

# Educational Leadership and Policy Studies

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## Undergraduate Degrees

- [Interdisciplinary Leadership Minor \(http://catalog.uta.edu/education/leadership/undergraduate/\)](http://catalog.uta.edu/education/leadership/undergraduate/)
- [Interdisciplinary Leadership Certificate \(http://catalog.uta.edu/education/leadership/undergraduate/\)](http://catalog.uta.edu/education/leadership/undergraduate/)

## Graduate Degrees

- [Master of Education in Educational Leadership and Policy Studies, with Principal Certificate Courses \(http://catalog.uta.edu/education/leadership/graduate/\)](http://catalog.uta.edu/education/leadership/graduate/)
- [Master of Education in Educational Leadership and Policy Studies, with Higher Education Administration Emphasis \(http://catalog.uta.edu/education/leadership/graduate/\)](http://catalog.uta.edu/education/leadership/graduate/)
- [BA-PhD track in Educational Leadership and Policy Studies with Higher Education Administration Emphasis \(http://catalog.uta.edu/education/leadership/graduate/\)](http://catalog.uta.edu/education/leadership/graduate/)
- [Doctor of Philosophy \(Ph.D.\) in Educational Leadership and Policy Studies \(http://catalog.uta.edu/education/leadership/graduate/\)](http://catalog.uta.edu/education/leadership/graduate/)
- [Master of Education in Educational Leadership and Policy Studies \(Higher Education Administration Emphasis\) and a Master of Social Work \(MEd/MSW\) \(http://catalog.uta.edu/education/leadership/graduate/#masterstext\).](http://catalog.uta.edu/education/leadership/graduate/#masterstext)

## Professional Certification Preparation

- [Principal Certification \(http://catalog.uta.edu/education/leadership/graduate/\) Preparation Only](http://catalog.uta.edu/education/leadership/graduate/)

## GRADUATE CERTIFICATE

- [Hispanic Serving Leadership Preparation Graduate Certificate \(http://catalog.uta.edu/education/leadership/graduate/#certificatestext\)](http://catalog.uta.edu/education/leadership/graduate/#certificatestext)

## COURSES

### EDADIR 5391. INDEPENDENT RESEARCH. 3 Hours.

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

### EDADIR 6391. INDEPENDENT RESEARCH. 3 Hours.

Research for independent study over topic agreed upon between student and instructor. Can be repeated for credit with permission. For doctoral students only.

## COURSES

### EDAD 1130. FOUNDATIONS OF LEADERSHIP. 1 Hour.

Student leadership trainers, under the supervision of the staff in the Department of Student Activities, facilitate class discussion and assist students in identifying the necessary skills for effective leadership in university organizations and in both personal and professional settings. Topics include: leadership vs. management communication, leadership styles and personality traits, emotionally intelligent leadership, ethical leadership, leadership and change, and diversity and cultural awareness. Opportunities are provided for group problem solving, and team interaction and collaboration. Elective only and does not count as part of the professional certification requirements. Pass-Fail grades will be awarded.

### EDAD 1330. INTRODUCTION TO LEADERSHIP & DIVERSITY, EQUITY, AND INCLUSION. 3 Hours.

Study the dimensions of leadership and its application to diversity, equity, and inclusion. Students will explore social identities development and power dynamics that result in inequalities within various systems. Students will also unpack cultural identities, life experiences, and world views on leadership relationships.

### EDAD 2330. THEORIES IN LEADERSHIP. 3 Hours.

Review leadership theories and practices from critical perspectives. Students will deconstruct common concepts and theories of leadership and reconstruct how leadership can be used for social change. Students will have an opportunity to develop skills necessary to employ socially just leadership processes and practice.

