Educ Leadership & Program Eval (ELP)

ELP 296 Special Topics in Education: General Studies (1-3 credit hours)
Individual or group study of particular areas of education at the freshman and sophomore levels. Specific topics will vary from semester to semester.
Typically offered in Fall, Spring, and Summer

ELP 344 School and Society (3 credit hours)
The interrelationship between the school and other institutions, values, and patterns of thought in American society.
Prerequisite: Junior standing.
Typically offered in Fall and Spring

ELP 496 Special Topics in Education: General Studies (1-3 credit hours)
Individual or group study of special topics in professional education. The topic and mode of study are determined by the faculty member after discussion with the student.
Prerequisite: Junior standing or Senior standing
Typically offered in Fall, Spring, and Summer

ELP 518 Introduction To Education Law (3 credit hours)
Relationship of constitutional, statutory and case law to elementary and secondary public school settings, particularly in areas of students, teachers and liability. Particular emphasis on N.C. and federal law.
Typically offered in Spring only

ELP 515 Education and Social Diversity (3 credit hours)
Overview of role of education within a culturally diverse society. Major attention to racial, socioeconomic and regional subpopulations. Issues discussed include subcultural influences on public school performances, equality of educational opportunity, social stratification and mobility, and the impact of schooling on intergroup relations.
Typically offered in Fall only

ELP 532 Introduction To Educational Inquiry (3 credit hours)
Basic concepts and methods of educational inquiry. Emphasis on logic underlying various approaches to problem definition and solution and on tools of investigator, as well as on sources and interpretation of research information related to student's particular area of study.
Prerequisite: Graduate standing or PBS status
Typically offered in Fall, Spring, and Summer

ELP 534 Ethics and Educational Decision Making (3 credit hours)
Application of moral theories and methods of moral reasoning to problems and issues involving educational policy and decision making. Character of morality; moral autonomy and leadership; intellectual freedom and public interest; authority and education; punishment and due process; and leadership and rationality.
Typically offered in Spring only

ELP 550 Principles of Educational Leadership and Empowerment (3 credit hours)
Examines school organization theories and critical domains of leadership (e.g., school vision, culture, management, collaboration, ethics, and environments). Develops conceptual, managerial and interpersonal leadership skills through analysis of school goals and purpose; organizational design, development and improvement; curricular and instructional leadership; and school-community relationships. Instructional activities will include lecture, seminar discussion, case and problem-based analysis. Graduate standing required.
Typically offered in Fall only

ELP 551 Context and Challenges of School Improvement (3 credit hours)
Examination of social, cultural, political and policy environment of schooling with emphasis on NC. Analysis of major theories of school change and development. Critical examination of opportunities and barriers to strategic change efforts. Instructional activities will include lecture, seminar discussion, case and problem-based analysis.
Typically offered in Spring only

ELP 552 School-Based Planning, Management, and Evaluation in Professional Learning Communities (3 credit hours)
Prepares administrators to strategically plan, manage and evaluate core programs and systems for the safe and efficient operation of schools. Operational domains examined will include information systems, management systems, curriculum, instruction, student behavior and school security systems. Instructional activities include lecture, seminar discussions, case, situation and problem-based analysis.
Typically offered in Fall only

ELP 553 Organizational Management I: Human Resource Management in K-12 Education (3 credit hours)
Examination and application of models, theories, and research pertaining to personnel appraisal in education, including recruitment hiring, retention, and dismissal; evaluation models for professional and classified staff; use of effective professional development models to support professional growth and development.
Typically offered in Fall and Spring

ELP 554 Organizational Management II: Resource Support and Sustainability in K-12 Education (3 credit hours)
Theories and practices of funding K-12 education including examination of: political frameworks and policy issues; concepts central to education finance and budgeting; purposes, designs, and uses of school budgets; procedures for generating, analyzing and interpreting issues related to education finance and school budgeting. Construct, manage and analyze school and district-level budgets; address issues of economic efficiency, equity and fiscal adequacy and their fiscal impact on the school community. Understand North Carolina’s Uniform Chart of Accounts accounting structure for school budgeting.
Corequisite: ELP 553
Typically offered in Fall and Spring

ELP 559 Special Topics (1-6 credit hours)
Typically offered in Fall and Spring
ELP 620 Special Problems In Education (1-6 credit hours)
Opportunity for graduate students in education to study problem areas in professional education under direction of member of graduate faculty.
Prerequisite: Graduate standing or PBS status
Typically offered in Fall, Spring, and Summer

ELP 641 Practicum In Education Administration (1-6 credit hours)
Supervised experience in appropriate educational setting to enable student to gain practice in applying concepts, principles and theories of education administration.
Typically offered in Fall and Spring

