

## EDUCATIONAL LEADERSHIP & POLICY PROGRAM (EDLP)

### Educational Policy Studies & Practice Department

#### Fall 2025 Course Schedule UA Main Campus

<b>EDL 504 (001)</b>	<b>Disciplined Inquiry in Education</b>	
Dr. Mel Bertrand	15 weeks Mondays 5:00-7:30pm	Hybrid (Flex In-Person) Classroom TBA
<p>Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings. Students will learn the basic tools of quantitative and qualitative methods of research, critical analysis of peer-refereed journals, and careful and systematic investigation of educational phenomena. This course will also prepare students and is a pre-requisite for EDL 598 (Capstone Experience), a course which is offered the following term.</p>		
<b>EDL 560 (001)</b>	<b>Trends in Educational Leadership</b>	
Dr. Meg Cota	15 weeks Mondays 7:30-10:00pm	Hybrid (Flex In-Person) Classroom TBA
<p>This course is an introduction to the foundations of educational administration and leadership. An open social-systems model of schools provides the theoretical framework that organizes and relates this theory and research to educational administration practice. There will be strong emphasis on problem-based learning through case studies and simulations.</p>		
<b>EDL 562 (001)</b>	<b>Arizona Education Law</b>	
Roseanne Lopez	15 weeks Mondays 5:00-7:30PM	Hybrid (Flex In-Person) Classroom TBA

This course is a master’s level survey of sample Arizona statutes, legal codes, and cases that pertain to school policies, with a focus on practical knowledge at the building level. Students will study relevant legal issues as well as learn about the legal rights and responsibilities of students, teachers and administrators within our educational system in Arizona.

**EDL 593A (001)**

**The Principal Internship**

Dr. Meg Cota

15 weeks  
Wednesdays 6:00-8:00PM

In-Person  
College of Education 311

This course entails practical experiences in a leadership role at the school and/or district site. Interns will experience what it is like to assume the role of principal/ superintendent and will become immersed in the role. Experiences in all phases of school and/or district life will be included. Interns will collaboratively plan those experiences with their on-site mentor. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. This course will constitute the total 240 hours, minimally required for the internship (practicum) experience.

**EDL 593C (001)**

**Leadership Internship – Non Certification**

Dr. Meg Cota

15 weeks  
Wednesday 8:00-10:00PM

In-Person  
College of Education 311

This course entails practical experiences in a leadership role and is the culmination of the Master of Education in Educational Leadership. Interns will experience what it is like to assume the role of the organizational leader and will become immersed in the role. Experiences in all phases of organizational life will be included. Interns will collaboratively plan those experiences with their on- site mentor. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. This course will constitute the total 240 hours, minimally required for the internship (practicum).

**EDL 622 (001)**

**Research & Data-Based Decision Making**

Dr. Mel Bertrand

15 weeks  
Thursdays 4:15-6:45PM

Hybrid (Flex In-Person)  
Classroom TBA

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.

<b>EDL 627 (001)</b>	<b>Leadership for Educational and Organizational Change</b>	
Dr. Dawn Demps	15 weeks Mondays 4:15-6:45PM	In Person Classroom TBA
<p>The purpose of this course is to provide students the opportunity to investigate the characteristics of leadership as they apply to changing educational organizational structures and processes. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the PSEL standards developed.</p>		
<b>EDL 696A 001</b>	<b>Structural Equation Modeling in Education Research</b>	
Dr. Joonkil Ahn	15 weeks Wednesdays 4:15-6:45PM	In Person Classroom TBA
<p>Conceptually, this course aims to respond to the following two questions: (1) how we should measure variables that are not directly observable (thus, latent)?; and (2) how we should test the relationship among multiple latent and/or observable variables? In technical terms, this course addresses the measurement properties of latent constructs (i.e., factor analysis) and the interrelationships among multiple variables (i.e., path analysis).</p> <p>To achieve the aims, this course covers an advanced statistical method, structural equation modeling (SEM). SEM does not refer to a single statistical procedure; rather, it encompasses a family of related statistical techniques. Specifically, unlike simple or multiple regression, where one tests the association between independent variable(s) and “one” dependent variable, SEM tests the measurement qualities of unobservable (i.e., latent) variables, using “multiple” observable variables as dependent variables. SEM also allows for flexibility to test the relationship between multiple dependent and independent variables, while also including the measurement quality test simultaneously.</p> <p>Therefore, topics that this course will cover include exploratory and confirmative factor analysis (EFA, CFA, respectively), model specification, identification, and estimation, and model fit evaluation. We will also discuss how to measure factor internal reliability, test item reliability, and latent factor discriminant validity. We will also discuss ways to diagram the model, how to report the SEM results in narratives following the APA 7<sup>th</sup> guidelines, and how to interpret the results. Possible advanced topics to be covered may include mediation, moderation, moderated mediation models as well as SEM’s application to longitudinal data analysis, such as latent growth curve modeling.</p>		