### EDAD 4330. CAPSTONE IN LEADERSHIP STUDIES. 3 Hours.

The primary purpose of this course is to revisit the themes introduced throughout the minor coursework. The course is intended to generate critical thought, reflection, and application of leadership development for social change. This class serves as the capstone that will draw upon students' leadership approaches, DEI, career aspirations, and community engagement to help students consider change in daily tasks and relationships. Students will have opportunities to engage with research to reimagine leadership for social change. Prerequisite: EDAD 2330, EDAD 1330.

### EDAD 4390. SELECTED TOPICS IN LEADERSHIP. 3 Hours.

An examination of different topics related to leadership. This seminar may be repeated for credit as the topic changes.

**EDAD 4391. INDEPENDENT RESEARCH. 3 Hours.**

An examination of selected topics related to leadership. Can be repeated for credit with permission.

**EDAD 5190. SELECTED TOPICS IN EDUCATION. 1 Hour.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDAD 5191. INDEPENDENT RESEARCH. 1 Hour.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

**EDAD 5199. PROBATIONARY CERTIFICATION INTERNSHIP. 1 Hour.**

This course provides mentoring and supervision to UTA Educational Leadership and Policy Studies students employed as assistant principals or principals while on a Probationary Certificate and not enrolled in either EDAD 5389 or EDAD 5399. Individuals must reenroll in EDAD 5199 while on probation, which is initially issued for one calendar year.

**EDAD 5290. SELECTED TOPICS IN EDUCATION. 2 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDAD 5291. INDEPENDENT RESEARCH. 2 Hours.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

**EDAD 5302. EDUCATIONAL TECHNOLOGY PLANNING. 3 Hours.**

This course is designed to help prepare future educational administrators in assessing, revising, or developing a technology plan for their school, district, or campus. Students will explore the overall concepts of technology, new applications of technology, and how they apply to educational standards, such as the National Educational Technology Standards for Teachers (NETS-T) and the Technology Standards for School Administrators (TSSA).

**EDAD 5303. TEACHER LEADERSHIP FOR SCHOOL IMPROVEMENT. 3 Hours.**

Examine formal/informal leadership in schools emphasizing the roles and contributions of teachers as leaders of instructional improvement at the classroom and school levels. Study organizational dynamics and school culture from theoretical and practical perspectives for improving teaching and learning. Develop leadership strategies for shaping professional learning communities.

**EDAD 5304. DATA-DRIVEN ASSESSMENT. 3 Hours.**

Examine the impact of national and state-level education standards on curriculum, instruction, out-of-class experiences, and in-class and out-of-class assessment practices. Examine the structure and uses of both standardized, formative, summative, culturally-responsive, and multimodal assessments. Examine methods for using assessment data to design differentiated instruction and out-of-class experiences that meet varying student needs. Some of the topics will be examined in relation to assessment and institutional servingness for racially and ethnically minoritized students, such as Hispanic college students.

**EDAD 5305. CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION. 3 Hours.**

An examination of theory and research in curriculum development, implementation, and evaluation. Emphasis on current trends in the content areas.

**EDAD 5306. COACHING AND CONSULTATION SKILLS. 3 Hours.**

Examine various methods of coaching at the individual teacher, grade-level or subject-area team, and whole-school levels. Includes in-class instructional demonstrations, teacher observations and providing feedback, coaching through team meetings, and providing whole-school professional development. Also effective ways of including school administrators in instructional improvement.

**EDAD 5307. TEACHER LEADERSHIP POLICY TRENDS AND ISSUES. 3 Hours.**

Examines current national and state-level trends and policies in teacher leadership. Reviews research on the effects of various models of teacher leadership on instructional improvement.

**EDAD 5309. ADVANCED INSTRUCTIONAL STRATEGIES. 3 Hours.**

A study of advanced models of teaching, including concept attainment, inductive thinking, inquiry, cognitive growth, non-directive group investigation, laboratory training, simulation and the training model. Research in teacher effectiveness and demonstration of various models will be required.

**EDAD 5315. RESEARCH PRACTICUM. 3 Hours.**

Examination of basic concepts and procedures necessary for empirical research investigations within classroom contexts, experimental design, data collection and interpretation, and statistical analysis.

