

# EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS (ELPA)

## ELPA/LEGAL ST 442 – CIVIL RIGHTS LAWS, THE COURTS, AND PUBLIC EDUCATION

3 credits.

Examines several legal issues confronting students and educators within the U.S. education system with a particular focus on race discrimination. Examines how civil rights laws and constitutional provisions can help create more equitable schooling experiences for students and educators from historically marginalized populations. Identifies pragmatic approaches to the law, and explores issues of the democratic underpinnings of education.

**Requisites:** Junior standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Analyze the U.S. constitutional provisions and civil rights laws in the U.S. that impact U.S. public education, demonstrating an awareness of history's impact on the past and present.

Audience: Both Grad & Undergrad

2. Describe various legal documents related to education, recognizing how assumptions about minoritized populations may play out in school policy.

Audience: Both Grad & Undergrad

3. Explain and engage in discussions about racial injustice through the discussion of case law, demonstrating a consciousness or awareness of how the issue impacts themselves and others in a public school setting.

Audience: Both Grad & Undergrad

4. Identify ways to become more effective participants in a multiracial society through the examination of current issues and social movements rooted in education law and policy.

Audience: Both Grad & Undergrad

5. Examine issues in civil rights law in education using peer-reviewed research

Audience: Graduate

## ELPA 502 – WORKSHOP IN EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS

1-3 credits.

Practical problems derived from student interests and needs.

**Requisites:** Junior standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2024

**ELPA/ED POL/LEGAL ST 542 – LAW AND PUBLIC EDUCATION**

3 credits.

Examines the legal issues related to the policy decisions and delivery of public education (elementary and secondary) in the United States. Learn how law impacts both curriculum development and curricular delivery, explore current legal controversies, constitutional issues, and learn about legal reasoning and analysis. Examines how both legislation and litigation affects public education. Particular attention is paid to law as public policy and the analysis of the same.

**Requisites:** Junior standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify various analytic frameworks that guide legal analysis.

Audience: Both Grad & Undergrad

2. Analyze the use of principles and/or frameworks to a situation or issue.

Audience: Both Grad & Undergrad

3. Understand the role of analytic frameworks in the development and implementation of law and policy.

Audience: Both Grad & Undergrad

4. Describe the many legal issues inherent in daily school practice.

Audience: Undergraduate

5. Discuss various legal principles.

Audience: Undergraduate

6. Examine the sources of law and the various interests that the law seeks to balance.

Audience: Undergraduate

7. Recognize and identify independently the many legal issues inherent in daily school practice.

Audience: Graduate

8. Explore and apply various legal practices and their application.

Audience: Graduate

9. Examine the sources of law and the various interests that the law seeks to balance, provide varying arguments in written form.

Audience: Graduate

10. Find and understand primary sources of legal authority (e.g. actual cases, statutes, and administrative rules).

Audience: Graduate

**ELPA 600 – COOPERATIVE PROGRAM OFF-CAMPUS TERM**

0 credits.

For participants in M.S. cooperative program to maintain UW-Madison status during terms when taking courses from partner institution.

**Requisites:** Declared in Educational Leadership and Policy Analysis: Cooperative Program with UW Whitewater MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2024

**ELPA 640 – LEGAL RIGHTS AND RESPONSIBILITIES FOR TEACHERS**

1-3 credits.

Examines the legal issues confronting the classroom teacher on a daily basis. An emphasis will be placed on understanding legal analysis in order to empower teachers to better balance the multiple interests confronting them. Also, understanding of how law can further the development of a democratic classroom. Specific topics to be examined include: curricular control, teachers' academic freedom, religion in the curriculum, equity in programming, special education, student records, student discipline, teacher contracts, teacher discipline, and negligence.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2024

**Learning Outcomes:** 1. Examine the legal issues confronting an educational professional on a daily basis

Audience: Graduate

2. Learn how the law impacts both curriculum development and curricular delivery

Audience: Graduate

3. Understand legal analysis in order to empower educators to better balance the multiple interests confronting them

Audience: Graduate

4. Understand how the law can further the development of a democratic classroom

Audience: Graduate

**ELPA 662 – EXPEDITIONS IN EVIDENCE-BASED TEACHING AND LEARNING**

2 credits.

Use experiential learning to explore evidence-based and inclusive teaching approaches within different higher education learning contexts.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Explore and engage with educational practices and learning environments that are aligned with principles of inclusive and evidence-based teaching and learning.

