

ELP - Educational Leadership and Policy

Educational Leadership and Policy: ELP

Lower-Division Courses

ELP 111S, 311S, 611S. Topics in Educational Leadership and Policy.

Explore a wide array of introductory issues in educational leadership and policy. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit when the topics vary. Offered on the letter-grade basis only.

ELP 017. First-Year Connection Seminar: University Leadership Network.

Explore undergraduate education through lectures, discussion, and experiential learning focusing on various contemporary issues, with an emphasis on multidisciplinary perspectives and critical discourse. One lecture hour a week for one semester. May be repeated for credit.

ELP 119S, 219S, 319S, 419S, 519S, 619S, 719S, 819S, 919S. Topics in Educational Leadership and Policy.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Educational Leadership and Policy. University credit is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

Upper-Division Courses

ELP 327M. First-Year Seminar: University Leadership Network Mentors.

Explore undergraduate education, as it pertains to student educators, through lectures, peer leadership best practices, discussion, and experiential learning. Three lecture hours a week for one semester. May be repeated for credit.

ELP 127S, 227S, 327S. Academic Success Seminar.

Explore academic success strategies and complete a project related to each student's probationary status at the University. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit.

ELP 129S, 229S, 329S, 429S, 529S, 629S, 729S, 829S, 929S. Topics in Educational Leadership and Policy.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Educational Leadership and Policy. University credit is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

ELP 351L. Leadership for New Student Transition.

Explore peer leadership within the University community, with a focus on supporting the transition to college through the first-year experience. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 351N. Sorority and Fraternity Leadership Issues.

Explore leadership within university sororities and fraternities. Discuss leadership skills in areas such as community building, risk management, social justice, and community service. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Consent of the Office of the Dean of Students.

ELP 153N, 353N, 653N, 953N. Internship.

Supervised practice in a professional position. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit. Prerequisite: Consent of instructor.

ELP 354C. How Colleges Work.

Examine the ways in which colleges function, informed by history, bureaucracy, organization, administration, governance, and law and policy. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354D. Equity and Diversity Issues in Education.

Examine foundational and current issues related to research-based knowledge on equity and diversity issues in PK-12 and higher education. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354E. College Students and Their Environments.

Examine issues challenging the ability of colleges to support students, including campus history and legacy. Explore how students' environments affect the way they engage with colleges. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354F. Foundations of Educational Policy.

Introduction to the history of the American educational system. Consider historical, economic, social, and political trends when examining contemporary educational policy. Explore policies related to race, ethnicity, class, and gender, and the recurring nature of controversial issues related to language, segregation, funding, and accountability. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354K. Special Topics in Higher Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Offered on the letter-grade basis only.

ELP 354L. Introduction to Educational Leadership Studies.

Examine the study and practice of educational leadership. Through a variety of experiences, explore large leadership questions in schools, higher education institutions, and other organizations. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354P. Introduction to Educational Policy.

Introduction to basic research, theory, and practice about educational policy and its influence on student outcomes. Discuss the ways in which educational inequalities from early-childhood through postsecondary education contribute to broad social and economic inequality. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354R. Introduction to Research in Higher Education.

Explore an overview of research methods and approaches, including basic terminologies and ways to deploy research in service to student affairs work. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354S. Social Awareness and Critical Consciousness in Student Affairs.

Engage in understanding personal cultural and social backgrounds and how positionality influences the way one thinks about students, colleges, and student affairs. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

ELP 354T. Introduction to Student Affairs in Higher Education.

Explore an overview of student affairs functions, challenges, and goals both within and external to traditional student affairs units. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

Graduate Courses

ELP 381C. Education Research I.

Explores educational research paradigms and epistemologies; introduction to basic educational research design decisions such as when to use qualitative, quantitative, or mixed-methods, the differences in these approaches and strengths each approach brings to the research endeavor. Three lecture hours a week for one semester. Educational Administration 381L and Educational Leadership and Policy 381C may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 381D. Education Research II.

A continuation of Education Research I, with an emphasis on the basics of statistical techniques and qualitative approaches; skills related to data collection and analysis; and conceptual and practical understanding of the research process and how to ensure quality while engaged in research. Three lecture hours a week for one semester. Educational Administration 381M and Educational Leadership and Policy 381D may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing and Educational Leadership and Policy 381C.

ELP 183N, 383N, 683N, 983N. Graduate Internship.

Supervised practice in a professional position. For each semester hour of credit earned, one lecture hour a week for one semester. Only one of the following may be counted: Educational Administration 397P, 697P, 997P, 397Q, 697Q, 997Q, Educational Leadership and Policy 183N, 383N, 683N, 983N. May be repeated for credit. Prerequisite: Graduate standing and consent of instructor.