**EDAD 5321. EDUCATIONAL RES. 3 Hours.**

**EDAD 5322. EDUCATIONAL RESEARCH AND EVALUATION. 3 Hours.**

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. Topics include familiarization with educational journals, associations, funding agencies, accreditation procedures, program evaluation, sampling procedures, data collection, and statistical analyses.

**EDAD 5330. LEADERSHIP IN THE INSTRUCTIONAL SETTING PRACTICUM. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. This is the second course of the practicum experience. Prerequisite: EDAD 5389.

**EDAD 5340. THE GLOBAL COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the College Student in an international context. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years with focus on international students. The course will discuss student development models worldwide to better understand how to integrate the international students on American campuses.

**EDAD 5341. INTERNATIONAL HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation. The course explores issues related to the integration of international students on American campuses as well as new initiatives designed for this student population.

**EDAD 5344. INTERNATIONAL PERSPECTIVES ON COMMUNITY COLLEGE EDUCATION. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system and equivalent institutions worldwide. The course will examine current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development, and federal oversight of community colleges. Students will also explore how international students are integrated on community college campuses.

**EDAD 5347. TRENDS AND ISSUES IN GLOBAL HIGHER EDUCATION. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, academic freedom, college costs, and strategic change. The course content is designed from an international and comparative perspective.

**EDAD 5350. AMERICAN COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the American College Student. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years.

**EDAD 5351. HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide-range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation.

**EDAD 5352. HIGHER EDUCATION LAW. 3 Hours.**

The purpose of this course is to provide students with the fundamental cases of higher education law for administrators. Topics of this course may include the legal structure of higher education, separation of church and state, religion, academic freedom, employment and tenure, due process, computer-related legal issues, copyright, students' rights of speech and expression, search and seizure, desegregation, tort liability, contracts and collective bargaining.

**EDAD 5353. HIGHER EDUCATION FINANCE. 3 Hours.**

This course will provide knowledge of the theoretical basis for use of tax funds for education, student fees and tuition, state methods for financing, planning, cost benefit, budgeting, federal role, capital outlay, and the relationships between educational objectives and resource allocations.

**EDAD 5354. THE AMERICAN COMMUNITY COLLEGE. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system. Students will explore current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development/career readiness, and federal oversight of community colleges. In addition, barriers and strategies to improve throughputs in PK-20 will be discussed, highlighting the role of the community college in that pipeline process and how additional designations such as Hispanic Serving Institution (HSI) can further enhance their ability to transform the education system. This course benefits learners interested in higher education and those who aspire to be professors, researchers, policy analysts, and/or administrators at institutions of higher education.

**EDAD 5355. HIGHER EDUCATION CURRICULUM. 3 Hours.**

An examination of theory and research in curriculum development, implementation, and evaluation in higher education settings. Emphasis will be on current trends in the content areas.

**EDAD 5356. HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION. 3 Hours.**

This course is for current and prospective faculty, administrators, and staff seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society.

**EDAD 5357. HIGHER EDUCATION TRENDS AND ISSUES. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, faculty, academic freedom, college costs, and strategic change.

**EDAD 5360. LEADERSHIP THEORY. 3 Hours.**

Leadership theories and the practice of leadership serve to focus this course designed to prompt self awareness as a school leader.

**EDAD 5363. ADVANCED EDUCATIONAL RESEARCH. 3 Hours.**

An in-depth coverage of selected topics in the design of research and the collection and analysis of data. Topics include multivariate analyses, experimental and quasi-experimental designs, development and selection of data collection instruments, focus group interviewing, observational research, the delphi method, and interpretive analysis.

**EDAD 5365. LEADING LEARNING ORGANIZATIONS. 3 Hours.**

The change process in educational settings serves to focus this course. Moving along the continuum of change theories, the planning, adoption, implementation and institutionalization of change are explored across public school and post-secondary learning organizations.

