting. Importance of building school and community relationships, including how to gain and maintain support for the improvement process. Identify basic problems and issues that impact school improvement planning, ways to deal with these problems and issues effectively, and develop

a public engagement plan for the community. Dynamics of organizations and communities and their impact on public engagement, as well as the presentation and interpretation of data with sensitivity to various publics.

844. Developing and Reporting Results of the School Improvement Process (3 cr)

Prereq: EDAD *843.

Analysis of data reflecting changes in performance based school improvement goals. Prepare a comprehensive report of results. Analyze how staff attitudes and behaviors are impacted through the improvement process. Generate recommendations for proceeding into the next cycle of school improvement. Conduct a personal self-analysis of improvement process skills and obtain information from supervisors/ colleagues regarding abilities as a school improvement leader.

851. Faculty and Staff Appraisal (3 cr)

Faculty and support staff in P-12 schools: appraisal, professional learning communities, high standards/high performance and accountability.

852. School Culture and Student Behavior (3 cr)

School culture and student behavior in P-12 schools. Personalized teaching and learning environments that address student diversity, needs and interests.

856. Supervising Special Education (SPED *856) (3 cr)

For course description, see SPED *856.

857. Special Education Administration (SPED *857) (3 cr)

For course description, see SPED *857.

858. Special Education Law (SPED *858) (3 cr)

For course description, see SPED 858

890. Workshop Seminar Information Management Systems (3 Cr.)

The objective of this course is to provide a foundation in management information systems and to prepare students for roles in the application, analysis, and management of higher education administration technology.

896. Independent Study (1-6)

Selected topic with the direction and guidance of a faculty member.

899. Masters Thesis (6-10 cr)

Prereq: Admission to masters degree program and permission of major adviser.

901. System-Level School Improvement (3 cr)

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.

902. Issues in Educational Organization Theory (3 cr)

Useful theory from the field of organizational literature in order to inform the practice of educational administration. Schools of organizational theory, professional and bureaucratic conflicts, motivation, power, leadership, and organizational culture.

903. Issues in Community Relations (3 cr)

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.

904. Issues in System Level Administration (3 cr)

Prereq: Masters degree or equivalent.
Selected system level issues faced by PreK-12 school administrators.

905. Issues in Governance of Educational Institutions (1-3 cr, max 3)

Issues in the governance of K-12 schools including administrator-school board roles and relationships.

906. Issues in Economics of Education (1-4 cr)

Current trends and topics related to issues of human capital, productivity, cost-benefit analysis, rates of return, and the role of education in promoting economic growth.

907. Issues in Educational Politics and Policies (3 cr)

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.

909. Seminar in Human Resource Development (1-3 cr)

Prereq: EDAD 821 or 822.

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.

910. The Higher Education Environment (3 cr)

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.

912 Educational Leadership in Higher Education

Students will engage in a leadership journey practicing strategic thinking, making application of leadership theories in their educational setting. As the end of the leadership journey, students will have developed a clear personal philosophy of leadership. Students will engage in collaborative active-learning throughout the course. Multi-media simulations/scenarios are utilized with students role playing to examine options, consequences and leadership effectiveness in decision making.

921. Administrative Issues in Postsecondary Education (3 cr)

Introduction to contemporary issues in the administration of postsecondary education with a focus on the scholarly literature, a comparative analysis of administration in types of institutions, leadership and planning, institutional and environmental issues, and selected topics.

922. Finance in Postsecondary Education (3 cr)

Federal and state government funding, institutional planting, technological and community influences, human resources finance, budgeting, and sources of financial support as they relate to postsecondary education institutions and agencies.

923. The Community/Junior College (3 cr) Lec.

Destined 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.

924. Administration of Postsecondary Education Instructional Programs (3 cr)

Administration of postsecondary educational instructional programs. Exploration of curricular issues including an assessment of program quality and reputation, program reallocations, retrenchments, and expansions.

925. Law and Postsecondary Education (3 cr)

Examination of legal principles applicable to postsecondary education institutions. Overview of the legal system, postsecondary 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.

926. The American Professoriate: An Administrative Perspective (3 cr)

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.

929. Seminar in Adult and Continuing Education (EDPS 929) (1-6 cr)

For course description, see EDPS 929.