ELP 183P, 383P, 683P, 983P. Individual Projects.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 1) and Educational Leadership and Policy 183P, 383P, 683P, 983P may not both be counted. May be repeated for credit. Prerequisite: Consent of instructor.

ELP 384D. Administration of the Individual School.

Enrollment in the principalship program in educational leadership and policy. Organization, direction, management, and leadership for the program of a single school. Three lecture hours a week for one semester. Educational Administration 382T and Educational Leadership and Policy 384D may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384E, 684E. Public School Leadership.

Enrollment in the principalship program in educational leadership and policy. A fused, multidisciplinary foundational core course covering major task areas, administrative theory and processes, and supporting knowledge from other disciplines. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 682H (Topic 1) and Educational Leadership and Policy

384E, 684E may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384F. Foundations of Educational Policy.

Introduction to the history of the American educational system. Considers historical, economic, social, and political precedents when examining contemporary educational policy. Emphasis on policies related to race, ethnicity, class, and gender, and the recurring nature of controversial issues related to language, segregation, funding, and accountability. Three lecture hours a week for one semester. Educational Administration 395F and Educational Leadership and Policy 384F may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 184G, 384G, 684G. General, Elementary, and Secondary Programs.

Enrollment in the principalship program in educational leadership and policy. To introduce principal responsibilities for general education programs regarding state/local budget, policies and practices for elementary and secondary schools. Executive leadership practices for general education with an emphasis on instruction, data triangulation, organizational design, fiscal management, strategic planning and site-based decision making for elementary and secondary schools. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 385, 685 (Topic 1) and Educational Leadership and Policy 184G, 384G, 684G may not both be counted. Prerequisite: Graduate standing.

ELP 384H. Policy Implementation.

Examine the challenges and implementation of systemic school reform in the context of American cities. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 395G, Educational Leadership and Policy 384H, 384M. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384J. Policy Analysis in Education.

Analyze policy in education, including traditional and critical approaches. Review methods and principles of policy analysis, the role of policy development, context, history, and micropolitical influences. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 395M, Educational Leadership and Policy 384C, 384J. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384L. Legal Issues in Schools.

Enrollment in the principalship program in educational leadership and policy. Legal bases for organizing and administering public and private school systems; statutes and court decisions affecting educational functions; administrative legal issues pertaining to various functions of school. Three lecture hours a week for one semester. Educational Administration 388L and Educational Leadership and Policy 384L may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 184N, 384N, 684N. School Business Management.

Enrollment in the principalship program in educational leadership and policy. Examines the organization of elementary and secondary schools and the expertise needed to manage their resources. Applied learning opportunities in the areas of school finance and accounting, property management, state reporting and other statutory requirements, policy interpretation, budget preparation and administration, cash management, personnel management, purchasing, risk management, and strategic planning. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 5)

and Educational Leadership and Policy 184N, 384N, 684N may not both be counted. Prerequisite: Graduate standing.

ELP 384P, 684P. Principalship.

Enrollment in the principalship program in educational leadership and policy. Group and individual studies of research literature; execution of investigative projects and reports of research. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 15) and Educational Leadership and Policy 384P, 684P may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384Q. Leading for Equity and Justice in K-12 Schools.

Enrollment in the principalship program in educational leadership and policy. Explores development of leadership capacity to lead high-achieving, equitable, and socially just schools for all students in integrated ways, especially for students who have been traditionally underserved. Focus on research-based leadership practices for addressing inequities and ways to develop schools that give all students equitable opportunity for high academic achievement. Three lecture hours a week for one semester. Educational Administration 395E and Educational Leadership and Policy 384Q may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384R, 684R. School, Family and Community Engagement.

Enrollment in the principalship program in educational leadership and policy. Introduction to concepts of school-family-community engagement with a focus on equity, social justice, and democratic participation. Explores the capacity to lead community engaged schools through equitably and authentically partnering with traditionally underserved families, communities, and community-based organizations. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 2) and Educational Leadership and Policy 384R, 684R may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384S. School Leadership: Micropolitics and Change.

Enrollment in the principalship program in educational leadership and policy. The micropolitics of leadership, from control to empowerment, as they affect what principals can and should do about change within the school. Designed to assist prospective principals in analyzing and interpreting the dynamic process of initiation, implementation, and institutionalization of change in and around schools. Three lecture hours a week for one semester. Educational Administration 395C and Educational Leadership and Policy 384S may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384T. School Improvement: Instructional Leadership and Development.

Enrollment in the principalship program in educational leadership and policy. Designed to provide prospective school leaders with the conceptual, technical, and human-interaction skills necessary for school improvement. Focus on knowledge, principles, problems, and issues related to instructional leadership. Examines instructional supervision theory, goals, functions, supervisory models, and strategies that enhance teaching and learning. Three lecture hours a week for one semester. Educational Administration 385C and Educational Leadership and Policy 384T may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384V. Poverty and Education Policy.