**EDAD 5376. EDUCATIONAL GOVERNANCE. 3 Hours.**

Focus on the appointed and elected entities and bureaucracies that determine and implement policy in public education.

**EDAD 5377. CONTEMPORARY ISSUES IN EDUCATION. 3 Hours.**

An exploration of selected controversial issues in contemporary education will include research that discusses the relevance of context and culture in designing and measuring student success. Such topics will also include contemporary analysis of policy and perspectives on educational leaders' ability to promote student success in various PK-20 environments, such as the Hispanic-Serving Institution (HSI), etc. Symposium/seminar/lecture format.

**EDAD 5379. SUPERINTENDENCY INTERNSHIP. 3 Hours.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel.

**EDAD 5380. DIVERSITY AND EQUITY IN EDUCATION. 3 Hours.**

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity and equity such as culture, ethnicity, exceptionality, gender, language, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

**EDAD 5381. GOVERNANCE, POLITICAL AND LEGAL ASPECTS OF EDUCATION. 3 Hours.**

Focus on the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations. The role of the law, court rulings, and the politics of school governance at the federal, state, and local levels will be addressed.

**EDAD 5382. FOUNDATIONS OF EDUCATIONAL ADMINISTRATION. 3 Hours.**

Will address the various aspects of instructional leadership roles and responsibilities of central office as well as building level administrators and supervisors. Topics included will be history of educational administration, educational philosophy, the global understanding of administrative roles in urban and rural settings, and professional organizations, as well as an overview of educational reforms, site-based management, governance, instructional management, evaluation, exchanging ideas, making changes, coaching beginning teachers, mentoring of teachers and peers, and a diverse community.

**EDAD 5383. THE PRINCIPALSHIP. 3 Hours.**

The Principalship will address the role of the campus leader in the leadership, organization and administration of schools. The importance of campus culture, climate, vision and ethics will be stressed throughout standards-based instruction, case studies, developmental activities, readings, reflections and field experiences. The importance of appropriate principal induction will be stressed along with the concepts of the principal as scholar-practitioner and proactive leader. An emphasis will be placed on continuous school improvement and a commitment to professional development.

**EDAD 5384. RESOURCE MANAGEMENT IN EDUCATION. 3 Hours.**

School finance, educator compliance training, as well as auxiliary areas of resource management, will be addressed. The emphasis will be on the use of technology, alternative models of financing and budgeting, and sources of revenue from the federal, state, and local levels as well as from private sources. The course is designed to assist administrators in developing an understanding of the functions, operation, and evaluation of auxiliary services which support the educational program.

**EDAD 5388. EDUCATIONAL POLICY ISSUES IN THE PUBLIC SCHOOLS. 3 Hours.**

Examination of positions on policy issues of importance in education.

**EDAD 5389. ADMINISTRATIVE PRACTICUM. 3 Hours.**

Designed to provide prospective educational administrators job-related experiences under supervision in an appropriate educational setting. An approved professional study is designed in relationship to the intern's interest and past experiences. Can be repeated for credit with approval of advisor.

**EDAD 5390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. Such topics will be grounded in research that supports PK-20 student success in and out-of-the classroom as well as educational leaders' success in various types of institutions, such as the Hispanic-Serving Institution (HSI), etc. This seminar may be repeated for credit as the topic changes.

**EDAD 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research for thesis substitute or equivalent over topic agreed upon between student and instructor. Can be repeated for credit with permission.

**EDAD 5395. FUTURISTIC LEADERSHIP ROLES IN SCHOOL ADMINISTRATION. 3 Hours.**

Concepts and skills to prepare educational leaders for learner-centered schools and to anticipate and foster the professional development of all staff and parents in the learning community.

