

Arizona Online Educational Leadership EdD Program

Student Handbook

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THE UNIVERSITY OF ARIZONA
COLLEGE OF EDUCATION

Educational Policy
Studies & Practice

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Educational Leadership and Policy

The Educational Leadership and Policy (EDLP) unit is within the Educational Policy Studies and Practice Department of the College of Education, and is designed to advance knowledge and address enduring and future problems of schools by:

- Exploring the issues of social justice for the educational equity and opportunities of all students.
- Engaging in research that is in the foreground current socio-cultural, economic, and political contexts (i.e., market-based reform, college readiness, turning around failing schools, building capacity, controversies of globalizing educational policy).
- Addressing the significance of the changing and challenging school contexts; and
- Following ethical principles.

Graduates will have the skills and research background, be able to challenge existing systems that discriminate against people, adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community will be the focus of this program.

The Education Doctorate (EdD) Degree Program

The Doctorate of Education (EdD) program, within EDLP, is a practice-based, intensive doctoral-level 3-year program for professional leadership in PK-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully. The EdD is a program in the [University of Arizona Online Campus](#). All classes are asynchronous. Find details to the EdD program [here](#).

The Doctorate of Education program is a practice-based, intensive doctoral-level program for professional leadership in PK-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully.

Program Description & Purpose

The Doctorate in Education (EdD) program is designed to prepare education leaders at the school, district, community, state, and federal levels. With an emphasis on social justice and equity, the doctoral program seeks to train educational professionals who desire to become leaders capable of transforming schools or other educational institutions, particularly those institutions that serve historically underserved populations. The program is offered in a fully online format and designed so that students can complete the program in three years. Students matriculate through the program in “lock-step” with their cohort which means your classes will mostly include other students admitted during the same year. The cohort model is designed to strengthen and extend students’ professional networks and encourage a collaborative community working together to address educational problems.

Conceptual Frame

Creating a diverse and inclusive community, capable of addressing complex social issues and interrogating persistent global issues, undergirds the programs in Educational Leadership and Policy. We do not believe that great minds think alike. The challenges facing us in the 21st century require diverse thinkers and educators who can work collaboratively, creatively, and with integrity to positively impact schooling and affect social change. That diversity extends to identities beyond just race, ethnicity, and gender to include sexual orientation, gender identity and expression, socioeconomic status, life experiences, religion, and political and ideological perspectives.

Our intellectual challenge, then, is to continue to reorient our programs to feature the range of theoretical and empirical scholarship that will enhance the ability of our graduates to effectively transform current structures and practices in the schools and in public policy. To achieve our aspirations for an EDLP new generation, we recognize that all our aims, ethics, and practices are interconnected and interdependent, and that we all share responsibility for equity and diversity in collaboration with colleagues in the college, university, schools, businesses, community colleges, and Arizona's diverse communities. In sum,

- We affirm the importance of equity and diversity as core values.
- We believe we cannot achieve the widest and best range of equity and diversity without a diverse faculty and diverse students.
- We assert that diversity is “inextricably” linked to excellence – diversity is a necessary condition for excellence in teaching, research, service, outreach, and day-to-day life in EDLP.

These core EDLP program values of equity and diversity will infuse and inform thinking, policies, and practices throughout the program, from mission to strategic plans, to student admissions, to hiring a new faculty member.

Like most educational leadership programs across the U.S., the Educational Leadership and Policy program currently uses the National Professional Standards for Educational Leaders 2015 (PSEL) as a basis for curriculum in the MEd, MA, EdD, and PhD program. As part of the next generation, EDLP faculty members will expand the boundaries of the PSEL standards to include a more explicit focus on equity, culture, and diversity.

Professional Standards for Educational Leaders

All EdD courses are correlated with the PSEL ([Professional Standards for Educational Leaders 2015](#)).

Effective educational leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Act ethically and according to professional norms to promote each student's academic success and well-being.
3. Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.
9. Manage school operations and resources to promote each student's academic success and well-being.

Faculty

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Getting Started Guide for EdD Graduate Students

Welcome to the Arizona Online Educational Leadership EdD Graduate Program in the College of Education at the University of Arizona. We look forward to working with you as you develop theoretical, practical, and critical knowledge and skills to support your work, research, leadership, and policymaking in education.

College Leadership & Organization

The University of Arizona's College of Education was founded in 1922 and is the primary teacher preparation program on campus. The University of Arizona sits on the homelands of Indigenous peoples who have stewarded this land since time immemorial, including the Tohono O'odham, Pascua Yaqui, and Apache nations. As part of a "land-grant" Hispanic Serving Institution, the College of Education (COE) is committed to serving Tucson / Southern Arizona's diverse communities.