The social context of education, the development and expansion of concentrated poverty in central-city schools, and the relationship between poverty and educational performance as it affects

schoolchildren and parents in closely related fields such as welfare, housing, employment and training, health care, food assistance, and day care. Three lecture hours a week for one semester. Educational Administration 395J and Educational Leadership and Policy 384V may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 384W. Systems for Observing and Analyzing Instruction.

Enrollment in the principalship program in educational leadership and policy. Explores skills in systematic observation, organized ways of examining teacher/student behavior in the classroom. Incorporates Texas Teacher Assessment Seminar training. Three lecture hours a week for one semester. Educational Administration 381K and Educational Leadership and Policy 384W may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 385C. Contemporary Issues In Higher Education Management.

An examination of responsibilities, functions, challenges, and current issues that affect managers in institutions of higher education. Three lecture hours a week for one semester. Educational Administration 391Q and Educational Leadership and Policy 385C may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 385E. The College Student.

Study of the student population in contemporary colleges and universities, with emphasis on student development theory and the impact of campus environments on student development. Three lecture hours a week for one semester. Educational Administration 391E and Educational Leadership and Policy 385E may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 385R. Organization and Administration of Higher Education.

Introduction to the study of higher education organizations. Analysis of all elements of higher education institutions, with particular attention to structure and governance. Three lecture hours a week for one semester. Educational Administration 391R and Educational Leadership and Policy 385R may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 385T. Student Affairs in Higher Education.

Examination of the rationale for student affairs professions and the various administrative units involved in carrying out their mission. Three lecture hours a week for one semester. Educational Administration 391P and Educational Leadership and Policy 385T may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 190C, 290C, 390C. Proseminar: Introduction to P20 Research and Careers.

Foundation for cohort interaction among incoming doctoral students. Establishes a learning community among students and faculty to explore issues related to P20 education with opportunities for team conferring, planning, academic research, relevant practical experiences and site visits, professional presenting, writing and analysis, and other curricular and career enhancement opportunities. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 181F, 281F, 381F and Educational Leadership and Policy 190C, 290C, 390C may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390D. Pro-Seminar and Systems of Higher Education.

Restricted to students in the Executive Doctoral Education Program. Build the foundation for cohort interaction and provides opportunities to explore issues related to careers and research in higher education.

An introduction to the systems of higher education in the United States. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Consent of instructor.

ELP 390E. Economics and Finance.

Survey of the theoretical and empirical literature related to the economic context of and finance policy within K-12 or higher education institutions. Separate K-12 and higher education sections are taught. Covers a wide range of concepts, processes, and policies, such as patterns of financing educational institutions; federal, state, and local governmental roles; revenue sources; costs; benefits; equity; efficiency; budgeting; and finance policy implementation. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 388E, Educational Leadership and Policy 390E, 390G. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390F. School Finance and Ethics.

A study of public school finance, including budgeting and accounting, encompassing historical and current trends and legal issues. An in-depth examination of state school finance for educational leaders addressing legal and ethical issues and strategic planning that impact the operation of public schools will be addressed. The principal issues that are examined are why education is worthy of funding, who contributes to that funding, and in what proportions, and how the funding is raised in adequate amounts and equitably distributed. Current trends in Texas school finance and what the future holds for education finance will also be examined. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390G. Economics of Education.

Examine theoretical and empirical literature related to the economic context of schooling in both K-12 or higher education institutions. Discuss a wide range of concepts, processes, and policies related to funding educational institutions; federal, state, and local governmental roles; revenue sources; equity; efficiency; and finance-related policies. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 388E, Educational Leadership and Policy 390E, 390G. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390P. Educational Politics and Policy.

Survey of theoretical and empirical literature related to educational politics and policy concerning K-12 or higher education institutions, including political systems theory, intergovernmental relations, power and conflict, community relations and intergroup theory, and policies dealing with equity, quality, efficiency, and choice. Three lecture hours a week for one semester. Educational Administration 388P and Educational Leadership and Policy 390P may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390R. Organizational Design and Behavior.

Theories of organization from structuralist, behaviorist, and critical traditions that are useful for diagnosing problems endemic to schools and colleges, and for developing skills necessary for administering complex educational systems. Study of concepts related to bureaucracy, organizational design, decision making, power and control, leadership, motivation, and organizational communication. Three lecture hours a week for one semester. Educational Administration 382M and Educational Leadership and Policy 390R may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390S. Social and Cultural Contexts of Education.

Examines the relationship of contemporary educational institutions, both public school and higher education, to their social setting. Three lecture hours a week for one semester. Educational Administration 388M

and Educational Leadership and Policy 390S may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 390V. Ethics and Values in Educational Leadership.