ELP 651 Internship In Educational Leadership and Program Evaluation (1-9 credit hours)
Utilization of participant-observer role and required participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Required development of possible alternative courses of action in various situations, selection of one of alternatives and evaluation of consequences of selected course of action.
Prerequisite: Nine hrs. in grad.-level courses
Typically offered in Fall and Spring

ELP 685 Master's Supervised Teaching (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.
Prerequisite: Master's student
Typically offered in Fall and Spring

ELP 692 Master's Research Projects In Educational Leadership and Program Evaluation (1-3 credit hours)
A project or problem in research in education for graduate students, supervised by members of graduate faculty. Research chosen on basis of individual students’ interests and not to be part of thesis or dissertation research.
Prerequisite: ELP 532
Typically offered in Fall, Spring, and Summer

ELP 693 Master's Supervised Research (1-9 credit hours)
Instruction in research and research under the mentorship of a member of the Graduate Faculty.
Prerequisite: Master's student
Typically offered in Fall and Spring

ELP 695 Master's Thesis Research (1-9 credit hours)
Thesis research.
Prerequisite: Master's student
Typically offered in Fall and Spring

ELP 696 Summer Thesis Research (1 credit hours)
For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.
Prerequisite: Master's student
Typically offered in Summer only

ELP 699/EMS 699/EOE 699/EAC 699/ECD 699/ECI 699 Master's Thesis Preparation (1-9 credit hours)
For students who have completed all credit hour requirements and full-time enrollment for the master's degree and are writing and defending their theses.
Prerequisite: Master's student
Typically offered in Fall and Spring

ELP 720 Cases In Educational Administration (3 credit hours)
Utilization of case study and case simulation approach to study of school administration. Development and application of administrative concepts to simulated situations and to actual case histories. View of administrative process as a decision-making process. Student expected to make decisions after considering alternative courses of action and after projecting probable consequences.
Prerequisite: Graduate standing
Typically offered in Fall only

ELP 724 Contemporary Educational Thought (3 credit hours)
Reading and discussion of 20th-century works in educational philosophy. Consideration of such movements as pragmatism, reconstruction, perennialism and existentialism.
Typically offered in Fall, Spring, and Summer

ELP 728 School Law For the Administrator (3 credit hours)
Comprehensive study of constitutional, statutory and case law as related to elementary and secondary school administration. Emphasis on legal issues associated with governance, finance, property, personnel and curriculum.
Typically offered in Spring only

ELP 729 Educational Finance (3 credit hours)
Historical and sociopolitical contextual analysis of underlying values, methodologies and policies associated with economic and financial planning of K-12 education (e.g., efficiency, equity, and liberty) and the economic and financial mechanisms used to generate, distribute, and expend revenues for educational purposes.
Typically offered in Fall only

ELP 735 Policy Research in Education (3 credit hours)
This course will draw on both classic and contemporary materials in educational policy research and will primarily focus on the substance of policy research rather than methodology. It addresses research pertaining to the foundations, implementation and evaluation of policy in all levels and sectors of the educational system. Major attention will be given to education in the United States, with comparative perspectives included.
Typically offered in Fall, Spring, and Summer

ELP 736 Qualitative Research In Education and Policy Analysis (3 credit hours)
Provision of public school personnel and educational policy analysts with research training and experience to address educational research and policy problems using qualitative methods. Qualitative research design and strategies; data collection, management and analysis; interpretation and writing; qualitative evaluation and formation as applied particularly to educational research and policy analysis.
Typically offered in Fall only
ELP 737  Advanced Qualitative Applications in School Administration and Policy  (3 credit hours)
Application of advanced qualitative methods and action research in school administration and policy analysis. Research proposal development, article preparation, evaluation of qualitative and action research, discussion of theoretical and methodological issues, computer analysis of qualitative data.
Prerequisite: ELP 736
Typically offered in Spring only

ELP 742  Applied Research Methods In Education  (3 credit hours)
Through use of simulated educational settings, consideration given to development of research proposals or plans, selection and/or development of appropriate measurement instruments and purposes and functions of various statistical designs and procedures. Preparation and analysis of simulated data using computer-based statistical packages, interpretation of results and production of a research report.
Typically offered in Spring only

ELP 751  Politics of P-12 Education  (3 credit hours)
Analysis of political interactions of individuals and groups in P-12 education, specifically, how politics shapes educational decisions within a federal system of governance. Topics covered include micropolitics and macropolitical systems at the school, district, municipal, state, and federal levels, as well as political culture, interest groups, advocacy coalitions, and institutions. Doctoral standing required.
Typically offered in Fall only