There are four academic departments in the College of Education:

- [Disability & Psychoeducational Studies](#)
- [Educational Policy Studies & Practice](#)
- [Educational Psychology](#)
- [Teaching, Learning & Sociocultural Studies](#)

Graduate College

The Graduate College provides central support and leadership to serve, oversee, and advance all aspects of the graduate enterprise at the University of Arizona. Learn more about the Graduate College and meet the Dean of the Graduate College, [Dr. Kirsten Limesand](#).

New and current students can find many important resources [here](#). International students access additional resources [here](#).

Welcome Portal & Resources

There are many entry points to engage with colleagues, courses, and scholarship here at the University of Arizona. Here are a few essential tools to get you started:

UA NetID & CatMail

Create and manage your NetID account [here](#).

Set up and access your CatMail student email account [here](#).

UAccess – Student Center & Administrative Systems

[Use this system](#) to maintain contact information, register for classes, pay tuition, update your GradPath file, manage student records, keep employment records, and much more. Learn more about UAccess and find IT support for use of UAccess [here](#).

GradPath

GradPath is the Graduate College's nearly paperless degree audit process that makes tracking and monitoring student progress much easier. Students can fill in and submit forms online through UAccess Student Center. Find a User Guide, FAQs, and more resources [here](#).

D2L (Desire2Learn)

D2L is the learning management system (LMS) used at the University of Arizona. Students can access course content, submit assignments, monitor grades, and more in D2L. Instructors, including Teaching Assistants (TAs), can upload materials, post discussion threads, retrieve and respond to student work, and more on this platform. [Login to D2L here](#) using your NetID. Students can locate a D2L orientation and find help resources [here](#).

Library & Research Tools

The University of Arizona libraries offer spaces to study, experts to answer your questions, access to a wide range of technologies, and in-depth research collections. Access numerous resources for graduate students [here](#).

Librarian Point of Contact, College of Education

Leslie Sult: lsult@arizona.edu; 520-621-7281, Main Library Rm A403

Databases, Journals, & Articles

You'll need to find articles for classes and for research you are conducting. Access what you need via the library catalog or through [this page](#) that will take you to the library's databases, journals, and more.

Academic Support

The Graduate Center

The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. The Graduate Center offers a calendar of events, including professional development workshops, as well as writing, and career support. Learn more [here](#).

The Think Tank Writing Center

The Think Tank Writing Center offers a variety of services including free and fee-based appointments, workshops, and events. Emphasizing peer collaboration, the Think Tank Writing Center helps each writer grow over the course of their career at the University of Arizona. Learn more [here](#).

Registration & Enrollment

Class Registration

For registration for most of your classes, you will contact the Graduate Coordinator, who will enroll you in the classes.

However, you may need to self-register for courses from time to time. Find all of the resources needed to self-register for courses including academic calendars, registration details, and related items from the Office of the Registrar [here](#). If or when you need to self-register for classes (or check on enrollment status and make changes to registration) via UAccess [here](#).

Typically, most schedule changes can be made through UAccess Student Center until a specified date. The change of schedule process is for exceptions and those enrollment requests that need approval of an instructor and/or College or academic unit. Learn more [here](#). For more specific details specific to graduate students, check [here](#).

Continuous Enrollment for Graduate Students Policy

Requesting Graduate Leave of Absence

A student admitted to the EdD program must be registered **each fall, spring, and summer semester** from original matriculation until all course and dissertation requirements are met. Unless excused by an official graduate Leave of Absence (**which may not exceed one year throughout the student's degree program**), all graduate students are subject to the Continuous Enrollment Policy. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission and to pay the Graduate College application fee. There is no guarantee of re-admission. Access the Leave of Absence Policy from the Graduate Catalog and links to graduate petitions for leave [on this page](#).

Financial Aid, Tuition & Fees

Financial Aid

Students inquiring about financial assistance should access the University of Arizona Scholarships & Financial Aid webpage [here](#). This link includes information about completing the FAFSA and accessing [Scholarship Universe](#). Students should visit the College of Education's Financial Aid pages [here](#) and [here](#). Please note that University of Arizona Graduate College funding is not available to students in the AZ Online campus, which is the campus of our EdD program.

Tuition & Fees

Tuition costs \$625 per credit as of May 2022. (See [here](#).) Find all details on tuition and fees [on this page](#).

iCourse Fees

An iCourse fee is a special class fee that covers the cost of technology and academic and student services related to online instruction. Online instruction requires increased space on computer servers, increased 24/7 tech support, and enhanced electronic learning tools. As more courses are available online, special online tutoring will become available and will be paid by this fee. The iCourse fee is \$50 and covers the cost of courses taught online in traditional, on-campus degree programs.

A \$50 iCourse fee will only apply to students enrolling in Fully Online sections of a course. This fee does not apply to in-person or hybrid sections of courses, or for students in fully online programs. Please check the Schedule of Classes for up-to-date information on the mode of instruction for individual sections of courses as offerings may change from semester to semester.

