

# ELAD-EDUCATIONAL LEADERSHIP ADMINISTRATION

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## ELAD 2210. Leadership and Change in Education 3 Credits (3)

This course will introduce students to the challenges and key strategies in initiating, implementing, and sustaining educational change and reform. In the first part of the course, participants will learn about the challenges of educational change in the United States and the role that they as school leaders play in facilitating change and reform. The course continues with an examination of how culture, micro-politics, and power structures support or impede national and global change initiatives. The last part of the course offers suggestions for change agents including community organizing, culture building, and embracing sustainable leadership practices. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection. May be repeated up to 3 credits.

### Learning Outcomes

1. Students will be able to communicate in clear manners that articulate, convey and deepen the understandings others have of issues affecting their communities.
2. Students will be able to collaborate on democratic processes.
3. Students will be able to communicate engage in critical social analysis and how the status quo fits into a larger movement for social change.

## ELAD 2340. Multicultural Leadership in Education 3 Credits (3)

Introduction to the social and cultural constructions of gender, class, and race. Students will critically apply theoretical constructs to everyday life and discuss the intersection of gender and race with class inequality in national and global contexts. Using a social justice framework, readings, and assignments integrate a variety of racial/ethnic groups while considering the effects of historically uneven resource distribution, unearned privilege, forms of domination and subordination, immigration status, and cultural representation and ideologies. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection. May be repeated up to 3 credits.

### Learning Outcomes

1. Students will develop awareness of their own social identities.
2. Students will recognize differences among various communities, perspectives, and world-views.
3. Students will describe how privilege and biases impact our communities and systems.
4. Students will create meaningful peer-to-peer relationships.
5. Students will understand the impact of their actions on community members.
6. Students will identify their leadership skills to shape social change on and off campus.
7. Students will act on opportunities to promote social change.

8. Students will use academic resources including advising, computers, printing, library, and space.

## ELAD 2996. Special Topics in Educational Leadership 1-3 Credits (1-3)

Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated up to 12 credits.

### Learning Outcomes

1. Students will be able to engage in systems thinking which aids in seeing how individual situations are shaped by a broader contexts
2. Students will be able to understand how to apply theoretical frameworks for understanding social problems.
3. Students will be able to help develop leadership capacity in others.
4. Students will be able to gain an understanding of cultural competence, which recognizes that diverse perspectives strengthen the dialogue and approaches to solving social problems.

## ELAD 3110V. Introduction to Educational Leadership in a Global Society 3 Credits (3)

Multinational educational systems covered through knowledge of the U.S. system of education promoting critical leadership roles every citizen plays in the success of educational systems. May be repeated up to 3 credits.

### Learning Outcomes

1. Students will share reflections on issues of national and global importance in the field of educational leadership.

## ELAD 3210. Current Issues In Educational Leadership 3 Credits (3)

This course addresses issues such as the rise in international education, education's costs, social media's role and influence, changes in state and national funding trends, student and faculty/staff diversity, among others. The focus of this course is centered on the actions and responses of administrators to the current issues they are facing. May be repeated up to 3 credits.

### Learning Outcomes

1. Students will identify the overarching issues that leaders in educational institutions are or will be facing;
2. Students will articulate a more multicultural perspective through which to view the possible impact of these current issues on both those within the institution and those who are impacted by these institutions;
3. Students will reconstruct their perspective to allow for a greater awareness of the how these current issues might differentially impact culturally, linguistically, and socio-economically diverse populations;
4. Students will criticize inequitable examples of unfair educational policy and explore ways in which to develop culturally responsive practices when addressing current issues

## ELAD 3996. Special Topics in Education 1-3 Credits (1-3)

Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated up to 12 credits.

### Learning Outcomes

1. Objectives change based on course content.

## ELAD 4110. Management of Student Services 3 Credits (3)

History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) for early entry level positions. This course will provide students with an

examination of foundations and principals of student services. Important theories and essential competencies needed in order to be successful will be explored through a social justice perspective of leadership. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Explain the origins of student services concerning social and historical events programs.
2. Describe the theoretical foundations and development of student services.
3. Evaluate the organizational and administrative models for the delivery of student services
4. Critique inequity issues in student services as they relate to institutions of higher education and how social justice action might improve or eliminate such inequities.
5. Explain the primary legal foundations, ethical standards, and daily operation of student services programs.