Audience: Graduate

2. Consider how teaching approaches may be applied across different learning contexts at the college level

Audience: Graduate

3. Observe and critically reflect on teaching practices and outcomes for higher education learners.

Audience: Graduate

4. Describe effective models for developing inclusive learning communities and engaging diverse groups of learners.

Audience: Graduate

5. Begin to identify how to integrate evidence-based teaching approaches with your own disciplinary content knowledge to create inclusive learning experiences.

Audience: Graduate

**ELPA 663 – CAPSTONE SEMINAR IN TEACHING AND LEARNING**

1 credit.

Synthesize experiences in teaching, mentoring, and educational development into materials for use in next career stage(s) as future faculty.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Articulate your philosophy as an educator, drawing upon evidence-based and inclusive pedagogies relevant to higher education learning environments.

Audience: Graduate

2. Design portfolio materials that integrate your experiences with teaching, mentoring, and educational development, and that align with your career(s) of interest.

Audience: Graduate

3. Develop professional goals that include a continuing practice of reflective growth as an educator.

Audience: Graduate

**ELPA 700 – FIELD EXPERIENCE IN EDUCATIONAL LEADERSHIP**

3 credits.

Supervised field experience: elementary, secondary, vocational, technical, higher, and/or special education at local, state, or national level.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**ELPA 701 – INTRODUCTION TO HIGHER AND POST-SECONDARY EDUCATION**

3 credits.

Examines the history and philosophy of higher and postsecondary education; the major participants; curriculum; governance and leadership; relations with state and federal government; and current issues.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**ELPA 702 – INTRODUCTION TO EDUCATIONAL LEADERSHIP**

3 credits.

Examine leadership in K12 schools for more equitable outcomes. Delve into key social justice concepts, principal leadership, teacher leadership, the interplay between principals and informal/formal teacher leaders, and how a more robust, encompassing view of leadership can contribute to more equitable student learning outcomes.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2016

**Learning Outcomes:** 1. Examine the multi-dimensional complexities of school-level leadership

Audience: Graduate

2. Examine how one's identities and personal experiences shape assumptions and perspectives related to leadership development.

Audience: Graduate

3. Examine how effective school-level leaders and teacher leaders impact equity, diversity, and inclusion in K12 school settings.

Audience: Graduate

4. Analyze the interplay between school-level leaders and teacher leaders for more equitable organizational improvement.

Audience: Graduate

5. Examine (critically) and use current research in educational leadership

Audience: Graduate

**ELPA 703 – EVALUATING AND SUPPORTING QUALITY CLASSROOM TEACHING**

3 credits.

Evaluate teaching practices and recognize and support quality classroom teaching in K-12 settings. Application of established evaluation frameworks to video cases of classroom practice.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2024**ELPA 710 – INTRODUCTION TO INTERCOLLEGIATE ATHLETICS ADMINISTRATION**

3 credits.

Examine the administration of intercollegiate athletics in higher education institutions with particular emphasis on providing practical and theoretical approaches.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA 715 – GOVERNANCE AND ADMINISTRATION OF COLLEGES AND UNIVERSITIES**

3 credits.

Functions, organization, and administrative practices of colleges and universities; role of governing boards, administrators, faculty members, and students in policy making.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 719 – INTRODUCTION TO QUALITATIVE RESEARCH**

3 credits.

Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. Does not include a field method component.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA 725 – RESEARCH METHODS AND PROCEDURES IN EDUCATIONAL ADMINISTRATION**

3 credits.

Role of theory and hypothesis testing in research. Introduction to research problems, questions, hypotheses, variables, constructs, definitions, measurement, research and experimental designs, sampling, descriptive statistics, proposal writing, types of research and statistical computing. Critical analysis of published research.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA 726 – DATA-BASED DECISION-MAKING FOR EDUCATIONAL LEADERSHIP**

3 credits.

Engages educational leaders in data-driven decision making from a system-wide perspective, and developing basic data analysis skills.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2017**ELPA 735 – LEADERSHIP FOR EQUITY AND DIVERSITY**

3 credits.

Coordinating and effective utilization of school-based special services in the context of student diversity with attention to values, theory, and research underlying curriculum, instruction and policy, in terms of social class, gender, sexual orientation, disability, and race.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Summer 2024**ELPA 736 – ADMINISTRATION OF STUDENT SERVICES IN HIGHER EDUCATION**

3 credits.