**EDAD 5399. CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES. 3 Hours.**

The course focus will be on collaborative inquiry and action research in the individual classroom, team, school, and/or professional learning community. Each student will identify, research, design and initiate addressing a real problem at their work site. Students will leave this course and graduate from the program with a research presentation as part of their informal professional portfolio. Successful completion of the Capstone Internship will fulfill the comprehensive examination requirements for the graduate degree and/or certification. Requirements of EDAD 5399 will include, but not be limited to, those collaboratively established by University faculty and school administrative personnel. EDAD 5389 and EDAD 5330 are prerequisites for EDAD 5399 for students in Master of Education in Educational Leadership and Policy Studies with Principal Certificate Courses and Principal Certification Preparation Only programs. Prerequisite: EDAD 5389, EDAD 5330.

**EDAD 6179. SUPERINTENDENCY PRACTICUM. 1 Hour.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel.

**EDAD 6279. SUPERINTENDENCY PRACTICUM. 2 Hours.**

Provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel. Prerequisite: permission of advisor.

**EDAD 6301. INTRODUCTION TO K-16 DOCTORAL STUDIES. 3 Hours.**

This course will examine K-16 literature, the dissertation process, and practices of successful doctoral students. Students will explore the purpose and function of scholarly writing, practice fundamental writing and editing skills, and utilize APA style requirements. Prerequisite: ELPS doctoral program admittance required.

**EDAD 6304. K-16 QUANTITATIVE RESEARCH DESIGN & METHODOLOGY. 3 Hours.**

Advanced course that covers the logic of research methods and design with an emphasis on empirical and other quantitative methods, including designing, conducting, and analyzing research from multiple paradigms. Emphasis will be placed on the steps involved in the administration of a research project including literature review, methodology, data collection and analysis, and presentation and publication in multiple media. State-of-the-art technology will be utilized.

**EDAD 6308. QUALITATIVE RESEARCH DESIGN & METHODOLOGY. 3 Hours.**

Research processes including developing interview questions, interviewing, coding/analyzing, interpreting data, theorizing, and reporting results, with participant observation as needed. Special focus on methods available to triangulate/verify data in order to confirm or achieve convergent validity. Establishing appropriate safeguards to ensure that findings are drawn from the data.

**EDAD 6310. STATISTICAL METHODS. 3 Hours.**

Statistical applications that emphasize sampling theory, normal, t, and F distributions, hypothesis tests, types of errors, power, analysis of variance for designs with one or more levels of classification, random effects and mixed models, comparisons among means, randomized block designs, designs with repeated measures including split-plot designs, zero-order correlation, and simple linear regression. More advanced principles of parametric and non-parametric statistics will also be emphasized. State-of-the-art technology will be utilized.

**EDAD 6315. ADVANCED STATISTICAL METHODS. 3 Hours.**

Review of correlation topics including zero-order, part and partial correlation, two variable linear regression theory, standard error of estimate, coefficient of determination, test for linearity of regression, relation of correlation ratio to analysis of variance, multiple correlation, point-biserial correlation, phi coefficient, tetrachoric correlation, canonical correlation, rank correlation, Fisher's Z and significance test for r, and effect size. Fundamentals of multiple regression including relationship to analysis of variance, and analysis of covariance. General introduction to factor analysis models, multiple analysis of variance, multiple analysis of covariance, and meta-analysis. Applicability to K-16 studies.

**EDAD 6318. ADVANCED QUALITATIVE METHODS. 3 Hours.**

This course is for doctoral students who have already taken the introductory qualitative course (EDAD 6308). Students extend the lessons gained from that course by completing a small-scale research project, writing a paper using a traditional journal format, and formally presenting their findings to their class colleagues. The format of the class will provide opportunities for active learning and self-reflection on issues important to qualitative researchers. Prerequisite: EDAD 6308.

