Educational Leadership and Policy Analysis (ED_LPA)

ED_LPA 3100: Foundations of Education
Focus on developing a theoretical and conceptual knowledge of leadership. In addition, skill building-exercises will take place through group case studies and role playing exercises allowing each student to identify and achieve methods for personal development.
Credit Hour: 1-3

ED_LPA 3450: Introduction to Research in Educational Settings
(same as IS_LT 3450). This course provides an introduction to quantitative, qualitative, and mixed methods research, with an emphasis on how various forms of data collection and prior research can inform and improve practice. Students will: (1) develop skills in locating research relevant to their professional interests; (2) understand multiple forms of data collection strategies; and (3) identify ethical considerations associated with research. Graded on A-F basis only.
Credit Hours: 3

ED_LPA 4060: Inquiring into Schools, Community and Society II
(same as ED_LPA 7060). Required 3 hour course for students pursuing teacher certification. Designed to transition students into the teaching internship through study of teacher roles, school organizations and cultures, and community contexts.
Credit Hours: 3
Prerequisites: LTC 2040

ED_LPA 4100: ELPA Undergraduate Seminar
Seminars in ELPA on a special topic. Graded on A-F basis only.
Credit Hours: 3

ED_LPA 4115: Introduction to Learning Spaces
(cross-leveled with ED_LPA 7115). Learning takes place in a variety of settings beyond the classroom. This course highlights the teaching and learning at play within professional, community, educational, and organizational spaces. Students will explore the interaction between individuals and their learning environments to determine how the learning environments vary based upon how the organization transmits knowledge and the opportunities that individuals have within the environment for understanding. Graded on A-F basis only.
Credit Hours: 3

ED_LPA 4151: Leading Educational Organizations in Global Contexts
(cross-leveled with ED_LPA 7151). Through equity-focused, critical, and comparative analyses, this course centers on developing locally relevant understandings of educational organizations in the global context. The course will cover theories of effective leadership; organizational theory, structure, and analysis; and leading reform and innovation in response to changes in culture, technology, and globalization in various national and regional contexts. Graded on A-F basis only.
Credit Hours: 3

ED_LPA 4152: Leadership for Student Learning in a Global Context
(cross-leveled with ED_LPA 7152). This course explores learning, curriculum, and assessment for globally-minded, multicultural, and equitable education. Topics include curriculum design and articulation, integration of state standards with international curricular frameworks, globally-minded instructional design, authentic assessment, and reporting student learning and progress to diverse students. Graded on A-F basis only.
Credit Hours: 3
Recommended: ED_LPA 4151

ED_LPA 4153: Leading Professional Development in Global Contexts
(cross-leveled with ED_LPA 7153). This course examines the role of professional development in the continuous improvement of educational organizations from a global perspective. Inquiry activities and readings will explore equitable practices for building collaborative learning communities; planning professional development; and developing leadership capacity, inclusive decision-making processes, and performance evaluations in globally-minded schools. Students will be asked to contribute locally relevant theories and best practices to enhance the scope of cross-cultural understanding. Graded on A-F basis only.
Credit Hours: 3
Recommended: ED_LPA 4151

ED_LPA 4154: Leadership for School-Community Partnerships in a Global Context
(cross-leveled with ED_LPA 7154). This course develops globally-minded leadership capacity by building knowledge in five interrelated domains: 1) school-home relationships; 2) locally relevant legal and political environments; 3) external relations and communications; 4) community participation; and 5) inter-institutional alliances. Authentic inquiry assignments will prepare students to build effective and equitable community partnerships based on reciprocity and mutual respect. Graded on A-F basis only.
Credit Hours: 3
Recommended: ED_LPA 4151

ED_LPA 4155: Undergraduate Administrative Internships
(cross-leveled with ED_LPA 7481). These administrative internships are designed for students in the Bachelor’s of Educational Studies (BES) degree program and those students who are a part of the Dean of Students Internship Program. It may also serve as an elective for any undergraduate student at the University of Missouri. The intent of this course is to integrate practice, theory, and ethical standards within...
a supervised education setting called an internship. Specific activities during the internship may vary greatly from one field placement to another in that different students may have different learning needs and desires, and different settings will offer different learning opportunities. In some circumstances and situations, an off-campus/off-site setting for an internship is also possible. The course may be repeated depending on student interests, internship site availability, and additional experiences needed by the student. Graded on S/U basis only.