Organization and administration of student services in higher education including philosophy, current issues, student development, program planning, financial aid, auxiliary services, housing, counseling, advising, social and health services, student organizations, legal aspects, and special populations.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024

**ELPA 750 – COACHING ATHLETICS 1: EVERYDAY PRACTICES OF TOP LEADERS**

3 credits.

Employs an everyday practices conceptual framework. Core tenets: brokering, embedding, experimenting, targeting high doses, zeal. Examines complexities of coaching practice, including individual, organizational, and contextual variables. Draws from research on leadership. Uses research-driven framework to analyze coaching practice across five domains. Highlights processes that guide successful coaches at multiple levels. Encourages reflection upon coaching aspirations and trajectories.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Deepen understandings of the multi-dimensional complexities of coaching practice.

Audience: Graduate

2. Understand how diverse settings and conditions shape coaching practice.

Audience: Graduate

3. Identify effective coaching and leadership strategies.

Audience: Graduate

4. Articulate processes and outcomes that underlie successful systems of coaching.

Audience: Graduate

5. Identify models and practices of coaching that fit with our personal characteristics and situations.

Audience: Graduate

6. Discern how coaching fits into our aspired futures as athletes, teachers, leaders, parents, and/or community members.

Audience: Graduate

**ELPA 751 – LEADERSHIP AND JUSTICE IN SPORTS**

3 credits.

Examines the broad landscape of athletics, focusing on matters of human, social, economic, and cultural capital. Draws from prominent books, articles, documentaries, and other sources to develop expanded perspectives and nuanced understandings of leadership and social justice in sports. Specific learning foci include the social, cultural, and historical roles of sports and the traditional and emerging roles of athletes and coaches. Particular attention paid to matters of race, poverty, activism, youth sports, college sports reform, and the leadership that unfolds in these settings.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Cultivate critical reflection on the systems and structures that underlie athletics in the US.

Audience: Graduate

2. Deepen historical understandings of the multi-level ways that justice has been contested in and through sports.

Audience: Graduate

3. Identify key practices and conditions that cultivate life opportunities in and through sports.

Audience: Graduate

4. Articulate processes and models that promote justice in and through sports.

Audience: Graduate

5. Promote justice-centered leadership roles and possibilities in sports.

Audience: Graduate

6. Build capacity for positively transforming lives, organizations, communities, and perspectives in sports and beyond.

Audience: Graduate

**ELPA 752 – COACH AS TEACHER: MASTERING INSTRUCTIONAL PRACTICE ON AND OFF THE FIELD**

3 credits.

Provides opportunities to learn about the theory and practice of instruction in athletics settings. Identifies the hallmarks of excellent teaching and learning. Synthesizes the characteristics and practices of teachers who achieve mastery. Considers how particular contexts (e.g., sport, developmental stage, physical environment) shape teaching and learning. Explores team curriculum. Examines methods of leading and evaluating teaching and learning in sport. Also addresses: practice planning, skills-teaching, feedback, technology, learning targets, on-field instruction, and film room instruction.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2024**Learning Outcomes:** 1. Understand ecological development theories and their applicability to sports  
Audience: Graduate2. Understand how race, class, gender, age and other variables relate to teaching and learning in sports  
Audience: Graduate3. Identify and describe the hallmarks of excellent teaching and learning in a sport setting  
Audience: Graduate4. Assemble a "tool kit" of effective sport and developmentally appropriate teaching strategies  
Audience: Graduate5. Develop instructional leadership plans for sport settings  
Audience: Graduate6. Synthesize and apply research-supported evaluation practices  
Audience: Graduate7. Deepen understandings of how coaches can cultivate learning cultures  
Audience: Graduate**ELPA 753 – PSYCHOLOGY AND COACHING IN SPORTS**

3 credits.

Examines key principles of psychology relating to athletics. Addresses psychological aspects of leading. Examines research on psychology in competition. Considers how attention to psychology improves processes and outcomes. Supports coaches' and leaders' holistic development.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Describe the basic aspects of sport psychology and its place in both the broader field of psychology and in the field of coaching.  
Audience: Graduate2. Identify and critique several psychological constructs that are often addressed in sport settings.  
Audience: Graduate3. Describe the interrelation of psychological constructs in coaching.  
Audience: Graduate4. Evaluate psychological constructs across diverse sports settings, including differences in developmental stages, sports, race, gender, culture, and geography.  
Audience: Graduate5. Synthesize best practices relating to their own area of coaching interest.  
Audience: Graduate6. Develop key strategies to be utilized in their own coaching settings, including identifying team members' signs of risk, how to best coordinate with key collaborators, how to manage one's own stress, etc.  
Audience: Graduate

**ELPA 754 – RUNNING A CHAMPIONSHIP SYSTEM: THE BADGER SPORTS LEADERSHIP ROAD COURSE**

3 credits.