#### **ELAD 4120. Principles of Education Law and Policy**

##### **3 Credits (3)**

Overview of the use of law and policy in schools and higher education. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Analyze the options on policy issues using the statutes, cases, regulations, and legislative history as their tools.
2. Evaluate legal developments in higher education.
3. Synthesis legal trends in their particular area of professional interest.
4. Compare and contrast how higher education law differs between private and public higher education.

#### **ELAD 4130. Principles of Education Budgeting and Finance**

##### **3 Credits (3)**

Analysis of budget and finance practices in education. Restricted to: E AD majors. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Identify opportunities to use research and individual projects to explore issues related to topics of interest to them
2. Describe ways in which budget and finance skills are important to administrators in college and university settings
3. Distinguish how financial and budgetary issues vary with respect to state, private, and various funding sources within higher education

#### **ELAD 4410. Foundation for School Library Specialists**

##### **3 Credits (3)**

Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Taught with ELAD 5410. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Understand basic competencies for library specialists.

#### **ELAD 4420. Administration of the School Library**

##### **3 Credits (3)**

Principles and practices related to the function, structure, and management of school libraries. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Understand basic competencies for library administration.

#### **ELAD 4510. Elements of Research**

##### **3 Credits (3)**

This course provides students with a foundation for understanding educational research. The course will also provide grounding in proper writing format for use in the education profession. Students will be

introduced to various research paradigms and the symbiosis of theory and practice. Besides introducing students to the symbiosis of theory and practice, students will complete assignments and activities that demonstrate the use of that symbiosis. Ultimately, students will be able to use the knowledge they gain through the course to be able to critique educational research. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Define what good research entails
2. Critique journal articles dealing with educational leadership
3. Use proper APA format in writing papers and written discussion
4. Use ethical standards for decision making in research

#### **ELAD 4998. Internship**

##### **3 Credits (3)**

The undergraduate Educational Leadership major requires that students complete two internships. Internships provide students with either experience working in an area of administration that is different from the student's regular job or experience conducting research for a program or project. Each internship placement site and scope of work is determined through consultation with the course instructor. Students must complete 120 hours of work with the selected internship site. Student must be an E AD major and be within (at least) one year of graduation. May be repeated up to 6 credits.

#### **Learning Outcomes**

1. Students will gain experience in a work/administrative setting under the supervision of a experienced administrator.

#### **ELAD 5110. The Principalship**

##### **3 Credits (3)**

Key issues surrounding the role of school-site leaders. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better; .

#### **Learning Outcomes**

1. Students will examine the complexities of school leadership.
2. Students will create a school culture representative of their own core values.
3. Students will assess the role and importance of the principal in facilitating change, managing conflict, promoting an active anti-racist environment, celebrating diversity, and establishing accountability for all students' learning.

#### **ELAD 5120. Leadership and Administration of Bilingual Education**

##### **3 Credits (3)**

Concepts and practical approaches to improving the education of English languages learners through higher education. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or higher; .

#### **Learning Outcomes**

1. Examine the complexity and overarching issues encompassing the role of the school leader as it pertains to the broader and narrower goals of bilingual education
2. Develop critical understandings of educating equitably, involving the development and sustainability of bilingual education programs which focus on making schooling meaningful and comprehensible for the millions of children whose home languages are different from the dominant language of school and society

#### **ELAD 5130. Basing Decision on Data: Pk-12**

##### **3 Credits (3)**

Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. The course must be passed with a grade of "B" or higher. Consent of instructor is required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Identify various types of data and their uses in decision-making
2. Identify federal and state assessment programs, as well as local assessment requirements, and the policies that drive them
3. Explain how data from multiple sources is used to inform decision making about student achievement

**ELAD 5140. Educational Financial Management**

**3 Credits (3)**

Educational finance and business applications. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better; .

**Learning Outcomes**

1. Understand and be able to use and explain to lay people the technical language used to discuss education finance issues.
2. Analyze, interpret, and present financial data, trends, and issues to various publics served by the schools and outline possible actions and their implications

**ELAD 5150. Public School Law**

**3 Credits (3)**

Legal processes of education, major court decisions, and the legislative process will be studied. The course must be passed with a grade of "B" or better. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better; .