932: Global Issues in Higher Education

This course provides a guided learning experience on selected issues affecting global educational policies and practices. Four themes serve as vehicles and each forms a module: toward globalization; global impacts and higher education; higher education in selected countries; and future studies. Upon completion of this course students should have an understanding of how the various aspects of a society impact a nation state and how cultures and values influence the world's educational horizons and development.

934. College Teaching

This course provides a forum for study and discussions of issues that collectively apply to the current college body, and to those planning to work or already working in higher and postsecondary education. Upon completion of this course, a person should have a broader or more robust appreciation of how significant and sometimes covert issues impact higher education, the person, and by extension, society. Topics include: cognitive and affective aspects of education; legal and ethical issues for faculty; approaches to postsecondary instruction; common expectations of faculty at eight types of postsecondary institutions; philosophical and technical issues associated with instruction; career patterns, and barriers and rewards for being a faculty member; and special factors related to undergraduate instruction.

948. Instructional Leadership: Emerging Trends and Practices (TEAC 948) (3 cr)

For course description, see TEAC 948.

956. Employment Law Seminar (LAW 759/759G) (3 cr)**979. Seminar in College Student Personnel Work (EDPS 979) (2-3 cr per semi, max 6)**

For course description, see EDPS 979.

980. Seminar in College Student Development (EDPS 977) (2-3 cr per sem, max 6)

For course description, see EDPS 977.

981. Introduction to Research (1-6 cr) *A written report is required.*

Investigation and analysis of current problems in education administration and supervision.

988. Dissertation Proposal Development (3 cr)

Prereq: Admission to a doctoral program.

Intended for students who are working on the development of their dissertation proposal. Component parts of the dissertation proposal. Students from all areas of CEHS 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.

989. Survey of Administrative Research (3 cr)

Intended primarily for students of education who are candidates for doctoral degrees. Readings, discussions, and an analysis of educational problems and research. Please see your advisor if you are interested in this course.

990. Workshop Seminar

See "Workshop Seminars in Education" in the Graduate Bulletin.

991. Field Studies in Education (TEAC, NUTR 991) (1-3 cr, max 6)

Prereq: Permission. For course description, see TEAC 991.

993. Workshop Seminar

See "Workshop Seminars in Education" on page 69.

995. Doctoral Seminar (3 cr, max 18)

Prereq: Permission.

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 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 instructor.

EDAD995: EDAD 995: Doctoral Seminar in Strategic Planning

Integration of systems theory, practice and problems with strategic thinking for students to focus on the strategic planning process in higher education. Models of strategic planning are examined and students use their respective institutions plan as the laboratory to analyze its strategic plan.

EDAD 995: Doctoral Seminar in Broadwater Simulation

The capstone experience for the ELHE program is offered in the first five week summer session for six hours of credit. Broadwater is a "virtual university" created from an actual situation that occurred. Video/audio has been placed on CD/DVD's which students will use in a true "hands on" experience linking theory to practice.. As the capstone experience, students will call upon work from previous classes as they work through the scenario's and accompanying assignments. THE CD/DVD includes everything necessary for the class as a series of cascading scenario's unfold throughout the course. Students assume various leadership/administrative roles to work through the series of events that occur on the campus making decisions and defending them with classmates and the instructor.

EDAD995: Doctoral Seminar in Global Issues

EDAD995: Doctoral Seminar in Quality Issues

998. Seminar: Internship in Educational Administration

(1-6 cr, may be repeated, max 12 cr) Prereq: Permission.

Opportunity for educational administrators to gain an under-standing 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.

999. Doctoral Dissertation (1-24 cr, max 55)

Prereq: Admission to doctoral degree program and permission of supervisory committee chair.

Dual Degree Program for Law and Education

The dual degree program leading to a regular law degree, the JD (juris doctor), and a PhD in administration, curriculum, and instruction is a program administered cooperatively by the College of Law, the Teachers College, and the Graduate College.

The primary objective of this program is to produce lawyer-administrators whose training will enable them to perform both the tasks of an attorney and an administrator.

To earn both degrees each student will be expected to study at least five academic years within the program. Since the objective of this program is to provide the student with a fully integrated approach to studying law and educational administration, the curriculum reflects this integration by requiring students to mix their study in each field. Admission. Each college will separately admit or reject each candidate by its normal procedures. The Dual Degree Committee will then consider those students accepted into both the College of Law and the Graduate College for admission to the dual degree program.