Examines core components of championships sports programs. Uses case study design to examine how leadership unfolds across multiple levels within one setting. Draws from distributed leadership analytic framework. Considers how matters such as talent, culture, commitment, leadership, intelligence, organization, resilience, teamwork, integrity, health, resources, and opportunities intersect in a successful system.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, for 2 number of completions**Last Taught:** Fall 2024**Learning Outcomes:** 1. Build capacity for identifying, describing, and applying key tenets of the distributed leadership perspective to a sports program

Audience: Graduate

2. Build capacity for employing case study methodology toward team/organizational improvement

Audience: Graduate

3. Deepen understandings of how multiple components of a sports program interact contributing to competitive success

Audience: Graduate

4. Identify and articulate promising coaching and leadership practices within a larger school, university, and/or professional team organization.

Audience: Graduate

**ELPA 755 – COACHING ATHLETICS 2: A BELL COW WAY**

3 credits.

Provides opportunities to learn from specific models of coaching practice. Utilizes Bell Cow method. Articulates processes underlying successful coaching systems. Attends to personal characteristics and unique settings of coaching. Draws from leadership theory.

**Requisites:** ELPA 750**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Deepen understandings of the multi-dimensional complexities of coaching practice.

Audience: Graduate

2. Understand how diverse settings and conditions shape coaching practice.

Audience: Graduate

3. Identify effective coaching and leadership strategies.

Audience: Graduate

4. Articulate processes and outcomes that underlie successful systems of coaching.

Audience: Graduate

5. Identify models and practices of coaching that fit with our personal characteristics and situations.

Audience: Graduate

6. Discern how coaching fits into our aspired futures as athletes, teachers, leaders, parents, and/or community members.

Audience: Graduate

**ELPA/ED POL/PUB AFFR 765 – ISSUES IN EDUCATIONAL POLICY ANALYSIS**

3 credits.

Theory, research, and practical experience in educational policy analysis, including the social construction of policy problems in education; the design, implementation, and evaluation of policy responses; and the practical and ethical dilemmas of the policy analyst.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024



**ELPA/INTER-HE 770 – COMMUNITY, OPPORTUNITY, AND JUSTICE**

3 credits.

Critical examination of school-community engagement and collaboration. Examines theory and practice of mutually beneficial collaboration in diverse education settings, including leadership issues in collaborative settings, and facilitators and inhibitors to effective collaboration.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA 777 – HIGHER AND POST-SECONDARY EDUCATION CAPSTONE SEMINAR**

3 credits.

Provides an opportunity to use concepts and theories learned in previous coursework to analyze professional issues facing higher education administrators. Assists with career transitions and provides a culminating experience for the master's program.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA/ED PSYCH 780 – TEACHER LEADERSHIP AND LEARNING COMMUNITIES**

3-4 credits.

Focuses on knowledge and skills teachers need to be leaders in their schools in facilitating the development of strong learning communities that include students, teachers, families, administrators, and other educators. Understand key concepts, theories, and models used in building and sustaining effective learning communities; develop skills in creating practices that contribute to effective teacher leadership; and identify and strengthen skills needed to lead schools to build learning communities that promote student learning.

**Requisites:** Declared in Educational Psychology: Professional Educator (MSPE)**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2020**ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 788 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I**

3 credits.

Introductory field methods experience in qualitative research. Learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.

**Requisites:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 789 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II**

3 credits.

Focus on data analysis and translation of finds and implications. Gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.

**Requisites:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA 810 – DOCTORAL INQUIRY IN EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS**

3 credits.

Introduction to inquiry in the field of educational leadership and policy analysis for first semester doctoral students. Provides an introduction to research through engagement with ideas, including identifying and crystallizing meaningful problems, fundamentals of research design, and key challenges in conducting disciplined inquiry.

**Requisites:** Declared in Educational Leadership and Policy Analysis PHD**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA 815 – PROBLEMS IN COLLEGE AND UNIVERSITY ADMINISTRATION**

3 credits.

Theory and research applied to the study of policy issues and problems in college and university administration.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2019**ELPA/ED PSYCH 822 – INTRODUCTION TO QUANTITATIVE INQUIRY IN EDUCATION**

3 credits.