**Credit Hours:** 3  
**Prerequisites:** departmental consent required

---

**ED_LPA 4975: Educational Studies Senior Capstone**  
The senior capstone course is designed to allow a rigorous and in depth study area of inquiry within the field of education. The area of inquiry is cumulative and includes critical analysis and theoretical and/or pragmatic integration of scholarly materials. The course of study is individualized under the guidance of a faculty member. Graded on A-F basis only.

**Credit Hours:** 3  
**Recommended:** Senior Standing, 90+ credit hours, Bachelor of Educational Studies major

---

**ED_LPA 7060: Inquiring into Schools, Community and Society II**  
(same as ED_LPA 4060). Required 3 hours course for students pursuing teacher certification. Designed to transition students into the teaching internship through study of teacher roles, school organizations and cultures, and community contexts.

**Credit Hours:** 3  
**Prerequisites:** LTC 2040 and LTC 7040

---

**ED_LPA 7115: Introduction to Learning Spaces**  
(cross-leveled with ED_LPA 4115). Learning takes place in a variety of settings beyond the classroom. This course highlights the teaching and learning at play within professional, community, educational, and organizational spaces. Students will explore the interaction between individuals and their learning environments to determine how the learning environments vary based upon how the organization transmits knowledge and the opportunities that individuals have within the environment for understanding. Graded on A-F basis only.

**Credit Hours:** 3

---

**ED_LPA 7151: Leading Educational Organizations in Global Contexts**  
(cross-leveled with ED_LPA 4151). Through equity-focused, critical and comparative analyses, this course centers on developing locally relevant understandings of educational organizations in the global context. The course will cover theories of effective leadership; organizational theory, structure, and analysis; and leading reform and innovation in response to changes in culture, technology, and globalization in various national and regional contexts. Graded on A-F basis only.

**Credit Hours:** 3

---

**ED_LPA 7152: Leadership for Student Learning in a Global Context**  
(cross-leveled with ED_LPA 4152). This course explores learning, curriculum, and assessment for globally-minded, multicultural, and equitable education. Topics include curriculum design and articulation, integration of state standards with international curricular frameworks, globally-minded instructional design, authentic assessment, and reporting student learning and progress to diverse students. Graded on A-F basis only.

**Credit Hours:** 3  
**Recommended:** ED_LPA 7151

---

**ED_LPA 7153: Leading Professional Development in Global Contexts**  
(cross-leveled with ED_LPA 4153). This course examines the role of professional development in the continuous improvement of educational organizations from a global perspective. Inquiry activities and readings will explore equitable practices for building collaborative learning communities; planning professional development; and developing leadership capacity, inclusive decision-making processes, and performance evaluations in globally-minded schools. Students will be asked to contribute locally relevant theories and best practices to enhance the scope of cross-cultural understanding. Graded on A-F basis only.

**Credit Hours:** 3  
**Recommended:** ED_LPA 7151

---

**ED_LPA 7154: Leadership for School-Community Partnerships in a Global Context**  
(cross-leveled with ED_LPA 4154). This course develops globally-minded leadership capacity by building knowledge in five interrelated domains: 1) school-home relationships; 2) locally relevant legal and political environments; 3) external relations and communications; 4) community participation; and 5) inter-institutional alliances. Authentic inquiry assignments will prepare students to build effective and equitable community partnerships based on reciprocity and mutual respect. Graded on A-F basis only.

**Credit Hours:** 3  
**Recommended:** ED_LPA 7151

---

**ED_LPA 7428: Curriculum Leadership**  
(cross-leveled with ED_LPA 4428). A study of research, theory, and skills necessary for curriculum leadership in educational organizations. Course includes generic curriculum management processes, design trends, controversial issues multi-media, innovative instructional techniques, and program evaluation. Graded on A-F basis only.