**Learning Outcomes**

1. Understand the critical issues involved in applying the law fairly and justly
2. Understand the complex nature of the federal, state, and local authority levels as they relate to applying statutory and constitutional law

**ELAD 5160. Management of Educational Change: Public Schools**

**3 Credits (3)**

Leadership in implementing innovations in education. The course must be passed with a grade of "B" or higher. Consent of instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Students will gain insight into how the structure of schools in the United States impacts the success of failure of educational change and reform.
2. Students will understand the role of implementing or resisting educational change efforts

**ELAD 5170. Special Education Administration**

**3 Credits (3)**

Competencies for the administration of special education programs with an emphasis upon New Mexico public school standards. The course must be passed with a grade of "B" or better. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Knowledge of interactive systems and sub-systems and the influence of internal and external environments on the supervisory and improvement processes.
2. Understanding of research and effective professional development practices tied to curriculum, improvement of instructional delivery and student achievement.

**ELAD 5180. Internship Public Schools Part I**

**3 Credits (3)**

First half of a practical internship in Pk-12 schools under supervision of school administrator. The course must be passed with a grade of "B" or higher. Consent of Instructor required. 3 years of Pk-12 teaching experience required. Restricted to: E AD majors. . May be repeated up to 3 credits.

**Prerequisite:** 18 cr. of ELAD course work; 3.0 GPA or better.

**Learning Outcomes**

1. A clear understanding of the roles and responsibilities of the school leader in an adaptive, culturally diverse and changing environment
2. Provide a platform for prospective leaders to analytically reflect on the complexity of ethical cases in which the school administrator is likely to confront in the scope of his/her administrative career in public education

**ELAD 5185. Internship: Public Schools Part II**

**3 Credits (3)**

Second half of a practical internship in Pk-12 administrative setting under supervision of experienced higher education administrator. Internship site determined by class instructor and graduate student. The class must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to: E AD majors. May be repeated up to 3 credits.

**Prerequisite:** ELAD 5180; 3.0 GPA or better.

**Learning Outcomes**

1. A understanding of the roles and responsibilities of the school leader in an adaptive, culturally diverse and changing environment.
2. Provide a platform for prospective leaders to analytically reflect on the complexity of ethical cases in which the school administrator is likely to confront in the scope of his/her administrative career in public education.

**ELAD 5210. Community College Administration**

**3 Credits (3)**

An overview of the history, role, objectives and patterns governing the effectiveness of the community college. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better; .

**Learning Outcomes**

1. Understand the purpose of higher education and how this purpose has changed and affected various types of community colleges and universities and groups of people;
2. Consider how organization, governance, and finance in higher education vary by institutional type, control, and mission;

**ELAD 5215. Higher Education Administration**

**3 Credits (3)**

This course provides an overview of higher education in the United States including history, mission, and governance, in the context of organizational theory. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Understand the purpose of higher education and how this purpose has changed and affected various types of community colleges and universities and groups of people
2. Consider how organization, governance, and finance in higher education vary by institutional type, control and mission
3. Gain familiarity with major issues facing U.S. higher education

**ELAD 5220. Management of Educational Change: Higher Education  
3 Credits (3)**

Leadership in implementing innovations in education in higher education. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to: E AD majors.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Student will gain the insight into how the structure of schools in the United States impacts the success or failure of educational change.
2. Student will understand the role of implementing or resisting educational change efforts

**ELAD 5230. Higher Education Finance and Funding  
3 Credits (3)**

This course examines the impact and process of financing and funding higher education. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Identify opportunities to use research and individual projects to explore issues related to issues of topics of interest
2. Describe the ways in which budget and finance skills are important to administrators in college and university settings
3. Distinguish how financial and budgetary issues vary with respect to state, private, and various funding sources within higher education

**ELAD 5240. Management of Student Services in Higher Education  
3 Credits (3)**

History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) and a review of management components used in student services.

The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Explain the origins of student services in relationship to social and historical events
2. Describe the theoretical foundations and development of student services.
3. Evaluate the organizational and administrative models for the delivery of student services programs.

**ELAD 5250. Higher Education Law  
3 Credits (3)**

This course is designed to review the impact of the legal process and the judiciary on higher education. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors.