ELP 752  Theories Framing curriculum Inquiry  (3 credit hours)
Introduction to different curricula research paradigms and/or epistemologies and the philosophies upon which they are founded within the context of education. Develop an understanding of the philosophies upon which different research paradigms or epistemologies are found, particularly positivism, realism, neo-realism, interpretivism, phenomenology, hermeneutics, narrative orientations, critical theory, feminism, race-based approaches, lesbian/gay orientations, and postmodernism.
Prerequisite: Graduate standing
Typically offered in Spring only

ELP 753  Data Decision Making for School Administrators  (3 credit hours)
Understand the purposed and uses of school data for research-based school improvement. Understand different types of assessment needed for school and district-wide improvement. Develop models of administrative decision making incorporating key goals, resources, curriculum alignment, data, assessment, and evaluation. Doctoral student status required.
Typically offered in Spring only

ELP 756  Organizational Leadership & Management for School Leaders  (3 credit hours)
Prepares district-level administrators to analyze the changing nature of the superintendency, including major management and leadership responsibilities and leadership approaches. Operational domains examined include school governance and organizational theory, school boards, school district policy, collaborative leadership, material and human resource management, systemic and sustainable reform, contemporary challenges, and personal practices management. Doctoral standing required.

ELP 757  Research in P-12 Administrative Leadership  (3 credit hours)
Apply theories of administrative leadership to daily practice. Understand, develop, and utilize theory and research in leadership to inform and improve practice. Analysis of macro and micro level forces impacting administrative leadership at the building and district level. Doctoral student status required.
Typically offered in Spring only

ELP 780  Evaluation Theory and Practice In Education  (3 credit hours)
Review of educational program evaluation with emphasis on (1) theory and conceptual models of evaluation, (2) evaluation design, and (3) environmental practical factors influencing design and implementation of evaluation studies.
Typically offered in Fall only

ELP 789  Personnel Recruitment, Selection, Development and Appraisal in Education  (3 credit hours)
Issues, models, theories, research and applications in the evolving field of educational personnel and human resources administration with emphasis on recruitment, selection, and development.
Typically offered in Summer only

ELP 795  Special Topics  (1-6 credit hours)
Special Topics in Educational Research and Leadership

ELP 820  Special Problems In Education  (1-6 credit hours)
Opportunity for graduate students in education to study problem areas in professional education under direction of member of graduate faculty.
Prerequisite: Graduate standing or PBS status
Typically offered in Fall, Spring, and Summer

ELP 851  Internship In Educational Leadership and Program Evaluation  (1-9 credit hours)
Utilization of participant-observer role and required participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Required development of possible alternative courses of action in various situations, selection of one of alternatives and evaluation of consequences of selected course of action.
Prerequisite: Nine hrs. in grad.-level courses
Typically offered in Fall, Spring, and Summer

ELP 865  Doctoral Supervised Teaching  (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.
Prerequisite: Doctoral student
Typically offered in Fall only

ELP 890  Doctoral Preliminary Exam  (1-9 credit hours)
For students who are preparing for and taking written and/or oral preliminary exams.
Prerequisite: Doctoral student
Typically offered in Fall and Spring
ELP 891 Problems Of Research Design In Education (1-3 credit hours)
Provision of individualized but structured investigation of alternative problem definitions, research methodologies and statistical analyses for a problem of student's choosing, usually associated with thesis or dissertation. In small groups or individually with instructor, student consideration of research design, measurements and statistical analysis necessary to conduct research.
Prerequisite: ELP 742
Typically offered in Fall, Spring, and Summer

ELP 892 Research Projects In Educational Leadership and Program Evaluation (1-3 credit hours)
A project or problem in research in education for graduate students, supervised by members of graduate faculty. Research chosen on basis of individual students' interests and not to be part of thesis or dissertation research.
Typically offered in Fall, Spring, and Summer

ELP 893 Doctoral Supervised Research (1-9 credit hours)
Instruction in research and research under the mentorship of a member of the Graduate Faculty.
Prerequisite: Doctoral student
Typically offered in Fall and Spring

ELP 895 Doctoral Dissertation Research (1-9 credit hours)
Dissertation research.
Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

ELP 896 Summer Dissertation Research (1 credit hours)
For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.
Prerequisite: Doctoral student
Typically offered in Summer only

ELP 899 Doctoral Dissertation Preparation (1-9 credit hours)
For students who have completed all credit hours, full-time enrollment, preliminary examination, and residency requirements for the doctoral degree, and are writing and defending their dissertations.
Prerequisite: Doctoral student
Typically offered in Fall and Spring