**Credit Hours:** 3

---

**ED_LPA 7439: Applying Higher Education Research to Practice**  
This course introduces quantitative, qualitative, and mixed within a student affairs context. Students will become familiar with, and able to critique research. Course graded on A-F basis only.

**Credit Hours:** 3

---

**ED_LPA 7452: Overview of Higher Education**  
This course provides an overview of American Higher education. Emphasis is placed on how these institutions currently operate and what issues dominate current discussions of academe. Graded on A-F basis only.

**Credit Hours:** 3
ED_LPA 7458: Sociology of Education
(same as SOCIOL 7410; cross-leveled with SOCIOL 4410). Contexts, structures and processes of schooling; effects on class, race, ethnicity and gender; social change, educational policy, and organizational dynamics; higher education and the economy.

Credit Hours: 3
Prerequisites: SOCIOL 1000 or equivalent

ED_LPA 7481: Graduate Administrative Internships
(cross-leveled with ED_LPA 4481). For students pursuing the MEd with a concentration in Student Affairs Leadership, the Council for the Advancement of Standards in Higher Education requires students to complete 300 hours of practical experience. To meet this requirement, students must take a 150-hour internship course and either work in a higher education position or have an assistantship. If students are not working in higher education during their academic program, they must complete a second 150-hour internship course. The base time commitment is one credit for 50 clock hours of internship experience. This course may also serve as an elective for graduate students from around the university, and particularly those in the Higher Education Administration graduate certificate and the MEd with a concentration in Higher Education Leadership. The intent of this course is to integrate professional practice, theory, and ethical standards within a supervised student affairs leadership setting called an internship. Specific activities during the internship may vary greatly from one field placement to another in that different students may have different learning needs and desires, and different settings will offer different learning opportunities. In some circumstances and situations, an off-campus/off-site setting for an internship is also possible. The course may be repeated depending on student interests, internship site availability, and additional experiences needed by the student. Graded on S/U basis only.

Credit Hour: 1-6
Prerequisites: departmental consent

ED_LPA 8408: Introduction to Ethics and PK-12 Policymaking
This course examines the interplay of ethics and Pk-12 policymaking. Educational leaders today are practicing in a policy environment that continues to grow in complexity. Within this environment, leaders make choices that have ethical implications for richly diverse school communities. Values drive both ethical choices and the setting of policy goals. The intentions behind a policy may be "good," or "right," but are policies and how they are implemented unequivocally ethical? Are ethics and ethical policy conflated? History is replete with examples of policy, laws, and programs that haven't necessarily been ethical (e.g. doctrine of "separate but equal") - and have had to be changed. Together, we will examine the intersections of ethics and policy. We will start at the beginning with a bit of philosophy for this introductory course, asking ourselves, "what is the purpose of education?" From there, we will move toward defining our own personal and professional ethical leadership approaches and put it in relation to understandings of policy, questioning the values steering modern-day education policy. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 8409: Learning, Curriculum and Assessment for School Leaders
Addresses assessment, learning and curriculum and the integration of the instructional and assessment processes. Topics include authentic assessment, curriculum alignment, cognition and learning, instructional approaches, and application of student learning theory to the curriculum.

Credit Hours: 3

ED_LPA 8410: Learning Cultures
Integrates the themes of building a common purpose to enhance school culture, empowering teachers and students, and diversity. Topics include importance of shared mission and vision, the use of group processes and collaboration, the intricacies of school culture, and ethical and moral leadership.

Credit Hours: 3

ED_LPA 8411: Professional Development for Learning
Focuses on the professional development and reflection on practice. Topics include organizational actions and personal responsibility, life-long learning, and public education in a democratic society.

Credit Hours: 3

ED_LPA 8412: School Improvement
This course addresses the topics of organizational management and personal inquiry. It covers issues such as organizational effectiveness, organizing for an effective school environment, legal and fiscal decision-making and responsibilities of school leaders, creating an environment where stakeholders acquire and utilized data to inform decisions and practice, and where action research methods are utilized to evaluate and inform practice.