Educational Administration and Law

The following courses are cross listed in both educational administration and law. These courses are normally open only to students enrolled in the joint JD in law and PhD in administration, curriculum, and instruction program, but under any circumstances admission to these courses requires approval of the College of Law. Students not seeking a law degree may be admitted to one or more of these courses with the specific approval of the faculty member teaching the course and the Dean of the College of Law.

870. Constitutional Law I (LAW 609/609G) (1-4 cr)

Overview of the structure of the federal government, including the history and judicial interpretation of the constitution, the relation of the states to the federal government, interstate commerce, due process, and separation of power.

871. Constitutional Law II (LAW 732/732G) (1-4 cr)

Protected individual civil liberties. Origin and modern applicability of the state action concept in constitutional litigation; the scope of congressional power to enforce the post Civil War amendments; freedom of speech, association, and press; and constitutional principles enforcing the first amendment's command that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

872. Introduction to Law, Legal Process, and Legislation (LAW 511/511G) (3 cr)

How law is made and changed, the role of the individual, the business corporation, the private association, the administrative agency, the voting public, the legislature, and the courts in making and changing law.

874. Torts I (LAW 503/503G) (1-6 cr, max 6)

For course description, see LAW 503G.

875. Torts II (LAW 504/504G) (1-6 cr, max 6)

For course description, see LAW 503G.

956. Employment Law Seminar (LAW 759/759G) (3 cr)

Selected current national and state legal issues pertaining to private and public employment.

959. Law and Educational Administration (LAW 695/ 695G) (1-4 cr)

Prereq: Permission.

Current legal issues of national significance relating to educational institutions; analysis of constitutional provisions, statutes, and court decisions affecting education; separation of church and state; rights of equality; student rights, responsibilities, and discipline; application of criminal and juvenile provisions; use of school property; control of the curriculum and extracurricular activities, contractual and tort liability; hiring, collective actions, tenure, outside activities, discharge, and retirement of teachers; confidentiality; accrediting agencies; copyrights and similar current legal matters.

960. Public Employment Law (LAW 760/760G) (1-4 cr)

Legal issues relating to public employment with particular emphasis on public schools and colleges; collective bargaining by public employees; impasse 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.

961. Trial Advocacy (LAW 761/761G) (1-4 cr)

Prereq: LAW 646/646G, 516/516G, 517/517G. Students perform weekly exercises which are videotaped and critiqued and will try a case. Fundamentals of trial practice. Questioning witnesses, selecting and addressing the jury, and admitting items into evidence.

963. Legislation Seminar (LAW 777/777G) (1-4 cr)

Development of further skills in drafting and interpreting statutes, understanding the legislative processes and decision making, and evaluating the role of legislation in governmental regulation. Subjects pertaining to or involving legislation, centering on subjects considered by the Nebraska Legislature and the Nebraska legislative process.

964. Municipal Corporations (LAW 788/788G) (1-4 cr)

Law of municipal corporations and local government units with emphasis upon current problems in the operation and administration of local government.

968. Education-Law Seminar (LAW 621/621G) (1-4 cr)

Selected current national and state legal issues pertaining to education.

970. Criminal Law (LAW 508/508G) (3 cr)

Substantive criminal law with emphasis on the theoretical foundations and general principles and doctrines that govern the rules of liability and defenses.

971. Evidence (LAW 646/646G) (1-4 cr)

Concepts of relevancy and admission of evidence including attention to hearsay, opinions, privileges, and other exclusionary rules; examination of witnesses; judicial notice; physical evidence and procedural considerations.

973. Jurisprudence (LAW 672/672G) (1-4 cr)

Selected problems in legal thought. Historical context of proposed solutions.

976. The Legal Control of Discrimination (LAW 680/ 680G) (1-4 cr)

Inequalities in American society which arise from discrimination against minorities and other under-represented groups, how these inequalities are reinforced and at times created by laws, and how law can be used to remedy many of these inequalities.

977. Legal History (LAW 619/619G) (1-4 cr)

Development of fundamental English and American institutions. Emphasizes the American legal profession and, when so designated by the instructor, meets the faculty's requirement for a course in professional responsibility.

978. Mass Communications Law (LAW 649/649G) (1-4 cr)

Law applicable to the various mass communications media, including the constitutional status of mass communications, the conflict between a free press and a fair trial, and governmental regulation of electronic mass communications media. Additional topics selected from: freedom of information, the right to privacy, libel, control of obscenity, and the relationship of media to specialized areas such as antitrust, labor law, and copyright law.