May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better.

**Learning Outcomes**

1. Analyze the options on policy issues using the statutes, cases, regulations, and legislative history as their tool.
2. Evaluate legal developments in higher education.
3. Synthesis legal trends in their particular area of professional interest.

**ELAD 5260. Administration of Adult and Continuing Education  
3 Credits (3)**

Administration of programs in public schools, higher education, community and nontraditional educational settings. The class must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or higher; .

**Learning Outcomes**

1. Analyze adult education theory and the intersection of social justice to inform adult education program planning.
2. Assess the needs of specific populations for adult education programming

**ELAD 5270. Basing Decision on Data: Higher Education.  
3 Credits (3)**

Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or higher; .

**Learning Outcomes**

1. Participants will understand the importance of using assessment data in decision-making and identify reasons why these skills are important to educational leaders in college and university settings.
2. Participants will evaluate the assessment structure of one institution or department in higher education, using a criteria-based measurement tool (rubric).
3. Participants will reflect on possibilities of using assessment data to further social justice outcomes in higher education.

**ELAD 5280. Internship: Higher Education Part I  
3 Credits (3)**

First half of practical internship in administrative setting under supervision of experienced higher education administrator. Internship site determined by class instructor and graduate student. The course must be passed with a grade of "B" or higher. Restricted to: E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 15 credits of ELAD coursework and consent of instructor; .

**Learning Outcomes**

1. Understand the roles and responsibilities of the school leader in an adaptive, culturally diverse and changing environment
2. Will provide a platform for leaders to analytically reflect on the complexity of ethical cases in which the administrator will confront in the scope of administrative role

**ELAD 5285. Internship: Higher Education Part II  
3 Credits (3)**

Second half of a practical internship in an administrative setting under supervision of an experienced higher education administrator. Internship placement determined by class instructor and graduate student. The course must be passed with a grade of "B" or higher. Consent of Instructor required. Restricted to: E AD majors. May be repeated up to 3 credits.



**Prerequisite:** ELAD 5280; 3.0 GPA or better; .

**Learning Outcomes**

1. Enhance knowledge and practice of higher education administration, keeping in mind that experiences should provide opportunities for thoughtful examination of the diversity of the ways and manners in which office supervisors and staff conduct their work.
2. Provide practical experience and opportunity to examine and apply learned theoretical concepts within a supportive, supervised environment.
3. Develop skills related to higher education management and leadership.

**ELAD 5310. Leadership for Social Justice and Equity**

**3 Credits (3)**

Examine cultural diversity and how appropriate understanding, leadership and instructional strategies can be used to reach all learners. Enhances understanding of what it means to be an educator in culturally diverse contexts. The course must be passed with a grade of "B" or higher. Consent of instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better, .

**Learning Outcomes**

1. Acquired knowledge of multicultural issues as they relate to race, ethnicity, class, and gender and how these factors intersect with current educational leadership trends;
2. Developed a more multicultural perspective which will lead to greater awareness of the needs of culturally, linguistically, and socio-economically diverse students and an ability to develop/enhance an educational leadership lens designed to promote equity and access for all students;

**ELAD 5320. Educational Leadership, Supervision, and Evaluation**

**3 Credits (3)**

Leadership, supervision, and evaluation in Pk-12 and post secondary education. The course must be passed with a grade of "B" or better. Consent of Instructor required. Restricted to E AD majors May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or higher; .

**Learning Outcomes**

1. To acquire a basic knowledge of the processes, persons, and practices of educational leadership and supervision.
2. To develop personalized understandings of leadership and supervisory roles.
3. To relate leadership and supervision theory to practice.
4. To develop a concept of good administrative/supervisory practice.
5. To develop a diverse awareness of leadership and supervisory issues and techniques.

**ELAD 5410. Foundation for School Library Specialists**

**3 Credits (3)**

Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELAD 4410. May be repeated up to 3 credits.

**Learning Outcomes**

1. Understand basic competencies for library specialists.

**ELAD 5510. Elements of Research**

**3 Credits (3)**

Survey and analysis of research methods and designs focusing on sound educational research and its presentation. The course must be passed

with a grade of "B" or higher. Consent of Instructor required. Restricted to E AD majors. May be repeated up to 3 credits.