Utilize the concepts and methods of quantitative social science research to conduct research on education issues. Topics include hypothesis testing, statistical inference, point estimates, graphic and numerical data displays, correlation and regression.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025



**ELPA 823 – DATA MANAGEMENT FOR EDUCATION POLICY ANALYSIS**

3 credits.

Focuses on the knowledge and skills required to support rigorous quantitative inquiry. Acquire and import data; combine (merge/append) multiple data sets; organize directories and files for optimal workflow; clean data; document data manipulations for reproducibility and transparency; write code to facilitate collaboration; and summarize data in visual (graph, chart, map) and tabular forms.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Import, merge, and append multiple data sources  
Audience: Graduate2. Structure directories and files to support collaborative inquiry  
Audience: Graduate3. Organize a dataset through the systematic assignment of variable names, variable labels, and value labels  
Audience: Graduate4. Generate and manipulate string and numeric data  
Audience: Graduate5. Clean and troubleshoot data, including the imputation of missing values  
Audience: Graduate6. Collapse and reshape your dataset  
Audience: Graduate7. Generate summary statistics, in tabular and graphic form  
Audience: Graduate8. Use coding strategies, such as loops, logical expressions, locals, and macros, to program efficiently  
Audience: Graduate9. Document data preparation and structure  
Audience: Graduate10. Acquire publicly available data from multiple formats  
Audience: Graduate**ELPA 824 – FIELD RESEARCH DESIGNS & METHODOLOGIES IN EDUCATIONAL ADMINISTRATION**

3 credits.

Focuses on research design, the major qualitative methods and techniques used in field research, data analysis, communicating field research, ethical challenges, and trustworthiness in conducting qualitative research.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA 825 – ADVANCED RESEARCH METHODS IN EDUCATIONAL ADMINISTRATION**

3 credits.

Research designs for problems in educational administration including role of theory and hypothesis testing; variable definition and measurement; correlational, survey, experimental and non-experimental, factorial and single-subject designs.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA/ED PSYCH 827 – SURVEYS AND OTHER QUANTITATIVE DATA COLLECTION STRATEGIES**

3 credits.

Methods and concepts of survey research methods as they are commonly used in education research. Strategies include surveys (phone, mail, electronic, in person), logs/diaries, and experience sampling instruments. Emphasis is given to self-administered surveys, including periodic surveys, since these strategies are the most common in education research.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ELPA/ED POL/PUB AFFR 830 – SCHOOL FINANCE AND RESOURCE ALLOCATION**

3 credits.

Contemporary bases for collecting and distributing local, state, and federal funds for elementary and secondary education; problems and issues in financial support of education; current, alternative and more effective uses of educational resources.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2016

**ELPA 831 – FINANCING POSTSECONDARY EDUCATION**

3 credits.

Contemporary bases for collecting and distributing funds for postsecondary education provided by two-year institutions, colleges and universities; problems and issues in financing postsecondary institutions; economic aspects of expenditures for postsecondary education.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA 832 – RESOURCE ALLOCATION FOR EQUITY AND SOCIAL JUSTICE**

3 credits.

School finance and resource allocation for educational leaders, with an emphasis on educational adequacy, equity and efficiency. Includes an emphasis on the strategic deployment of human and material resources to address inequality and promote educational opportunity.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA/RP & SE 835 – LEADERSHIP FOR INCLUSIVE SCHOOLING**

3 credits.

Examines historical and organizational context of special education administration at the federal, state and local levels. Includes policy implementation, constituency management, coordination, communication, and current issues.

**Requisites:** ELPA 735

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA 840 – PUBLIC SCHOOL LAW**

3 credits.

Legal aspects of public K-12 education. Legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline, special education; torts; contracts, religion. Impact of federal and state constitutions, statutes, and court decisions on education.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA 841 – LEGAL ASPECTS OF HIGHER EDUCATION**

3 credits.

Legal structure of higher education, including historical evolution as well as current legal problems. Attempts to assess the impact of legal decisions, statutes, and regulations upon higher education and to discuss the implications of the interaction of the legal system and university governance for the practicing administrator.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ELPA/ED POL/ED PSYCH/RP & SE 842 – LEGAL FOUNDATIONS OF SPECIAL EDUCATION AND PUPIL SERVICES**

3 credits.