Credit Hours: 3

ED_LPA 8416: Foundations of School Leadership
School leader knowledge of student learning theory and related instructional practices is the focus of this course. The problem-based learning format will include topics on school culture, leadership communication, technology, and conflict resolution. Issues concerning professional relationships are also addressed.

Credit Hours: 3

ED_LPA 8417: Site-Level Organization and Leadership
Student will study state and national regulations that affect Missouri school policies. The student will develop a database on various legal issues. A study of middle level education will conclude with on-site evaluation of a local middle school.

Credit Hours: 3

ED_LPA 8418: Supervision for Learning Environments
Students are prepared to articulate, recognize, and support classroom practices that reflect the most current principles of learning. Effective instructional strategies that link this knowledge to practice will be entered into a computer database.

Credit Hours: 3

ED_LPA 8419: Structures and Processes for Effective Schools
Emphasis is placed on the Missouri Comprehensive Guidance Program and positive strategies for working with challenging students. A
continuation of the study of state and national legal and policy issues will focus on special programs and services.

**Credit Hours: 3**

**ED_LPA 8423: Advanced Leadership for Learning Environments**

Students will demonstrate their understanding of instructional improvement for all teachers and students by designing and defending a comprehensive strategy for instructional changes in a simulated school. The ongoing study of learning principles and effective instructional practices will be concluded.

**Credit Hours: 3**

**ED_LPA 8424: Education Politics and Policymaking**

This course examines the politics and policymaking process of education in the United States, paying particular attention to the influence of various institutions and actors at local, state, and federal levels. Graded on A-F basis only.

**Credit Hours: 3**

**ED_LPA 8430: School Law and Finance for Principal Leadership**

Designed to engage learners in examination of the legal (judicial and legislative) system, school law, and finance policies that govern public schools and their fiscal resources in the United States and the State of Missouri. Graded on A-F basis only.

**Credit Hours: 3**

**ED_LPA 8431: Leadership for Data-Driven Change**

This course instructs school leaders on how to use data for school improvement. Students will: identify reliable sources of data; develop, implement, and monitor strategic School Improvement Plans using data; analyze data using technology; and describe evidence-based strategies that respond to data analysis. Graded on A-F basis only.

**Credit Hours: 3**

**ED_LPA 8653: Education Toward Bi/Multilingualism: Theory, Policy, and Practice**

(same as LTC 8653). Overview of the theory, policy, and practice of using at least two languages in education to develop children's bi/multilingualism. Key topics include: (1) models of bilingual/multilingual education; (2) policy and politics of language education in the U.S. and international contexts; (3) psycholinguistic and sociocultural perspectives on bi/multilingual language development, as related to schooling; and (4) evaluation and assessment issues in bi/multilingual education.

**Credit Hours: 3**

**ED_LPA 8951: Grounded Theory and Situated Inquiry**

(same as LTC 8951). For qualitative researchers attempting to understand social processes, Grounded Theory (GT) offers a way of developing theory empirically, 'from the bottom up.' In fact, this is what most distinguishes GT from other methods. It is explicitly emergent. It does not test a hypothesis. It provides useful tools to learn about participants' understandings and experiences of a social issue, process, or phenomena and to discover and construct theory to account for the social processes being studied. In this course, we will consider the theoretical underpinnings and practices of classic and contemporary GT methodologies. Importantly, we will conduct research and a GT analysis of data. Graded on A-F basis only.

**Credit Hours: 3**

**Prerequisites:** ED_LPA 8957, LTC 8957, or ESC_PS 8957

**Recommended:** ED_LPA 9620, LTC 9620, or ESC_PS 9620

**ED_LPA 8955: Discourse Analysis in Education**

(same as LTC 8955). This course introduces the theories and methods of discourse analysis, including conversation, critical discourse, and multimodal. Students will analyze the role of context and ethics, as they transcribe and analyze discourse, especially from analytical settings. Graded on A-F basis only.