**Prerequisite:** 3.0 GPA or better; .

**Learning Outcomes**

1. Explain the purpose of research
2. Analyze the need for research by practicing educational administrators
3. Describe the differences between qualitative research and quantitative research

**ELAD 5992. Special Problems.**

**1-3 Credits (1-3)**

Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 3 credits per semester and a total of 6 credits overall. May be repeated up to 6 credits.

**Learning Outcomes**

1. Objectives will vary based on course content.

**ELAD 5996. Special Topics**

**1-6 Credits (1-6)**

Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 6 credits. May be repeated up to 6 credits.

**Learning Outcomes**

1. Objectives change based on course content.

**ELAD 5997. Independent Studies**

**1-3 Credits (1-3)**

Individual investigation in special topic areas. Requires prior approval of project advisor. May be repeated up to 9 credits.

**Learning Outcomes**

1. Objectives change based on course content.

**ELAD 6110. Organizational Theory**

**3 Credits (3)**

The overarching objectives of this class is to prepare educational leaders who comprehend the complexities of educational organizations, especially those with significant underrepresented populations; to initiate or maintain leaders' commitment to educational programs that embrace all learners; and to promote within leaders an understanding of the necessity of upholding social justice, primarily as it applies to issues, such as race, ethnicity, class, ability, religion, and gender. Consent of Instructor required. Restricted to: E AD majors.

**Learning Outcomes**

1. Understand and implement organizational theory.

**ELAD 6120. Elements of Research**

**3 Credits (3)**

Advanced survey and analysis of research methods and designs focusing on sound educational research and its presentation. Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Evaluate self within educational research, Analyze what good research entails
2. Use proper APA (7th ed.) format in writing papers and in written discussions
3. Synthesize scholarly literature, Understand social justice in research and practice
4. Work on small pieces of active research to gain an understanding of what it entails

**ELAD 6210. Quantitative Research I****3 Credits (3)**

Explores quantitative research methods, the rationale and assumptions that guide statistical decisions, beginning level statistical analyses, and how all of these are applied in the field of educational leadership. May be repeated up to 3 credits.

**Learning Outcomes**

1. Identify the tasks and processes required to formulate appropriate research problems within educational settings, design relevant qualitative research strategies; for examining such problems, select pertinent data sources, data collection methods, and data analysis methods, and assess the results of such efforts.

**ELAD 6220. Qualitative Research I****3 Credits (3)**

Explores qualitative research methods and models and their application in the field of educational leadership. May be repeated up to 3 credits.

**Learning Outcomes**

1. Identify the tasks and processes required to formulate appropriate research problems within educational settings, design relevant qualitative research strategies; for examining such problems, select pertinent data sources, data collection methods, and data analysis methods, and assess the results of such efforts.

**ELAD 6310. Concepts of Leadership in Education****3 Credits (3)**

Survey of concepts of leadership in general and educational leadership in particular. Consideration of implications for practice. May be repeated up to 3 credits.

**Learning Outcomes**

1. Understand and implement important concepts central to effective educational leadership

**ELAD 6320. Foundations of Educational Administration****3 Credits (3)**

Advanced course about the political, economic, and social forces on policy making and governance of Pk-12 and postsecondary education. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will gain an understanding of the concepts of school leadership, and the political, social and economic contexts that impact schools.

**ELAD 6410. Quantitative Research II****3 Credits (3)**

Intermediate quantitative methods of research, statistical analyses, and their application in the field of educational leadership. Restricted to Doctoral students only. May be repeated up to 3 credits.

**Prerequisite:** ELAD 6210.

**Learning Outcomes**

1. Identify the tasks and processes required to formulate appropriate research problems within educational settings, design relevant qualitative research strategies; for examining such problems, select pertinent data sources, data collection methods, and data analysis methods, and assess the results of such efforts in more detail than in Qualitative Research I.
2. Students will conduct a mini study to prepare for dissertation seminar.

**ELAD 6510. Qualitative Research II****3 Credits (3)**

Advanced qualitative methods of research and implementation in the field of educational leadership. May be repeated up to 3 credits.