**EDAD 6320. K-16 PHILOSOPHY & HISTORY POLICY RESEARCH. 3 Hours.**

Analysis of the roles of history, philosophy, culture, and values in shaping educational policy. Topics include the Greek Academies, the Medieval Universities, Progressivism, Neo-Conservatism, and Postmodern perspectives, as necessary antecedents to the K-16 movement. Detailed analysis of the roles, history, philosophy, culture, and values for public school and policy making within institutions of higher education.

**EDAD 6325. K-16 POLICY ANALYSIS RESEARCH. 3 Hours.**

A study of principles and practices involved in policy analysis research in educational settings.

**EDAD 6327. K-16 POLICY & LAW ANALYSIS RESEARCH. 3 Hours.**

A study of principles and practices involved in policy analysis research in educational settings and critical analysis of the legal underpinnings of public K-16 education with particular emphasis on the United States Constitution.

**EDAD 6330. K-16 LEGAL POLICY RESEARCH. 3 Hours.**

Critical analysis of the legal underpinnings of public K-16 education with particular emphasis on the United States Constitution. Attention will also be paid to varieties of statutory construction, the role of case law, and the significance of administrative decisions in the K-16 context. Legal implications of synergistic relationships spanning the K-16 context.

**EDAD 6331. LEADERSHIP IN THE K-12 INSTRUCTIONAL SETTING. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. For doctoral students only.

**EDAD 6335. K-16 ACCOUNTABILITY POLICY RESEARCH. 3 Hours.**

A comprehensive course covering the research about and role of outcomes assessment in institutional accountability and accreditation. Addresses the relationship between outcomes assessment and strategic planning. Exploration of outcomes assessment in public schools and institutions of higher education.

**EDAD 6340. K-16 ORGANIZATIONAL THEORY RESEARCH. 3 Hours.**

In depth study of theories of organizing, the ways in which they are evidenced in educational organizations and the ways in which they influence leaders and learning.

**EDAD 6342. K-16 ORGANIZATIONAL & LEADERSHIP THEORY RESEARCH. 3 Hours.**

In depth study of theories of organizing, the ways in which they are evidenced in educational organizations and the ways in which they influence leaders and learning. Analysis of both classical and contemporary theories, and their application in K-16 settings.

**EDAD 6343. HISTORICAL, SOCIAL, & CULTURAL CONTEXTS OF EDUCATION. 3 Hours.**

This course examines the manner in which K-16 education is influenced by the broader social and cultural contexts within which it is situated. Course materials draw from the foundations, history, sociology, politics, and economics of education. More specifically, the course will consider the ways that race, class, and gender relate to the inequitable distribution of educational opportunity. Additional concepts/topics such as language status, nationality, physical & mental ability, sexual orientation, etc., will be explored to develop a deeper understanding of the ways that student marginalization manifests in K-16 schooling. Prerequisite: ELPS doctoral program admittance required.

**EDAD 6345. K-16 HUMAN RESOURCES LEADERSHIP RESEARCH. 3 Hours.**

Human resource needs in educational settings, including faculty and staff recruitment, selection, evaluation, retention, promotion, tenure, grievances, and leadership and personnel development.

**EDAD 6350. K-16 CURRICULUM LEADERSHIP RESEARCH. 3 Hours.**

Foundations, principles, and issues of curriculum, including vertical alignment and the middle college concept. Exploration of curriculum development in both public schools and institutions of higher education. Analysis of the role of articulation agreements.

**EDAD 6351. HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION. 3 Hours.**

The course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide-range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation. For doctoral students only.

**EDAD 6352. HIGHER EDUCATION LAW. 3 Hours.**

The purpose of this course is to provide students with the fundamental cases of higher education law for administrators. Topics of this course may include the legal structure of higher education, separation of church and state, religion, academic freedom, employment and tenure, due process, computer-related legal issues, copyright, students' rights of speech and expression, search and seizure, desegregation, tort liability, contracts and collective bargaining. For doctoral students only.