Examination, from the point of view of various ethical systems, of issues of equity, distributive justice, codes of ethics in educational professions, treatment of students, and other issues that face administrators of educational systems. Designed to sensitize prospective educational leaders to the ethical content of educational decisions. Three lecture hours a week for one semester. Educational Administration 388V and Educational Leadership and Policy 390V may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 391D. Systems of Human Inquiry.

Introduction to fundamental assumptions and procedures for conducting social science research, including the logic of science; the links between epistemology, theory, and methods; sampling; measurement; surveys; experiments; qualitative methods; and ethics. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 387Q, Educational Leadership and Policy 391D, 391E. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 391E. Epistemologies of Educational Research.

Introduction to the range of different epistemological perspectives that are used in the conduct of social science research, including the scientific method/positivism, postpositivism, interpretivism, postmodernism, critical theory, race-based and culture-based perspectives, and feminisms. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 387Q, Educational Leadership and Policy 391D, 391E. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 391P. Quantitative Research Design and Analysis.

Introduction to the knowledge base in measurement theory and quantitative research designs, including research designs appropriate to different research contexts; and analyzing, interpreting, and representing statistical data to scholarly and practitioner audiences. Three lecture hours a week for one semester. Educational Administration 381P and Educational Leadership and Policy 391P may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing and Educational Leadership and Policy 391E.

ELP 391Q. Qualitative Research Design and Analysis.

Introduction to the utilization of theoretical frames; research questions or focus, and literature reviews; ethical issues; research design; research methods; data analysis; representations of data; interpretation of data; trustworthiness; implications; and strengths and limitations in the conduct of qualitative research. Three lecture hours a week for one semester. Educational Administration 381Q and Educational Leadership and Policy 391Q may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing and Educational Leadership and Policy 391E.

ELP 392E, 692E. Program Evaluation Methods.

Covers designing and implementing educational program evaluations; collect, analyze, and interpret qualitative and quantitative evaluation data; create and use communications and reports to engage key stakeholders; The primary emphasis is on the theory, issues, topics, and applications of program evaluation in educational environments. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 17) and Educational Leadership and Policy 392E, 692E may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing and Educational Leadership and Policy 391E.

ELP 392P. Advanced Quantitative Design and Analysis.

Integrated coverage of advanced quantitative methods for education research. A conceptual approach with an emphasis on reading and writing research results sections. Subjects include missing data techniques and statistical procedures, such as linear regression, multiple regression, ANCOVA, logistic regression, and exploratory factor analysis, among other topics. Three lecture hours a week for one semester. Educational Administration 383 (Topic: ADV QUANTITATIVE RSCH AND ANLY) and Educational Leadership and Policy 392P may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing, Educational Leadership and Policy 391E and 391P.

ELP 392Q. Advanced Qualitative Research Design and Analysis.

Examines in-depth exemplary qualitative studies and considers critical issues that have been raised in qualitative research. Three lecture hours a week for one semester. Educational Administration 381S and Educational Leadership and Policy 392Q may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing; Educational Leadership and Policy 391E and 391Q.

ELP 392S. Survey Research Methods in Educational Research.

Focus on the knowledge, design, planning, implementation, and interpretations of survey research methods. Covers information on purposes of survey research, theoretical and/or empirical basis for survey research, and development of different types of questionnaire items. Methods of selecting a sample and instrument validity and reliability are included, along with statistical procedures to review and interpret survey results. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Graduate standing, and Educational Leadership and Policy 391E and 391P.

ELP 393D. Law and Disabilities.

Issues of law and policy associated with serving people with disabilities; with emphasis on federal legislation. Three lecture hours a week for one semester. Educational Administration 393D and Educational Leadership and Policy 393D may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 193N, 393N, 693N, 993N. Graduate Internship.

Supervised practice in a professional position. For each semester hour of credit earned, one lecture hour a week for one semester. Only one of the following may be counted: Educational Administration 397P, 697P, 997P, 397Q, 697Q, 997Q, Educational Leadership and Policy 193N, 393N, 693N, 993N. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing and consent of instructor.

ELP 193P, 393P, 693P, 993P. Individual Projects.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. Educational Administration 383, 683 (Topic 1) and Educational Leadership and Policy 193P, 393P, 693P, 993P may not both be counted. May be repeated for credit. Prerequisite: Consent of instructor.

ELP 193R, 393R, 693R, 993R. Research Apprenticeship.

Group and individual projects in research design, research methodologies, and research execution. For each semester hour of credit earned, one lecture hour a week for one semester. Only one of the following may be counted: Educational Administration 196, 296, 396, Educational Leadership and Policy 193R, 393R, 693R, 993R. Prerequisite: Graduate standing and consent of instructor.

