

## EDUCATIONAL LEADERSHIP & POLICY PROGRAM (EDLP)

### Educational Policy Studies & Practice Department

#### Spring, 2023 Course Schedule

<b>EDL 522 (201)</b>	<b>Critically Evaluating Education Policy Research</b>	
Dr. Cynthia Mruczek	Term 1, 7.5 weeks	Asynchronous Online
<p>This course will prepare students to critically evaluate education research findings that have policy implications. Students will learn about the characteristics of data sources and analytical techniques, and evaluate the utility and limitations of education research findings. This course will include an overview of basic principles of statistics, but the focus will be on data interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments.</p>		
<b>EDL 561 (001)</b>	<b>The Principalship</b>	
Dr. Meg Cota	Mondays 5:00PM -7:30 PM	Flex – in person, Education Room 441A
<p>This course examines the functions and responsibilities of the school principal, including the political, social and human relations dimensions of the role. School leadership encompasses the wide range of job activities engaged in by educational administrators as they work collaboratively with teachers, school families, support staff, other administrators, and students to ensure all students learn. This course focuses on issues that include leadership responsibilities, issues, duties, and activities at the overall school level and beyond.</p>		
<b>EDL 563 (001)</b>	<b>Supervision of the Instructional Program</b>	
Dr. Thad Dugan	Mondays 7:30PM – 10:00 PM	Flex – in person, Education 502
<p>This course is designed to examine the application of current supervisory theory in the school and/or district setting. An emphasis will be placed on understanding the role and purpose of instructional supervision, building supervisory skills and competencies, and the application of supervisory tasks (e.g., direct assistance, coaching, mentoring and professional development) to improve classroom instruction.</p>		

<b>EDL 593B (101)</b>	<b>Superintendent Internship</b>	
Dr. Meg Cota	Saturday 11:30AM-2:00PM	Flex In-Person, Education Room 208
Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment, designed specifically to prepare prospective superintendents.		
<b>EDL 598 (001)</b>	<b>Problems in Educational Leadership: Capstone Experience</b>	
Dr. Melanie Bertrand	Tuesdays 5:00PM-7:30PM	Flex In-Person, Education Room 308
This course entails the development of an action research project for analysis of practical problems in educational administration. Students will apply theory and research methodologies to problems in education. Students will make a juried presentation of their projects. EDL 504 is a pre-requisite for this course.		
<b>EDL 604 (001)</b>	<b>Leadership for Educational Change</b>	
Dr. Meg Cota	Tuesdays 7:30PM-10:00PM	Flex In-Person, Education 240
Change is a critical component in any American educational organization. Understanding the need for change, the nature of change, the change process, creating a culture for change, and the research on change provides a leader with tools to be more effective in dealing with change within their organizations. The purpose of this course is to explore a variety of models and tools for transforming our schools, to include investigating the characteristics of leadership as they apply to changing basic educational organizational structures and processes.		
<b>EDL 606 (001, 201)</b>	<b>Policy Analysis in Education</b>	
Stephanie Celaya-Serventi	Wednesday 5:00PM-7:30PM	Flex In-Person, Education 208
Understanding of and necessary skills to provide leadership in the area of educational policy development and analysis.		
<b>EDL 608 (101, 201)</b>	<b>Advanced Qualitative Methods in Education</b>	
Dr. Dawn Demps	Term 1, 7.5 weeks	Asynchronous Online
The purpose of this course is to deepen the breadth of the students' skillset and knowledge necessary for the design, implementation, analysis, completion, and presentation of a qualitative dissertation study. Foci for this course may include (but are not limited to): (auto)ethnography, content (theme) analysis, deconstruction, (counter) narrative, discourse analysis, narrative analysis, dialogic analysis, video and photo analysis, arts-based qualitative methods, phenomenological study, case study, participant and nonparticipant observation, and focus groups. Special attention will be paid to the process of analyzing data and discerning themes as they are revealed in the data. This course will further acclimate students to the language and practice of qualitative research and help them develop a critical posture capable of differentiating various ways of developing and executing qualitative research for the culmination of a written, visual, and oral presentation of a research proposal. By course's end, students should be confident in their ability to explain and justify the methodological decisions of their study.		

<b>EDL 622 (202)</b>	<b>Research &amp; Data-Based Decision Making</b>	
Dr. Cynthia Mruczek	Term 2, 7.5 weeks	Asynchronous Online
<p>The course provides skills to read and critique research literature from peer-reviewed sources, as well as an exploration of current educational leadership research theories, topics and methods and procedures for gathering and representing qualitative and quantitative data.</p>		
<b>EDL 625 (001)</b>	<b>Leadership for the School and Diverse Community</b>	
Dr. Jesus Jaime-Diaz	Tuesday 5:00PM-7:30PM	Flex In-Person, Education Room 337
<p>The purpose of this course is to provide students the opportunity to apply theory and research to educational leadership practice diverse education settings. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium.</p>		
<b>EDL 676 (201,202,203)</b>	<b>Proposal (Seminar)</b>	
Dr. Cynthia Mruczek (201) Dr. Jamica Delmar (202) Dr. Spehen Arnold (203)	Fully Online	Asynchronous Online
<p>Proposal is designed to provide students support in writing and defending their dissertation proposals. In this course, students will work directly with the professor to write initial drafts of the first three chapters of the dissertation: the introduction, the literature review and theoretical framework, and the methodology. Students will be asked to revise their writing so that a completed dissertation proposal is the outcome of the class.</p>		
<b>EDL 696a (001)</b>	<b>Educational Ethnography: Theories, Methods, and Applied Research</b>	
Dr. Meg Cota	Saturday 9:00AM-11:30AM	Flex In-Person, Education 208
<b>Enroll in 3 credits</b>		
<p>This course offers an introduction to the intent, approach, and contribution of anthropology to the study of education. Students will have the opportunity to work individually or collectively to design and pilot their own ethnographic projects. This course is qualified as an Advanced Qualitative Methods course.</p>		
<b>EDL 696b (002)</b>	<b>Geospatial and Numeric Data Handling</b>	
Dr. Keiron Bailey	Thursdays 5:00PM-7:30PM	Flex In-Person, Education Room 337

**Enroll in 3 credits**

This course develops numeric data handling, mapping and spatial analysis skills using learner-led real- world examples and readily available software (MS Excel and Quantum GIS, a free open-source program). Students learn how to identify, harvest, clean, process, format and convert data in Excel, and to create basic formulas for computation of indicators. Processes of geocoding, mapping, symbolization and display and map layout creation are covered using the QGIS software. Students learn how to integrate geospatial methods into research design and how to locate and use raw data to generate effective maps for educational planning. A skills-based sequence of deliverables leads stepwise to the final product, an original research project based on professional-quality map layouts.

**EDL 920 (021, 202, 204)****Dissertation independent Study**

Dr. Malanie Bertrand (021)  
Dr. Richard Orozco (201)  
Dr. Julio Cammorota (202)  
Dr. Z Nicolazzo (203)  
Dr. Jenny Lee (204)  
Dr. Paul Schutz (205)

Online

Research for the doctoral dissertation (whether library research, laboratory or field observation or research, artistic creation, or dissertation writing).