**EDAD 6353. HIGHER EDUCATION FINANCE. 3 Hours.**

This course will provide knowledge of the theoretical basis for use of tax funds for education, student fees and tuition, state methods for financing, planning, cost benefit, budgeting, federal role, capital outlay, and the relationships between educational objectives and resource allocations. For doctoral students only.

**EDAD 6354. American Community College. 3 Hours.**

This course will provide students with the philosophical and historical foundations of the American community college system. Students will explore current issues including, but not limited to, the evolution of the community college baccalaureate, principles of accreditation, institutional effectiveness, workforce development, and federal oversight of community colleges. For doctoral students only.

**EDAD 6355. K-16 STUDENT SERVICES LEADERSHIP RESEARCH. 3 Hours.**

Analysis of the student services, co-curricular, extracurricular, and auxiliary enterprise functions of both public schools and institutions of higher education. Particular emphasis on the relationship with the institutions' stated curricula, purposes, and institutional missions.

**EDAD 6356. HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION. 3 Hours.**

This course is for current and prospective faculty, administrators, and staff seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society. For doctoral students only.

**EDAD 6357. HIGHER EDUCATION TRENDS AND ISSUES. 3 Hours.**

The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, faculty, academic freedom, college costs, and strategic change. For doctoral students only.

**EDAD 6358. AMERICAN COLLEGE STUDENT. 3 Hours.**

The purpose of the course is to explore and understand the nature, culture, and development of the American College Student. The course focuses on examining a range of development theories that offer insight into the processes of student learning, growth, and development during the college years. For doctoral students only.

**EDAD 6359. HIGHER EDUCATION CURRICULUM. 3 Hours.**

An examination of theory and research in curriculum development, implementation, and evaluation in higher education settings. Emphasis will be on current trends in the content areas. For doctoral students only.

**EDAD 6360. K-16 LEADERSHIP THEORY RESEARCH. 3 Hours.**

Organizational leader behavior in K-16 settings with reference to interpersonal relationships, hierarchy, management style, and communication. Analysis of both classical and contemporary organizational theories, and their application in K-16 settings.

**EDAD 6365. K-16 LEADING LEARNING ORGANIZATIONS RESEARCH. 3 Hours.**

Building on organizational and leadership theories and their use in educational organizations, this course focuses on the study of change theory and its uses in leading learning organizations in times of change.

**EDAD 6371. PERSONNEL & SCHOOL LAW. 3 Hours.**

Focuses on understanding the relationship between motivation and the management of human resources; articulate the basics of team management and group facilitation; identify proper procedures for recruiting, assignment, and inducting personnel; and recognize the legal requirement for suspension, transfer, reduction in force and dismissal of professional personnel. Prerequisite: permission of advisor.

**EDAD 6373. THE SUPERINTENDENCY. 3 Hours.**

This course introduces candidates to the many facets of the superintendency with a focus on the challenges facing the superintendent today. Topics include: exercising collaborative leadership, developing a strong organizational culture, dealing with the politics of education, building strong superintendent-board relations, managing the problems of school reform, and planning. Instruction is problem-oriented and included field-based experiences.

**EDAD 6374. ADVANCED SCHOOL BUSINESS ADMINISTRATION. 3 Hours.**

Survey principles of public school finance at the local, state, and federal levels. Examines the school budgeting process, methods of school funds accounting and techniques of school business management. Prerequisite: permission of advisor.

**EDAD 6376. Educational Governance. 3 Hours.**

Focus on the appointed and elected entities and bureaucracies that determine and implement policy in public education. For doctoral students only.

**EDAD 6378. ADVANCED CURRICULUM AND PROGRAM ASSESSMENT. 3 Hours.**

Focuses on the processes of implementing district-wide curriculum, programs, and other innovations in school systems. Topics include: recent research on the implementation of change in curriculum and instruction, trends in education, strategic and contextual planning, program and student assessment and accountability, and national curriculum projects. Prerequisite: permission of advisor.