ELP 193S, 393S. Superintendent Practicum.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Group and individual studies of research literature; execution of investigative projects and reports of research. For every hour of credit earned, one lecture hour a week for one semester. Educational Administration 383 (Topic: PRACT IN PUBLIC SCH ADMIN-CSP) and Educational Leadership and Policy 193S, 393S may not both be counted. Prerequisite: Graduate standing.

ELP 193T, 393T, 693T, 993T. Directed Research in Educational Leadership and Policy.

Investigation of assigned problems under direction of a Graduate Studies Committee member; development and demonstration of competence in research design and execution; production of acceptably written reports of a technical character. Conference course. Only one of the following may be counted: Educational Administration 396T, Educational Leadership and Policy 193T, 393T, 693T, 993T and 199P, 399P, 699P and 999P. May be repeated for credit. Prerequisite: Consent of instructor.

ELP 394C, 694C. School District Administrative Functions I.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Focus on school district governance and the in depth the relationship of the superintendent and board of trustees and their respective roles according to the Texas Education Code. Investigates school facility planning and plant management, including the financing of facilities and the most up to date designs that enhances learning. Explores the function of human resources with a focus on recruitment, selection, and professional development of school district staff as well as important legal implications affecting district personnel. For each semester hour of credit earned, one lecture hour a week for one semester. Only one of the following may be counted: Educational Administration 383 (Topic: SCHOOL DSTRCT ADMN FNCTNS I), 385, 685 (Topic 6), and Educational Leadership and Policy 394C, 694C. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394D, 694D. School District Administrative Functions II.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Focus on three areas of the superintendents' job: first, external and internal communications; second, hands-on practice in the area school finance, including state and local funding strategies and budgeting; third, the use of technology in today's school setting. Includes the study of school district safety and security practices, student transportation planning and requirements, and school district child nutrition operations. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 385, 685 (Topic 6) and Educational Leadership and Policy 394D, 694D may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing, Educational Leadership and Policy 394C, and 694C.

ELP 394E. Capstone: Policy Research Problems.

Advanced seminar designed to help students develop research plans specifically for either a research proposal or a long-range research agenda. Three lecture hours a week for one semester. Educational Administration 395K and Educational Leadership and Policy 394E may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394F. Special Education Leadership and Policy.

Advanced study of special education policies and practices focused on school leadership and school improvement for inclusive and high-quality schools. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394G. Participatory Action Research.

Explore participatory action research (PAR), a scholar-activist research approach that brings together community members, practitioners, and scholars, to co-create knowledge and social change in tandem. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394K. Topics in K-12 in Educational Leadership and Policy.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Advanced Policy Seminar in Latinx Education Issues. Policy issues experienced by Latinos in the United States. Issues include testing, English as a Second Language programs, and bilingual education. Educational Administration 395L and Educational Leadership and Policy 394K (Topic 1) may not both be counted.

Topic 2: Market-Based Reforms in Education. Introduction to research on school choice, charter schools, and voucher policies, including the history of school choice policies, political contexts, and theories about choice from multiple disciplines. Also explores research on school choice, such as how parents make choices and how schools respond to them; the impact school vouchers and charter schools can have on diversity and segregation; and the nature of teacher labor markets in choice settings. Educational Administration 394C and Educational Leadership and Policy 394K (Topic 2) may not both be counted.

Topic 3: Place, Opportunity, and Education. Explores the relationship between social context or "place"; opportunity structures (i.e. physical and social structures that mediate access to opportunities (i.e. services, institutions, labor markets, etc.)), and outcomes in education. Educational Administration 394D and Educational Leadership and Policy 394K (Topic 3) may not both be counted.

Topic 4: Schools and Gentrification. Examines research on school gentrification, neighborhood gentrification, and school closures. Educational Administration 394E and Educational Leadership and Policy 394K (Topic 4) may not both be counted.

Topic 5: Law, Leadership, and Discipline Policy. Analysis of policies and practices in elementary, middle, and high school that impact the success of youth, with an emphasis on children of color and children with behavioral health challenges in educational and disciplinary placements. Examines aspects of the juvenile and adult criminal justice systems that intersect with the educational system and the disproportionate impact of these policies on children of color and those with special education needs, and considers means to promote better outcomes. Educational Administration 394F and Educational Leadership and Policy 394K (Topic 5) may not both be counted.

Topic 6: Language Policy in Education. Advanced seminar in language policy across elementary, secondary, and higher education levels. Explores language ideologies as a right, resource or problem.

Topic 7: Immigration Theory in Education. Advanced, interdisciplinary investigations of selected topics and problems in program and research design regarding the integration and education of immigrant youth in U.S. educational systems.