**Credit Hours: 3**

**Prerequisites:** ESC_PS 8957 and ESC_PS 9620

**ED_LPA 8957: Qualitative Methods in Educational Research I**

(same as LTC 8957 and ESC_PS 8957). This course provides a practical introduction to qualitative research and its applications in education and social sciences. Graded on A-F basis only.

**Credit Hours: 3**

**ED_LPA 9000: ELPA EdD Outgoing Visiting Student**

This class is a placeholder for students in their Statewide Cooperative EdD Program who take classes at their regional site during the fall and spring. There is 0 billing hours and it is not term finalized.

**Credit Hours: 4**

**ED_LPA 9090: Research in Educational Leadership and Policy Analysis**

Graded on a S/U basis only.

**Credit Hour: 1-99**

**Prerequisites:** departmental consent

**ED_LPA 9095: Problems in Educational Leadership and Policy Analysis**

**Credit Hour: 1-99**

**Prerequisites:** instructor's consent

**ED_LPA 9400: Social Theory in Education**

Students will examine the relationship of society and education through a variety of theoretical perspectives and empirical studies. These theories deal with the relation of education to society as a whole, and the relation between education and the state. Graded on A-F basis only.

**Credit Hours: 3**

**ED_LPA 9401: Educational Leadership**

Critical examination of key leadership theories and their application to various educational contexts. Includes consideration of research methods and designs appropriate for the study of leadership and the spectrum of lenses through which educational leadership is studied.

**Credit Hours: 3**
ED_LPA 9402: Educational Policy Analysis
Course centers on developing multiple understandings of the education policy making process. Theoretical constructs used to advance those understandings are eclectic in nature, drawing from the fields of political science, history, sociology and economics.

Credit Hours: 3

ED_LPA 9403: Organizational Analysis
Analysis of organizational characteristics and principles in educational organizations. Topics include: Organizational theories and models, organizational culture, communication, innovation, planning, leadership, power and influence, and external environment influences.

Credit Hours: 3

ED_LPA 9404: Inquiry into Educational Leadership and Policy Analysis
A critical overview of theory development, research paradigms, and research ethics in the department of Educational Leadership and Policy Analysis. Required for all ELPA Ph.D. students.

Credit Hours: 3
Recommended: for students who have completed at least 2 semesters of coursework

ED_LPA 9405: Seminar in Educational Leadership and Policy Analysis
Seminar in Educational Leadership and Policy Analysis

Credit Hour: 1-99

ED_LPA 9406: Seminar in Educational Administration
Seminar in Educational Administration

Credit Hour: 1-99

ED_LPA 9407: Seminar in Educational Policy
Seminar in Educational Policy

Credit Hour: 1-99

ED_LPA 9408: Seminar in Higher Education
Seminar in Higher Education

Credit Hour: 1-99

ED_LPA 9409: Introduction to Research Design
This course provides an introduction to quantitative, qualitative, and mixed methods research, with an emphasis on the epistemological and ontological issues that inform our choice of research methods. This course is intended for first year doctoral students. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9410: Proseminar in Educational Leadership and Policy Analysis
The purpose of the proseminar course is twofold. First, students will gain an understanding of the systems, processes, and procedures associated with graduate studies, particularly the ELPA department's PhD program. Students will gain experience with critical writing and analysis, using library and electronic resources, and engaging faculty and peers in scholarly dialogues. Second, the course will allow students to engage in preliminary discussions around educational research, including literature, theories, and methodologies related to educational leadership and policy. Students will have the opportunity to begin working on their own research and sharpen their analytic skills through academic writing. We will also discuss educational topics, problems, and policies of current importance. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9420: Superintendent: Fiscal Leadership and Management
This course focuses on a critical task for superintendents and school leaders: managing district revenues, expenditures, and facilities. This course covers the history of school finance, state funding formula, school district budgeting, development of facility plans, and the impact of financial decisions. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9424: Superintendent: Instructional Leadership
Effective superintendents understand educational core knowledge of curriculum, instructional and assessment. They establish an exception and allocation of district resources, management and evaluation of personnel, and equity issues. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9429: Superintendent: Communication, Team Leadership
Effective superintendents negotiate political and cultural challenges to lead diverse, socially-just school systems. Reflective practices that enhance competence in public board member, and district personnel relationships are essential skills. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9430: Superintendent: Fiscal Leadership and Management
This course focuses on a critical task for superintendents and school leaders: managing district revenues, expenditures, and facilities. This course covers the history of school finance, state funding formula, school district budgeting, development of facility plans, and the impact of financial decisions. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9435: Superintendent: Legal Leadership and Management
Effective superintendents efficiently manage finances and ensure that rules, regulations, and policies adhere to statutory/case law. Fiscal and legal practices ensure equity of educational experiences for all students. Open to all graduate students. Graded on A-F basis only.