Legal requirements and issues relative to special education and pupil services programs; special education, juvenile justice, programs for English language learners, programs for children who are homeless; examination of applicable federal and state statutes and case law.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Describe various legal issues and identify those issues inherent in the delivery of pupil services.

Audience: Graduate

2. Explain the foundation created by federal disability law (Section 504, ADA, IDEA).

Audience: Graduate

3. Describe the relationship between state and federal law in the delivery of special education.

Audience: Graduate

4. Apply legal principles to a set of facts.

Audience: Graduate

5. Explain the relationship between statutory and regulatory requirements and practice.

Audience: Graduate

6. Identify various analytic frameworks that guide legal analysis.

Audience: Graduate

7. Apply principles and/or frameworks to a situation or issue.

Audience: Graduate

8. Analyze existing policies and practice from a legal perspective.

Audience: Graduate

9. Explain the dynamic nature of this branch of school law and will identify tools and resources available to help them remain current.

Audience: Graduate

**ELPA 844 – TECHNOLOGY AND SCHOOL LEADERSHIP**

3 credits.

Investigates how school leaders develop and use technological tools and systems to improve student learning and effect change in schools.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**ELPA 845 – SCHOOL-LEVEL LEADERSHIP**

3 credits.

Dimensions of school-level leadership includes a focus on dimensions of the principal's leadership role, leadership tasks needed to advance equity and excellence in student learning, and distributed leadership.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA 846 – THE SCHOOL SUPERINTENDENCY**

3 credits.

Investigation of leadership and political theories, professional competencies, and the personal commitment involved in the role of the school superintendent. Covers the evolution of theoretical and practical perspectives of the school superintendence, including internship experiences.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2023**ELPA 847 – INSTRUCTIONAL LEADERSHIP AND TEACHER CAPACITY**

3 credits.

Learn to create and sustain successful teaching and learning environments. Designed to provide teachers, learning specialists, principals, and other administrators with the foundations of research, theory, and best practices of instructional leadership to enhance teachers' capacity for equity and excellence in student learning.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2024**ELPA 848 – PROFESSIONAL DEVELOPMENT AND ORGANIZATIONAL LEARNING**

3 credits.

Examines educators' professional learning in organizations and its contributions to organizational change, learning, and renewal.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2018

**ELPA 856 – MOBILITY AND INCLUSION IN GLOBAL HIGHER EDUCATION**

3 credits.

Connects the discussion on diversity, equity, and inclusion (DEI) with student mobility in the context of internationalization of higher education. Delve into inquiries on why and how promoting mobility in international education and advancing DEI in higher education can benefit and enhance each other. Primarily serves as a venue to develop knowledge, expertise, and research skills in developing and implementing policies, programs, and strategies aiming at promoting international mobility in higher education through the lens of social justice. Strives for diversity, equity, and inclusion in the context of internationalization of higher education.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Develop awareness of positionality, bias, and privileges and how they may affect international student mobility, experience, and educational outcomes.

Audience: Graduate

2. Describe issues, trends, and challenges concerning diversity, equity, and inclusion in international higher education.

Audience: Graduate

3. Identify and analyze issues and challenges pertaining to international higher education through the lens of equity and inclusion.

Audience: Graduate

4. Outline the current trends and focuses surrounding research on mobility and inclusion in international higher education.

Audience: Graduate

5. Design inclusive, equity-driven, asset-based international education programming or research projects.

Audience: Graduate

6. Develop competence of self-reflection, self-assessment, and self-care.

Audience: Graduate

**ELPA 860 – ORGANIZATIONAL THEORY AND BEHAVIOR IN EDUCATION**

3 credits.

Theoretical constructs and empirical research relating to administering organizations in education. Emphasis on administrative behavior with special attention to planning and organizational improvement.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**ELPA 863 – RACE, CLASS AND EDUCATIONAL INEQUALITY**

3 credits.

Critically examines race and class inequality in education, including the importance of race and class at multiple levels of analysis, including the classroom and school, as well as the family, neighborhood, and community.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**ELPA 870 – THE POLITICS OF EDUCATION**

3 credits.

Policy development in education as a political process; community power, state and national politics in educational decision making; role of leadership and pressure groups, particularly the educational lobbies, in the shaping of educational policy at local, state, and national levels.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA 875 – THEORY AND PRACTICE OF EDUCATIONAL PLANNING**

3 credits.

Theory, research and practice in advanced program planning and evaluation involving elementary, secondary and higher and post-secondary education.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**ELPA 878 – THE AMERICAN COMMUNITY COLLEGE**

3 credits.