Topic 8: Urban Schools and Communities: Policies and Practices. Advanced study of urban schools in America. Explore policies and practices that affect the performance of students, teachers, and leaders in urban contexts. Develop potential solutions to the challenges those schools currently face.

Topic 9: Advanced Seminar: Race and Ethnic Relations. Examine numerous historical factors and institutional processes as they relate to the historically poor achievement and attainment levels of minoritized youth in public schools. Explore the role of educational pedagogy, school-level policies and practices, as well as the role of ideology in mediating these outcomes. Educational Leadership and

Policy 394K (Topic: Race/Ethnic Relations in Sch) and 394K (Topic 9) may not both be counted.

Topic 10: Advanced Seminar: Networks in Education. Explore social networks, theoretically and empirically, and their relationship to P-20 educational systems. Educational Leadership and Policy 394K (Topic: Adv Sem: Networks in Edu) and 394K (Topic 10) may not both be counted.

ELP 394L. School Law.

Legal bases for organizing and administering public and private school systems; statutes and court decisions affecting educational functions; administrative legal issues pertaining to various functions of school districts. Three lecture hours a week for one semester. Educational Administration 388L and Educational Leadership and Policy 394L may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394N. School District Instructional Leadership.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Connects educational leadership theories with teachers, teaching and student learning, understanding moral and ethical leadership, and building cultural competencies and practices across the school district. Explores common core standards, instructional frameworks, and content-specific instructional practices; differentiated instruction; and assessments of student learning. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394P. Personnel Administration: Managing Instructional Resources.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Functions of school personnel offices. Subjects include development of personnel administration; job descriptions; planning for personnel needs; recruitment, selection, and evaluation of personnel; and management of the personnel office. Three lecture hours a week for one semester. Educational Administration 394P and Educational Leadership and Policy 394P may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394S. Superintendent Seminar.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Involves completion of a final portfolio that demonstrates knowledge, skills, and dispositions required of district level leaders. Students will draft a Professional Development Plan (PDP), considering their own progress in leadership development as determined by completing an Administrative Leadership Inventory and their unique practicum experiences. Students will address perceived program/personal professional gaps and address means to close them, and participate in further development experiences. Students will develop a working mentor relationship with a superintendent or district-level staff person to advance knowledge, skills, and practice emphasizing those areas of perceived need. Three lecture hours a week for one semester. Educational Administration 395 (Topic: SUPERINTENDENCY SEMINAR-CSP) and Educational Leadership and Policy 394S may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 394T, 694T. Administrative Theory.

Enrollment in the Cooperative Superintendency Program (CSP) in educational leadership and policy. Covers leadership theory and models from multidisciplinary perspectives. Outlines the tasks associated with the role of the superintendent, along with processes, and relationships expected of the role. For each semester hour of credit earned, one lecture hour a week for one semester. Educational Administration 695 (Topic: ADVANCED ADMIN THRY & PRAC-CSP) and Educational Leadership and

Policy 394T, 694T may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 395C. Capstone: Advanced Issues in Higher Education.

Develop research questions within an established area of study, prepare a problem statement and rationale for a proposed area of study, critically review the literature on a proposed area, and develop a proposed methodology for answering the research questions. Three lecture hours a week for one semester. Educational Administration 391F and Educational Leadership and Policy 395C may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing and consent of graduate adviser.

ELP 395D. Data Informed Leadership.

Restricted to students in the EdD superintendent program. Examine school restructuring, renewal research, and systemic change processes since 1975. Study and evaluate school restructuring and renewal processes, and their underlying research bases, in conjunction with the influence patterns of teachers, principals, superintendents, school boards, parents, and state and national policy makers on the development and use of such concepts and processes. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 383 (Topic: Sch Restructuring/Renewal-CSP), Educational Leadership and Policy 394R, 395D. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 395E. Research on College Students.

A study of both theoretical and practical issues related to research with, of, and on college students. Focus on applied research methods and strategies appropriate for most student affairs/services professionals. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Administration 391K (Topic: Research on College Students), 391K (Topic 20), and Educational Leadership and Policy 395E. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 395H. History of Higher Education.

The development of higher education since the Middle Ages, with emphasis on the development of higher education in the United States. Three lecture hours a week for one semester. Educational Administration 391S and Educational Leadership and Policy 395H may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 395K. Topics in Higher Education in Educational Leadership and Policy.

Administrative organization, functions, and practices within colleges and universities; roles of the administrator and principles of effective administrative practice; intensive study in selected areas of college operation. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Comparative Higher Education. Examination of the higher education systems and institutions of selected countries. Educational Administration 391C and Educational Leadership and Policy 395K (Topic 1) may not both be counted.

