



EDUCATIONAL LEADERSHIP & POLICY PROGRAM (EDLP)

Educational Policy Studies & Practice Department

Summer 2023 Course Schedule

EDL 522 (201) 2023 Cohort EdD Students	Critically Evaluating Education Policy Research	
Dr. Cynthia Mruczek	7 week 1	Online
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.		
EDL 562 (101, 201) 2020 Cohort EdD Students	Arizona Education Law	
TBA	7 week 1	Online
This course is a 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 565 (101)	School Finance	
TBA	5 week 2 Tuesday 4:30pm-6:30pm	Hybrid (Flex – in person) Education 502
Students will explore the policies and procedures common to many school districts in the area of school finance. This is a master's level course designed to introduce the student to the basics of school finance at both the local (school) and district levels, specific to the laws and regulations of the state of Arizona. The course will include a historical background of the financing of education in the United States, with special attention to sources and distribution of funds for education, budgeting, accounting, and reporting.		
EDL 567 (001)	School, Family & Community Relations	
Dr. Meg Cota	5 week 1 Tuesday 4:30pm -6:30pm	Hybrid (Flex – in person) Modern Languages 204

This course is designed to provide a critical overview of the purposes of education and the changing historical, social, and cultural contexts of schooling in the United States, with emphasis on how school leaders can develop, engage in, and sustain relationships between schools, families, and communities. In it, we will address issues of demographic differences and complexity in schools and neighborhoods as embedded within multiple contexts, replete with challenges and contestations. The course aims to provide you with knowledge(s), resources, and strategies upon which you can draw to envision, create, and participate in collaborations between schools, families, neighborhoods, businesses, and larger communities.

EDL 568 (001)

Curriculum Leadership and Data Literacy for Continuous School

Dr. Thad Dugan

5 week 1
Tuesday 6:30pm-8:30pm

Hybrid (Flex – in person)
Education Room 502

The purpose of this course is to examine curricular leadership for continuous school improvement, particularly in turnaround contexts. Students will read research on turnaround leadership and school improvement processes from local, national, and international studies. Further, this course will provide students with practical, research-based strategies to support school development and turnaround, including data literacy, common core implementation, and building school-wide capacity through professional learning communities.

EDL 602 (001)

Culturally Responsive Leadership and Policy

Dr. Lukretia Beasley

5 week 2
Wednesdays 6:30pm-8:30pm

Hybrid (Flex In-Person)
Education Room 502

The purpose of this class is to examine culturally responsive leadership in school contexts through a strong theoretical and research framework. The course will provide aspiring leaders with the guidance to lead, organize and support their schools to effectively serve linguistically and culturally diverse students in a rich and challenging learning environment, ensuring that students are socio-culturally integrated.

EDL 602 (201)

2022 Cohort EdD Students

Culturally Responsive Leadership and Policy

TBD

7 week 1

Online

The purpose of this class is to examine culturally responsive leadership in school contexts through a strong theoretical and research framework. The course will provide aspiring leaders with the guidance to lead, organize and support their schools to effectively serve linguistically and culturally diverse students in a rich and challenging learning environment, ensuring that students are socio-culturally integrated.

EDL 602 (101, 201)

2021 Cohort EdD Students

Culturally Responsive Leadership and Policy

TBA

7 week 2

Online

The purpose of this class is to examine culturally responsive leadership in school contexts through a strong theoretical and research framework. The course will provide aspiring leaders with the guidance to lead, organize and support their schools to effectively serve linguistically and culturally diverse students in a rich and challenging learning environment, ensuring that students are socio-culturally integrated.

EDL 604 (201)	Leadership for Educational Change	
Dr. Beasley	7 week 1	Online
Investigations of the characteristics of leadership as they apply to changing basic educational organizational structures and processes		
EDL 605 (201) 2022 Cohort EdD Students	Qualitative Methods in Education	
Dr. Cynthia Mruczek	7 week 2	Online
In this introductory course, students will learn, refine, and expand their understandings of qualitative research. The course emphasizes the role of theory, intellectual engagement with ideas, and methods of the social sciences as they relate to qualitative research. It is designed to provide both novice and experienced field researchers with hands-on experience in utilizing multiple strategies and techniques. Drawing substantially from the disciplines of anthropology and sociology, it is, however, intended to stimulate and support multiple perspectives and innovative approaches.		
EDL 606 (201) 2021 Cohort EdD Students	Policy Analysis in Education	
Dr. Stephanie Celaya Serventi	7 week 2	Online
This course seeks to help students arrive at a better understanding of American education through an examination of education policy. Policy is of great importance to the study of educational issues, practices, organizations, and systems. In this course, we will bring policy to the fore by interrogating the complexities of policy development, implementation, and analyses. The basic premise of this course is that education policy can be situated and studied as a social, political, and cultural process and organizing principle of modern-day schooling. In general, the course will acquaint students with selected education policy issues and challenges that significantly influence current practices of teachers and administrators and the schooling of students.		
EDL 623 (101,201) 2020 Cohort EdD Students	Curriculum & Instructional Leadership	
TBA	7 week 1	Online
This course is designed to examine leadership and its relationship to curricular development and organization; instruction and supervision; student learning; and school change processes. Curricular and instructional theories will be studied from political and policy perspectives and how they apply to current reform efforts, especially in the context of state and national agendas (AZ Learns and NCLB). Emphasis will also be placed on understanding the role of leadership in various reform movements and the implications these reform activities have for issues of equity and diversity in the school and/or district setting. In addition, the specifics of curricular and instructional reform components, such as standards and high stakes testing, will be critically examined as they apply to classroom practice, student achievement, program evaluation, school improvement, and school restructuring. This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to understand and apply a broad theoretical foundation supported by literature in both the leadership and curriculum fields.		

EDL 682 (001)	The Superintendency	
Steven Holmes	5 week 1 Thursdays 5:00pm-7:00pm	Hybrid (Flex In-Person) Education 502
Department Permission is Required This course examines the functions and responsibilities of the chief executive of a school district. The role of Superintendent is viewed through three lenses: Knowledge Curator, Leader of Learning and Organizational Guru. Students will explore the functions of the superintendent in each of these areas and analyze these functions as they apply to rural, urban, and suburban communities. The most recent research on the impact of Superintendent leadership as well as scholarly writings and research from many well-known educators are incorporated into the course.		
EDL 599 (201)	Independent Study	
Dr. Melanie Bertrand	7 week 1	Online
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 599 (202)	Independent Study	
Dr. Z Nicolazzo	Regular	Online
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 699 (003)	Independent Study	
Dr. Cruz	5 week 2	
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 699 (004)	Independent Study	
Dr. Meg Cota	5 week 1	
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 699 (005)	Independent Study	
Dr. Kris Bosworth	5 week 1	
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will		

register for credit under course number 599, 699, or 799.		
EDL 699 (010)	Independent Study	
Jameson Lopez	5 week 1	
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 699 (202)	Independent Study	
Dr. Z Nicolazzo	Regular	Online
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		
EDL 699 (203)	Independent Study	
Dr. Richard Orozco	Regular	Online
Department Permission is Required Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.		