Addresses policies, trends, and debates in the evolution of the American community college from the beginning of the 20th century to the present, as well as current research on the community college and the diverse body of students it serves. Topics include, but are not limited to, governance and administration, faculty and advising, credential completion and transfer, enrollment patterns, developmental education, complexities surrounding students' goals and aspirations, and the cooling-out versus warming-up effect of the community college. Through class discussions and the culminating course project (research study or policy proposal), course participants will engage in a critical, scholarly examination of the American community college, considering its strengths and weaknesses, as well as opportunities and challenges within the broader context of education.

**Requisites:** Graduate Students Only**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Understand the history of community colleges and their missions, policies, and programs

Audience: Graduate

2. Develop a strong knowledge base of a broad range of contemporary topics and pressing questions concerning the community college and its students

Audience: Graduate

3. Identify and elaborate on policies, trends, and issues that influence current community college education and discuss their impact on future policies and practices

Audience: Graduate

4. Enhance expertise in one or two current research/policy topics on the community college

Audience: Graduate

5. Cultivate the capacity to critically evaluate existing empirical evidence and to plan and conduct original research or develop a policy proposal grounded within sound evidence

Audience: Graduate

**ELPA 880 – ACADEMIC PROGRAMS IN COLLEGES AND UNIVERSITIES**

3 credits.

Explores higher education curriculum including academic program philosophy and design, planning and development, program innovations, liberal education, academic majors, graduate and professional education, program review and evaluation.

**Requisites:** ELPA 715**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2022**ELPA 881 – IDEAS OF THE UNIVERSITY: IMAGES OF HIGHER LEARNING FOR THE 21ST CENTURY**

3 credits.

Explores alternative images and models to guide universities in the twenty-first century by engaging a diverse range of voices representing multiple stakeholders.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**ELPA 882 – MINORITY-SERVING INSTITUTIONS OF HIGHER EDUCATION**

3 credits.

Examines the origins, contemporary landscape, structures, and stakeholders of minority-serving institutions (MSIs) -- historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and tribal colleges and universities (TCUs) -- including related challenges and opportunities for research and practice.

**Requisites:** ELPA 701**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2022**ELPA 883 – PERSPECTIVES ON COLLEGE STUDENT IDENTITY AND DEVELOPMENT**

3 credits.

An introduction to identity and college student development theory that can either be applied to higher education administration practice or to research in higher education.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025

### **ELPA 885 – LEADERSHIP FOR STUDY ABROAD PROGRAMS AND INTERNATIONAL STUDENT SERVICES**

3 credits.

A comprehensive understanding of leadership and administration of higher education study abroad programs and international student services.

Delving into the latest discussion and debates on this subject from both researchers' and practitioners' points of view, serves as a venue to develop knowledge and expertise in developing and implementing policies, programs, and strategies for optimizing leadership for study abroad programs, international student services, and international enrollment management.

**Requisites:** Declared in Educational Leadership and Policy Analysis: Global Higher Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Outline current trends, issues, and research surrounding education abroad programs and international student services

Audience: Graduate

2. Understand various aspects for developing, managing, and evaluating study abroad programs

Audience: Graduate

3. Identify and analyze issues and challenges pertaining to a higher education institution's engagement with its international student population and international recruitment

Audience: Graduate

4. Design proposals aiming to solve a practical issue in education abroad programs, international student services, and international enrollment management

Audience: Graduate

5. Engage with faculty development, curriculum design, and classroom teaching in a diverse, global context for advancing the missions of study abroad programs and international student services

Audience: Graduate

### **ELPA 886 – INTERNATIONALIZATION OF HIGHER EDUCATION**

3 credits.

Close look at issues, trends, and challenges concerning internationalization in higher education in both the U.S. and foreign countries. Focus includes internationalizing teaching and learning, international partnerships and collaborations, international student recruitment and advising, study abroad etc.

**Requisites:** Declared in Educational Leadership and Policy Analysis: Global Higher Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

### **ELPA 887 – DIVERSITY AND INEQUALITY IN HIGHER EDUCATION**

3 credits.

Survey of equity issues related to higher education access, admissions, transitions, persistence, and success. Focuses on the role of inequities across categories such as race, class, sex, gender, sexual orientation, language, nationality, or religion in higher education alongside considerations as to how researchers and practitioners can better communicate with one another about diversity issues.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

### **ELPA 888 – ASSESSMENT IN HIGHER EDUCATION**

3 credits.