Topic 2: Leadership in Higher Education. Examination of foundational theories, leadership strategies in higher education, personal leadership values and qualities, and application of leadership theories to contemporary contexts. Educational Administration 391G and Educational Leadership and Policy 395K (Topic 2) may not both be counted. Additional prerequisite: Completion of at least two semesters of doctoral coursework in educational leadership and policy or consent of instructor.

Topic 3: Community Colleges. History of the values, purpose, and mission of community colleges, with an overview of major functions such as transfer, workforce development, adult basic education, and continuing education. Explores various models of community college governance, funding sources, and alternative funding models. Educational Administration 391K (Topic 1) and Educational Leadership and Policy 395K (Topic 3) may not both be counted.

Topic 4: Gender in Higher Education. Examination of gender within higher education contexts. Educational Administration 391K (Topic 15) and Educational Leadership and Policy 395K (Topic 4) may not both be counted.

Topic 5: Equity and Diversity in Higher Education. Examines the legal, educational and public policy issues related to college access, educational equity, and racial/ethnic diversity in American higher education. Educational Administration 391K (Topic 17) and Educational Leadership and Policy 395K (Topic 5) may not both be counted.

Topic 6: Legislative Issues in Higher Education. Focus on legislative and policy issues in Texas higher education, with an attendant focus on the national policy context. Provides an overview of the state-level policy making process and addresses various policy issues related to higher education access, equity, finance, governance, diversity, and more. Educational Administration 391K (Topic 19) and Educational Leadership and Policy 395K (Topic 6) may not both be counted.

Topic 7: Gender and Adult Development. Utilizes historical, stage, sociocultural, narrative, and psychosocial approaches to examine adult development, primarily within a higher education context. Theories discussed include sexual identity, gender identity, racial/ethnic identity, cognitive development, psychological development, and moral development; plus the general development of women and men. Educational Administration 395 (Topic: Gender and Adult Development) and Educational Leadership and Policy 395K (Topic 7) may not both be counted.

Topic 8: Technology and Innovation in Higher Education. Examines big ideas pertaining to technology and innovation in higher education with a particular focus on developing the ability to design strategic interventions aimed at educational improvement on American college and university campuses. Explores theories of innovation, the adoption of innovation, and process of designing and creating innovative solutions to contemporary problems in higher and post-secondary education. Only one of the following may be counted: Educational Administration 391K (Topic 7), 391K (Topic 23), Educational Leadership and Policy 395K (Topic 8).

Topic 9: Multicultural Modes of Mentoring. Examines literature of developmental relationships and concepts such as sponsorship, coaching, and role modeling with an emphasis on mentoring in higher educational settings. Participants will engage in self-reflective exercises pertaining to their own developmental relationships. Explores prominent mentoring programs on both on campus and in the larger Austin community. Only one of the following may be counted: Educational Administration 391K (Topic 8), 391K (Topic 24), Educational Leadership and Policy 395K (Topic 9).

Topic 10: Problems of College Teaching and Learning. Hands-on, project-based. Explores problems of college teaching and learning through a past, present, and future lens. Survey of the full ecosystem of the college campus as opposed to just the traditional classroom. Covers investigating and designing interventions for pedagogical and learning problems within various units on college or university campuses. Only one of the following may be counted: Educational Administration 391K (Topic: Problems of College Teaching), 391K (Topic 3), Educational Leadership and Policy 395K (Topic 10).

Topic 11: Critical Consciousness in Higher Education. Introduction to foundational historical and theoretical issues for the critical study of higher education diversity work. Examines the ways institutions of higher education and student affairs areas enact change around

issues of difference, identity, oppression, and social justice. Integrates questions of identity with those of social justice, and explores understanding self and others. Educational Administration 391K (Topic 5) and Educational Leadership and Policy 395K (Topic 11) may not both be counted.

Topic 12: Higher Education Budgeting and Finance. An overview of higher education finance, including the economics of higher education, the principles and practices of financing higher education, the costs of higher education, and higher education budgeting concepts as they apply to institutions and to states.

Topic 13: Administrative Leadership in Higher Education. Educational Administration 391K (Topic 2) and Educational Leadership and Policy 395K (Topic 13) may not both be counted.

Topic 14: Institutional Research and Planning. Study of the ways planning and governance are informed by data collection, analysis, and information-use strategies in order to improve institutions of higher education. Institutional research and planning functions in colleges and universities. Educational Administration 391D and Educational Leadership and Policy 395K (Topic 14) may not both be counted.

Topic 15: The American Professorate. Educational Administration 391K (Topic 14) and Educational Leadership and Policy 395K (Topic 15) may not both be counted.

Topic 16: Policy Issues in Higher Education. Educational Administration 391K (Topic 9) and Educational Leadership and Policy 395K (Topic 16) may not both be counted.