**EDAD 6380. K-16 RESEARCH PRACTICUM I. 3 Hours.**

An In depth research experience that provides an opportunity for participants to work with an experienced faculty researcher on cutting edge K-16-related research. The practicum experience will be personalized to best meet the individual student's needs, aptitudes, and aspirations in the context of the K-16 research arena.

**EDAD 6381. POLITICAL AND LEGAL ASPECTS OF K-12 EDUCATION. 3 Hours.**

Focus on the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations. The role of the law, Ct rulings, and the politics of school governance at the federal, state, and local levels will be addressed. For doctoral students only.

**EDAD 6383. The Principalship. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement. For doctoral students only.

**EDAD 6384. RESOURCE MANAGEMENT IN K-12 EDUCATION. 3 Hours.**

School finance, as well as auxiliary areas of resource management, will be addressed. The emphasis will be on the use of technology, alternative models of financing and budgeting, and sources of revenue from the federal, state, and local levels as well as from private sources. The course is designed to assist administrators in developing an understanding of the functions, operation, and evaluation of auxiliary services which support the educational program. For doctoral students only.

**EDAD 6385. K-16 RESEARCH PRACTICUM II. 3 Hours.**

A research experience in K-16 research that provides an opportunity for participants to experience the process research with an experienced university professional. The experience will be individualized to best meet the student's needs, aptitudes, and aspirations in the context of K-16 research.

**EDAD 6390. SELECTED TOPICS K-16 EDUCATIONAL LEADERSHIP RESEARCH. 3 Hours.**

Topics will vary by semester, and may afford students the opportunity for choice within the cohort design. Selected topics courses will provide opportunities for faculty to teach courses in their area of expertise that meet students' needs, aptitudes, and aspirations. Examples of selected topics that may be offered in leadership research include: k-16 student judicial processes, K-16 academic program administration, and K-16 student information management systems. May be repeated for credit with permission of instructor.

**EDAD 6391. INDEPENDENT RESEARCH. 3 Hours.**

Research for independent study over topic agreed upon between student and instructor. Can be repeated for credit with permission. For doctoral students only.

**EDAD 6392. SELECTED TOPICS K-16 EDUCATION POLICY RESEARCH. 3 Hours.**

Topics will vary by semester, and may afford students the opportunity for choice within the cohort design. Selected topics courses will provide opportunities for faculty to teach courses in their area of expertise that meet students' needs, aptitudes, and aspirations. Examples of selected topics that may be offered in leadership research include: K-16 governance, IDEA & ADA, and K-16 articulation. May be repeated for credit with permission of instructor.

**EDAD 6399. DISSERTATION. 3 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded P/F.

**EDAD 6699. DISSERTATION. 6 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded R/F/P/W.

**EDAD 6999. DISSERTATION. 9 Hours.**

Prerequisite: admission to candidacy for the Doctor of Philosophy degree, and permission of major professor. Graded P/R/F.

**EDAD 7399. DOCTORAL DEGREE COMPLETION. 3 Hours.**

This course may be taken during the semester in which a student expects to complete all requirements for the doctoral degree and graduate. Enrolling in this course meets minimum enrollment requirements for graduation, for holding fellowships awarded by The Office of Graduate Studies and for full-time GTA or GRA positions. Students should verify that enrollment in this course meets other applicable enrollment requirements. To remain eligible in their final semester of study for grants, loans or other forms of financial aid administered by the Financial Aid Office must enroll in a minimum of 5 hours as required by the Office of Financial Aid. Other funding sources may also require more than 3-hours of enrollment. Additional hours may also be required to meet to requirements set by immigration law or by the policies of the student's degree program. Students should contact the Financial Aid Office, other sources of funding, Office of International Education and/or their graduate advisor to verify enrollment requirements before registering for this course. This course may only be taken once and may not be repeated. Students who do not complete all graduation requirements while enrolled in this course must enroll in a minimum of 6 dissertation hours (6699 or 6999) in their graduation term. Graded P/F/R.