An overview of the key concepts, tools, and practices of assessment in academic and student services settings. A theoretical and practical basis for choosing, designing and using assessment and evaluation tools will also be provided.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

### **ELPA 890 – APPLIED RESEARCH IN EDUCATIONAL ADMINISTRATION**

3 credits.

Supervised research on topics in the administration of elementary and secondary education.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**ELPA 900 – INTERNSHIP IN EDUCATIONAL ADMINISTRATION**

1-3 credits.

Internship completed in a school setting. Provides the opportunity to practice the application of knowledge gained in the academic program, examine administrative practice, and use reflection to improve practice.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Engage in opportunities wherein aspiring building leaders see the work of the school and its staff through the primary lens of social justice and equity.

Audience: Graduate

2. Analyze and reflect on the direct application in practice of the principles of social justice gained through the course work in the Master's Degree in Social Justice Leadership Program.

Audience: Graduate

3. Complete the requirements of the Internship and field experiences in order to gain experience and understanding of the school principal.

Audience: Graduate

4. Understand and begin to develop fundamental leadership skills as a future school leader.

Audience: Graduate

5. Share and discuss experiences as both an observer and practitioner of equity-based leadership.

Audience: Graduate

6. Complete the activities, summaries, and reflections in the Field Experience Journal.

Audience: Graduate

**ELPA 910 – SEMINAR IN EDUCATIONAL LAW**

3 credits.

Interpretation and critique of legal authority impacting education. Topics may include education and religion, students' rights, teachers' rights, and federal involvement in education.

**Requisites:** ELPA 840 or 841

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2022

**ELPA 911 – AUTHENTIC PEDAGOGY AND ACHIEVEMENT**

3 credits.

Concentrates on a specific formulation of authentic intellectual work that has a compelling research base. Critical analysis of some of the roots of authentic pedagogy, its research base, its connections to other formulations (critical pedagogy, culturally relevant pedagogy), as well as theoretical perspectives and empirical studies on pedagogy's role in the reproduction of inequality and its possibilities for social justice. Read seminal works on pedagogy and assessment, in the sociology of education, and in critical/post-structural theory applied to teaching, and relate them to both current assessment practices/policies and education leadership.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Identify and apply knowledge, understanding and skills of instructional leadership to enhance teachers' capacity in K-12 schools for equity and excellence in student learning.

Audience: Graduate

2. Demonstrate doctoral-level inquiry skills related to the theoretical and empirical literature on pedagogy and equitable student achievement.

Audience: Graduate

3. Analyze seminal works on pedagogy and assessment, the sociology of education, and critical/post-structural theory applied to teaching, and communicate in written and oral work how their analysis applies to both current assessment practices/policies and education leadership.

Audience: Graduate

**ELPA 940 – SPECIAL TOPICS SEMINAR IN EDUCATIONAL LEADERSHIP**

1-3 credits.

Research on and/or discussion of selected topics in educational leadership and policy analysis.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**ELPA 960 – SEMINAR IN EDUCATIONAL FINANCE**

3 credits.

Problems of financing education; school financial management; and related research.

**Requisites:** ELPA 832

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2022



### **ELPA 961 – CRITICAL ISSUES IN EDUCATIONAL POLICY**

3 credits.

Orients contemporary policy issues in education by connecting education policy to rigorous research evidence, using a theoretically motivated and disciplinary-based approach to understand educational policies, processes, and outcomes. Considers current efforts to "translate" key research findings to practitioners, policymakers, and laypersons in schools and communities, where the results can help improve educational practice and results. Discusses how research evidence from a range of disciplines - including psychology, sociology, social work, and economics - has been, is being, and could be applied to educational practice and education policy.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify and summarize how American education policy has (or has not) evolved over the past 50 years.

Audience: Graduate

2. Demonstrate knowledge about the significance (or lack thereof) of research evidence in developing American education policy practice by writing a paper summarizing current evidence on a policy or practice and how that evidence has or has not inspired practical changes in the schools.

Audience: Graduate

3. Demonstrate knowledge, through class participation and preparation of a final paper, of how rigorous research evidence can inform policy and practice.

Audience: Graduate

4. Articulate, through class participation and preparation of a final paper, how research evidence can be effectively "translated" to impact policy and practice.

Audience: Graduate

### **ELPA 990 – RESEARCH OR THESIS**

1-12 credits.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

### **ELPA 999 – INDEPENDENT READING**

1-3 credits.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025