Topic 17: Assessment in Higher Education. Focus on the administrative and educational requirements for assessing student learning outcomes in higher education. Covers methodologies, basic approaches, politics, ethics and other concerns related to college student assessment. Analyzes the variety of learning outcomes for a diverse set of programs and services (i.e., counseling, health, judicial affairs, first-year student programs, career services) as well as understand the administrative components of an effective assessment program within a higher education setting. Educational Administration 391K (Topic 18) and Educational Leadership and Policy 395K (Topic 17) may not both be counted.

Topic 18: Ethical Leadership and Governance. Restricted to students in the Executive Doctoral Education Program. Examine levels of governance in higher education, issues of equity, codes of ethics in educational professions, treatment of students, and other issues that face administrators of educational systems from the point of view of various ethical systems. Prepare leaders for the ethical dimensions of educational decisions and governance, study foundational theories of ethics, and the strategies required for effective higher education leaders. Refine personal leadership values and qualities, and application of leadership theories to contemporary contexts. Additional prerequisite: Consent of instructor.

Topic 19: Leadership for Social Justice, Equity and Inclusion. Course restricted to students in the Executive Doctoral Education Program. Build critical consciousness, capacity to lead for equity and excellence, social justice, and anti-racism within integrated settings. Explore foundational and current issues related to research-based knowledge on equity, social justice, and inclusion in higher education. Investigate the concept of equity from different theoretical perspectives and obtain an understanding of inequality from a structural, organizational, and individual level. Additional prerequisite: Consent of instructor.

Topic 20: Research Design Theories and Literature Review. Restricted to students in the Executive Doctoral Education Program. An introduction to the design of educational research with a focus on literature reviews and research theories. Explore how to identify research sources; organize, summarize, and synthesize information in writing; and prepare and utilize effective research questions. Study theoretical perspectives of research design, principles of data

collection, analysis and drawing conclusions from data. Additional prerequisite: Consent of instructor.

Topic 21: LGBTQ+ Histories, Identities, and Contexts in Higher Education. Explore historical, institutional, and systemic relationships between lesbian, gay, bisexual, transgender, and queer(+) people and higher education. Examine scholarship and practice in both educational policy and student affairs.

Topic 22: Educational Crises and Emergency Response. Examine multiple perspectives on campus crises, including institutional and individual impact to administrator and community response and disaster relief. Explore social nuances of crisis, including campus racial incidents, student loss, mental health, and the impact of politics in and on education.

Topic 23: College Student Governance and Involvement. From organizations as involvement to governing in campus-level and elected leadership capacities, explore historical origins and current events and literature to build deeper context for higher education and student affairs scholars and practitioners. Educational Leadership and Policy 395K (Topic: College Stu Governance and Inv) and 395K (Topic 23) may not both be counted.

Topic 24: Synthesizing Research Literature. Explore the nuances associated with writing an academic literature review, including understanding purpose and argument, and responding to topical questions with relevant scholarship and literature.

ELP 395L. Higher Education Law.

Examine the most pressing legal issues that confront colleges and universities today and understand how administrators and lawyers can respond to advance the mission of higher education institutions, including priorities around equity and inclusion. Three lecture hours a week for one semester. Educational Administration 391T and Educational Leadership and Policy 395L may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 395S. Systems of Higher Education.

Introduction to the systems of American higher education. Overview of literature on historical and contemporary issues facing the system of American higher education. Three lecture hours a week for one semester. Educational Administration 390S and Educational Leadership and Policy 395S may not both be counted. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 396. Topics in P20 Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

ELP 197, 297, 397. Educational Policy and Planning Seminar.

Restricted to Master's and doctoral students in the Educational Leadership and Policy Program. Provide professional development and advising tailored to PhD students in educational policy and planning. Build community, creating spaces for more interaction with faculty in the program area and with other students; socializes students into the culture of academia; and provides critical information to students regarding job opportunities, funding graduate education, and creating a professional identity. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit. Prerequisite: Consent of instructor.

ELP 399K, 699K, 999K. Treatise.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. Educational Administration 399K, 699K, 999K and Educational Leadership and Policy 399K, 699K, 999K may not both be counted. Offered on the credit/no credit basis only. Prerequisite: Admission to candidacy for the doctoral degree. Prior to registering,

students must obtain University of Texas at Austin Institutional Review Board approval for research involving human subjects.

ELP 399L, 699L, 999L. Treatise.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. Educational Administration 399L, 699L, 999L and Educational Leadership and Policy 399L, 699L, 999L may not both be counted. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Educational Administration 399K, 699K, 999K or Educational Leadership and Policy 399K, 699K, 999K.

ELP 399W, 699W, 999W. Dissertation.

Educational Administration 399W, 699W, 999W and Educational Leadership and Policy 399W, 699W, 999W may not both be counted. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Admission to candidacy for the doctoral degree.

Professional Courses