Credit Hours: 3

ED_LPA 9440: Race, Gender, and Ethnicity in Higher Education
(same as WGST 9440). Historical and current issues of race, gender, and ethnicity in colleges and universities in the U.S. Issues include: students, faculty, and staff experiences of diversity, access and equity, and salience of diversity in a higher education setting.

Credit Hours: 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED_LPA 9442</td>
<td>Curriculum Philosophy and Development in Higher Education</td>
<td>A study of the philosophical foundations of postsecondary curricula, current trends and issues, and approaches to curriculum reforms and revisions.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9444</td>
<td>Program Planning in Higher Education</td>
<td>Analysis of program planning and evaluation in higher education. Topics include: conceptualizations of program planning, situational analysis, needs assessment, priority setting, marketing and promotion, and program evaluation.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9445</td>
<td>College Student Development</td>
<td>Emphasis on college student development theory and its application in student affairs work.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9446</td>
<td>Student Affairs Administration</td>
<td>History, philosophy, theory, and issues pertinent to student affairs work.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9447</td>
<td>College Student Culture and Environment</td>
<td>This course examines the characteristics and outcomes of American undergraduates, and the aspects of the college environment that differentially influence students. Topics include: theoretical models of students change, campus climate and cultures, learning communities, institutional differences, and conditions for success.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9448</td>
<td>College Teaching</td>
<td>Designed to introduce students to theories and practices central to teaching in a higher education setting. Teaching related to institutional contexts and disciplines will be considered. Teaching and learning theories will be introduced.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9449</td>
<td>History of Higher Education in the United States</td>
<td>A study of the transformation of the English college tradition to what higher education is currently in the United States. The emphasis is on how institutions of higher learning changed to meet the needs of the nation or failed to do so.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9450</td>
<td>Administration and Governance of Higher Education</td>
<td>Principles of administration, academic culture and environment, and structures of governance of higher education will be explored.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9451</td>
<td>Higher Education Finance</td>
<td>How students pay for college and how institutions finance their operations is explored through the lens of economics. Topics include: Theories of student access, tuition and financial aid policy, institutional costs and revenue patterns, and resource allocation models.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9454</td>
<td>Introduction to Post-Secondary Law</td>
<td>Examination of the legal structure within which higher education operates. Includes consideration of legal analysis of case law, institutional responsibilities under the law, and analysis of legal issues within postsecondary education.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9455</td>
<td>The Community College</td>
<td>An overview of the community college. Topics include historical roots and development of the community college, organization and governance, finance, students, faculty, administrators, curriculum, social role, and recurring and emerging issues.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9456</td>
<td>The Professoriate</td>
<td>Overview of faculty roles and work in U.S. colleges and universities. Explores institutional and disciplinary differences and seeks to prepare future faculty for academic life.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9457</td>
<td>Higher Education Policy</td>
<td>An overview of current higher education policy issues facing governmental bodies and institutions. An emphasis is placed on investigating both the policy-making and policy-evaluation processes through multiple theoretical lenses. Specific topics explored include access, equity, and accountability within the higher education setting.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9458</td>
<td>Helping Skills for Student Affairs</td>
<td>This course is designed to prepare student affairs professionals with the basic awareness, knowledge, and helping skills needed to respond appropriately and effectively with students experiencing distress. The course will introduce students to general helping skills that are appropriate for the types of relationships, interactions, and contexts that they will commonly encounter in their work. Thus, students in this course will learn how to identify students experiencing different types of distress, consider and respond to immediate needs, and make appropriate referrals. The course will provide opportunities for students to observe and practice individual helping skills. Graded on A-F basis only.</td>
<td>3</td>
</tr>
<tr>
<td>ED_LPA 9459</td>
<td>Comparative and International Education</td>
<td>Theories, methods and issues in the field of comparative and international education. Topics cover PK-16 education and include globalization, centralization and decentralization, equity and equity, teaching and student learning, and social context of education.</td>
<td>3</td>
</tr>
</tbody>
</table>
**ED_LPA 9461: Ethics in Education**
Explores the ethical dimensions of work within and related to educational settings focusing on dilemmas that occur in professional practice, theories that inform thinking about ethical issues, and frameworks that guide ethical decision making.