**Prerequisite:** ELAD 6220.

**Learning Outcomes**

1. Identify the tasks and processes required to formulate appropriate research problems within educational settings, design relevant qualitative research strategies; for examining such problems, select pertinent data sources, data collection methods, and data analysis methods, and assess the results of such efforts in more detail than in Qualitative Research I.
2. Students will conduct a mini study to prepare for dissertation seminar.

**ELAD 6520. Public School Law****3 Credits (3)**

Advanced course in which the legal processes of education, major court decisions, and the legislative process will be studied. Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases.

**ELAD 6525. Higher Education Law****3 Credits (3)**

This advanced course is designed to review the impact of the judiciary on higher education. The legal standing of institutions of higher education on issues of staff rights, student rights, and tort liability will be addressed. In addition, the impact of local ordinances, state and federal laws and regulations will be examined. Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Consider CRT's usefulness in educational research and what makes a CRT analysis unique or different from other analyses.

**ELAD 6610. Scholarly Writing and the Southwest Border****3 Credits (3)**

This course is designed to provide doctoral-level students with an opportunity to engage with scholarly and academic writing in a meaningful manner. Scholarly writing and academic writing are often used interchangeably. They will be used in that manner for this course. Generally defined, academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Scholarly writing is the specific genre of writing that is used in all academic fields. For this course, the scholarly writing is contained to the context of the Southwest Border and Borderland issues. This is designed in consideration of and relates to the Department and Program's mission, which takes into account social justice and border education issues. Additionally, the course will cover topics associated with scholarly writing that include, but not limited to: formal language, tone, precision, clarity, word choice, and assumptive statements versus research-supported rationale. Consent of Instructor required. Restricted to: E AD majors.

**Learning Outcomes**

1. Understand and implement place-based writing through and about the Southwest Border.

**ELAD 6620. Evaluation Design in Education****3 Credits (3)**

Advanced course that focuses on evaluation and accountability models; application to educational programs. Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Objectives change based on course content.

**ELAD 6630. Educational Financial Management****3 Credits (3)**

This advanced course offers an overview of economic and financial concerns relating to the public school system of the United States.

Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will gain an understanding of the basic concepts of school budgeting and finance practices.

**ELAD 6635. Higher Education Finance and Funding****3 Credits (3)**

This advanced course examines the impact and process of financing and funding higher education. The course is an examination of higher education finance as it relates to operational budgets, capital budgets, and policy issues which impact the financing of higher education.

Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will study the impact of the higher education budget on various departments and services at the university level.

**ELAD 6710. The Professoriate****3 Credits (3)**

The purpose of this course is to explore the body of scholarly knowledge and research appropriate for the study of American higher education, the context in which teaching and learning occurs, and faculty's roles in the process. We will discuss the number, variety, and purpose of the various types of institutions; the different roles that faculty members play within these institutions; how faculty work is assessed and valued within the outside of the university; administrative regulations related to faculty work; current issues related to the general state of the professoriate; as well as how does one prepare to enter the professoriate.

**ELAD 6910. Dissertation Seminar****3 Credits (3)**

Same as CEPY 6450. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Consent of Instructor required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Formulate a research purpose and driving question about a specific topic.

**ELAD 6991. Doctoral Research****1-15 Credits (1-15)**

Research. Consent of Instructor required. Thesis/Dissertation Grading.

May be repeated up to 88 credits.

**Learning Outcomes**

1. Objectives for this course include submitting a pre-proposal, proposal, and final copy of the dissertation for committee consideration.

**ELAD 6996. Selected Topics****1-6 Credits (1-6)**

Offered under various subtitles which indicate the subject matter covered. May be repeated up to 6 credits.

**Learning Outcomes**

1. Objectives change based on course content.

**ELAD 6998. Advanced Internship****1-6 Credits (1-6)**

For those pursuing an advanced degree to meet the field work requirement. To bear an appropriate subtitle. May be repeated up to 6 credits.

**Learning Outcomes**

1. Students will gain experience in a work/administrative setting under the supervision of a experienced administrator.

**ELAD 7000. Doctoral Dissertation****1-9 Credits (1-9)**

Dissertation. Minimum of 3 credits per regular semester. May be taken for a maximum of 36 credits. Consent of instructor required. May be repeated up to 36 credits.

**Learning Outcomes**

1. Objectives for this course include submitting a pre-proposal, proposal, and final copy of the dissertation for committee consideration.