Research Tools available For EDAD Students (EDPS)

***800. Foundations of Educational Research (3 cr)**

Prereq: EDPS 859 or parallel; EDPS 859 or equivalent. Purposes and characteristics of research process, selection of research problems in education and social sciences, critical review of published research, research ethics and institutional review, sampling methods, threats to validity in research.

900A. Correlational and Experimental Methods in Educational Research (3 cr)

Prereq: EDUC *800 or equivalent and EDPS 859 or equivalent. Integrated view of correlational and experimental research in education and social sciences. Builds on idea of relationships among variables and concept of casual relationships between variables. Explores variety of research designs in light of these general principles.

900B. Single Case/Small N Methods in Educational Research (3 cr)

Prereq: EDUC *800 or equivalent and EDPS 859 or equivalent. General issues explored in the use of single case/small N methods, in which individuals are observed over time before and subsequent to experimental intervention. Comparison to traditional experimental methods. Instruction and practice provided in repeated measurement techniques. Contrasts various research designs appropriate to single case methods.

900D. Survey Methods in Educational Research (3 cr)

Prereq: EDUC *800 or equivalent and EDPS 859 or equivalent. Basic principles and applications of survey research. Use of appropriate sampling techniques and applications of survey methods to the study of relative incidence, distribution, and interrelations of educational, sociological, and psychological variables.

900J. Historical Methods in Educational Research (3 cr)

Prereq: EDUC *800 or equivalent and EDPS 859 or equivalent. Connections of general study of history to study of the history of education. Concepts employed in educational historical research and the methods used by historical researchers. Knowledge and skills are developed through practical exercises demonstrating the methodology of historical research.

900K. Qualitative Approaches to Educational Research (3 cr)

Prereq: EDUC *800 or equivalent and EDPS 859 or equivalent. Uses of qualitative research methods in education, exploration of theoretical premises of research using qualitative methods, and application of this information through critique and planning research. Qualitative methods for data collection examined through readings, exercises, and sample projects.

859. Statistical Methods (3 cr)

Computation and interpretation of measures of central position, variability and correlation; introduction to sampling, probability, and tests of significance.

***860. Applications of Selected Advanced Statistics (3 cr)**

Prereq: EDPS 859. Variety of parametric and nonparametric analyses, including analysis of variance (completely randomized design and various factorial designs), regression analysis, analysis of covariance, full model stepwise multiple regression, chi square Mann-Whitney U, and Wilcoxon test. Understanding and application of these analyses. Appropriate mainframe and microcomputer statistical packages utilized to assist in the numerical analysis of data.

935. Seminar in Qualitative Research (TEAC 935) (3 cr)

Prereq: EDUC 900K or permission. For course description, see TEAC 935.

941. Intermediate Statistics: Experimental Methods (SRAM 941) (3 cr)

Prereq: EDPS 859 Computation, interpretation, and application of analysis of variance techniques, including factorial and mixed model designs. Computer and microcomputer software accessed.

942. Intermediate Statistics: Correlational Methods (SRAM 942) (3 cr)

Prereq: EDPS 859 or equivalent. Various correlational-based statistical procedures presented, including linear and nonlinear regression, multiple regression, statistical control, analysis of interactions, the general linear model, factor analysis, and discriminate analysis.

Courses from ALEC (Leadership Education and Leadership Studies)

801 Theoretical Foundations of Leadership (ALEC 801) (3 cr)

Major research thrusts in leadership field. Historical and contemporary research studies, surveying the literature, developing theory, and conceptualizing original research questions and problems.

805. Advanced Teaching Strategies (ALEC805, TEAC805, NUTR805) (3 cr)

Contemporary and innovative teaching strategies, emphasizing learner centered instruction, suitable to teaching in college and post secondary institutions, outreach programs, public schools and other settings.

806. Introduction to Distance Learning (3 cr).

Introduction to the field of distance education through readings, discussions, field trips, and research. Basic principles and key concepts of distance education in a variety of educational settings.

906. Theoretical Foundations of Distance Education (3 cr)

Major theoretical concepts and research finding of distance education, as broadly conceived. Emphasis on analyzing and deconstruction of major ideas influencing distance education in formal and non formal settings.