**Credit Hours:** 3

**ED_LPA 9462: History of U.S. Education Policy**
Provides overview of major US education issues (primary K-12), explores analytic tools for studying history of education and introduces multiple ways of constructing the history of a particular movement reform or era in education.

**Credit Hours:** 3

**ED_LPA 9463: Politics of Education**
Focuses on politics of education in the United States, attending to the influence of various institutions and actors at local, state, and federal levels. Students will examine current reforms in PK-12 education and their impact on the future of education.

**Credit Hours:** 3

**ED_LPA 9465: Policy Analysis Using Large Data Bases**
Intends to develop students’ capacity to process national level large databases and to conduct policy-related research.

**Credit Hours:** 3

**Prerequisites:** an understanding of inferential statistics and experience with SPSS and SAS program

**ED_LPA 9466: College Access**
This course examines theories and research on issues related to college going behaviors and inequalities in college access. The course will address college access through different levels of analyses: individual levels (e.g. race, ethnicity, gender, status, ability, social class, and transnational), organizational levels (e.g., geography, K-12 schools, postsecondary institutions), and field levels (e.g., policy, media, admissions). Graded on A-F basis only.

**Credit Hours:** 3

**ED_LPA 9467: International Higher Education**
The purpose of this class is to learn the major trends and issues facing postsecondary education around the world and critically engage in comparative analysis with emphasis on lessons for the U.S. higher education system. In particular, this course will cover global trends around governance, accountability, funding, and internationalization. Graded on A-F basis only.

**Credit Hours:** 3

**ED_LPA 9468: Educational Policy Implementation**
This course provides the theories and tools to understand and study the implementation of educational policies in K-12 schools and higher education. Drawing from various disciplinary perspectives, students will analyze and apply multiple approaches, including but not limited to technical-rational, street-level bureaucracy, sense-making, and policy enactment. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** ED_LPA 9402 or the equivalent (including prior courses or relevant experiences) is recommended as a prerequisite

**ED_LPA 9469: Education Leadership Inquiry IV**
Developing and writing research proposals and conducting pilot studies. Knowledge and skills in writing the research report and sharing research with others.

**Credit Hour:** 1

**Prerequisites:** ED_LPA 9471, ED_LPA 9472 and ED_LPA 9473. Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9470: Organizational Analysis for Educational Leadership**
Schools of organizational theory, six frames to analyze organizations and their underlying concepts, organizational change and leadership for change, and rationale for reframing organizations.

**Credit Hours:** 4

**Prerequisites:** Open only to students in Ed.D. program in Educational Leadership

**ED_LPA 9471: Educational Leadership Inquiry I**
Introductory seminar on evaluating research using, APA Publication guidelines, writing scholarly publications, and using computer technology for literature searches.

**Credit Hours:** 2

**Prerequisites:** Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9472: Educational Leadership Inquiry II**
MU Graduate School policies related to doctoral research, use of multiple search sources, human subjects review process, and research ethics.

**Credit Hour:** 1

**Prerequisites:** Open only to students in Ed.D. program in Educational Leadership

**ED_LPA 9473: Educational Leadership Inquiry III**
Knowledge and skills in applying planning procedures for development and implementation of future dissertation research.

**Credit Hour:** 1

**Prerequisites:** Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9474: Professional Seminar I**
Focuses on diversity and ethics in educational leadership and educational organizations. Students learn about professional development, professional practice, and professional service. May be repeated for credit.

**Credit Hour:** 1

**Prerequisites:** Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9475: Professional Seminar II**
Problem-based learning via the Internet to make decisions involving professional practice and problem solving. The UCEA Internet program,
Information Environment for School Leader Preparation, is used. May be repeated for credit.

Credit Hour: 1
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9476: Leadership Theory and Practice**
An advanced study of leadership theories, concepts, and inquiry as applied to educational organizations. Explores power and authority in organizations, leader effectiveness, and organizational reform.

Credit Hours: 3
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9477: Leadership Theory and Practice Application**
Focuses on building understanding of the conduct of leadership in organizations through application and extension of leadership theories in practice.

Credit Hour: 1
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9478: Policy Analysis for Educational Leadership**
Analysis and investigation of educational policy utilizing various knowledge bases; organizational politics and culture’s impact on policy processes; interpretation and application of policy-making activities.

Credit Hours: 4
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9479: Content and Context of Learning**
Students develop the knowledge and skills for examining designing, and implementing organizational, classroom, and training conditions that support quality learning experiences for learners.

Credit Hours: 3
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9480: Team Building and Group Dynamics**
Stages of group development, team building and maintenance, team/group structures, team performance, problem-based learning as team process, and empowerment through development of self-managed teams.

Credit Hour: 1
Prerequisites: Open only to students in Ed.D. Program in Educational Leadership

**ED_LPA 9481: Internship in Educational Leadership and Policy Analysis**
Some sections may be graded on A-F or S/U basis only.

Credit Hour: 1-99
Prerequisites: departmental consent

General introduction to quantitative methods of data analysis. Develop concepts of measurement, design, and analysis. The focus is on data driven decision marking and using various quantitative methods to investigate problems of educational leadership practice. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Only students in the Statewide Cooperative Ed.D. program in Educational Leadership can enroll

**ED_LPA 9483: Qualitative Tools for Applied Research in Educational Leadership**
Students will learn about a number of qualitative research designs that leaders can use to critically examine research questions in their practice. They will also learn to analyze educational issues and execute processes to effectively explore those issues. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Restricted to students in the Statewide Cooperative Ed.D. Program in Educational Leadership

**ED_LPA 9484: Program Evaluation and Planning for Educational Leaders**
Participants develop thorough knowledge of theoretical underpinnings of selected approaches to program planning and evaluation and their necessary integration. Affords participants the opportunity to plan, conduct and deliver the results of a program evaluation to actual client. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Only students in the Statewide Cooperative Ed.D. Program in Educational Leadership can enroll

**ED_LPA 9485: Assessment in Higher Education**
Accountability and accreditation on the local, state, and national levels make understanding how institutions work more important than ever. Higher education leaders need strong data to support decision making. Assessment and program planning live at the intersection of higher education policy and applied research design, analysis, and presentation. Assessment supports organizational effectiveness by providing timely and accurate information to both internal and external constituencies. This course is designed to help students understand the vital role of assessment, and planning and evaluation in the contemporary landscape of higher education by providing an introduction to the theoretical underpinnings and practical applications of the work. The course is relevant for students across higher education functions, particularly those interested in pursuing careers in institutional research and assessment and evaluation. Graded on A-F basis only.

Credit Hours: 3

**ED_LPA 9620: Qualitative Methods in Educational Research II**
(same as ESC_PS 9620 and LTC 9620). This course constructs a conceptual and methodological bridge between the understandings of qualitative research developed in Qualitative Methods I and more advanced study of theories, designs, and methods. The focus is on theory, approaches to data analysis, and interpretation. Graded on A-F basis only.

Credit Hours: 3
Credit Hours: 3
Prerequisites: ESC_PS 8957