Payment of Tuition and Fees

Obligation to Pay Tuition & Fees

All payments for tuition must be received in the Bursar's Office by each semester's tuition payment deadline. Payments received after the deadline, **regardless of the postmark date**, are considered late and are subject to late charges. If a student registers for additional courses after Account Statements have been mailed, a new account statement will **not** be sent prior to the Tuition Payment Deadline. Get all of the details [here](#).

Financial Aid Payments

The Office of Scholarships and Financial Aid will automatically disburse aid to student accounts no sooner than **10 days prior to the start of the semester** if the student has met all financial aid disbursement requirements. Learn more [here](#).

Tuition payment plan: Installments

Offered for the Fall and Spring semesters only. All tuition, program fees/differential tuition, fees and course fees are split into three (3) installments. There is a \$75.00 per semester non-refundable enrollment fee for this service. Students must enroll prior to the tuition payment deadline to avoid the late payment charge. Find all details [here](#).

Fees and Costs of Cancelling Your Registration

To be eligible for a refund of tuition, program fees and fees, students must drop courses or withdraw from the University **by the specified** refund dates. Tuition and fees will not be recalculated or reversed after the refund deadline. Students are responsible for all tuition and fees remaining on their account. Learn more [here](#).

Late Payment Charges

Payment for tuition must be received by the tuition payment deadline each semester to avoid a \$50 late payment charge. The full tuition amount for anticipated enrollment must be paid by the deadline, even if the student is not completely registered, to avoid this charge. This late charge applies to all accounts with unpaid fees (i.e., registration, increase in units, special course fees).

On the 22nd calendar day following the tuition payment deadline, any student with unpaid tuition, fees, and course fees, or who hasn't paid their 1st installment of the tuition payment plan, will be charged a \$125.00 unpaid tuition charge. To avoid the \$125.00 unpaid tuition charge, tuition and fees must be paid prior to this date.

Lack of funds, mailed payment postmark dates, non-receipt of Account Statements, and other personal reasons for delayed payment will not be considered. Outstanding tuition notifications are sent via email to the student's official University email address. Students should check their account balance on UAccess each time they change their registration.

More details on all of this can be found [here](#).

Graduate Student (Non-Tuition) Funding Sources

Research and Project (ReaP) Grants

The Graduate Professional Student Council (GPSC) recognizes that student education is advanced through academic research and projects. Therefore, the GPSC offers Research and Project (ReaP) grants of up to \$1,500 to fund research and projects partially or completely for graduate and professional students. Find the application and all details [here](#).

GPSC Travel Grants

The GPSC awards grants for graduate and professional student travel for professional development purposes. Applications for domestic travel may receive up to \$750. Applications for international travel may receive up to \$1000. Applicants for Virtual Conferences may receive up to \$750. Event types covered by the grant include but are not limited to:

- Travel to attend/present at academic or professional conferences
- Travel to conduct fieldwork or research
- Travel to participate in summer schools or workshops
- Travel to participate in practicums, internships, or other types of experiential learning
- Travel for a job interview or campus visit
- Travel for study abroad or international study

Find the application and additional details [on this page](#).

Professional Opportunities Development Funding

The GPSC recognizes that graduate and professional student education is advanced by events promoting the development of skills necessary to succeed in their fields of study. Therefore, the GPSC strives to support professional development initiatives of graduate and professional students through Professional Opportunity Development (POD) Funding.

Such initiatives and events include, but are not necessarily limited to, academic seminars, conferences, meetings with industry representatives, etc. which are occurring at the University of Arizona. Any group of at least three graduate and/or professional students can apply to the GPSC for funding support a POD event they are directly involved in planning. The maximum award for POD Funding is \$1,500 per application to be used within six (6) months of receiving funding. Find all details [here](#).

College of Education Conference/Travel Support Grants

Graduate students enrolled part-time or full time in College of Education majors may be eligible for support funds to participate in professional conferences. Find details [here](#).

Academic Policies

Academic Integrity

All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the University's Code of Academic Integrity. As a community of scholars, integrity should guide conduct and decisions related to academic work and all credit bearing classes, including traditional, non-traditional, and online courses. Find details [here](#).

Code of Academic Integrity

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. Read the full Code [here](#), including a list of prohibited conduct, student and faculty responsibilities, and procedures for violation of the Code of Academic Integrity.

Academic Integrity Sanctions

All students who are reported to the Dean of Students Office for violation of the University's Code of Academic Integrity are required to attend an Academic Integrity Workshop. This 2.5 hour educational workshop reviews the University's Code of Academic Integrity and includes discussion of ethics and integrity. The cost of the workshop is \$50 which is assessed to the student's Bursars account. Additionally, instructors will assign one or more of the sanction(s) [on this list](#) for the violation.

Responding to a Violation / Grievance Procedures

Students have rights and responsibilities, including filing a Request to Appeal. Learn more [here](#).

Scholastic Requirements

Students in the EdD program must earn **at least a 3.0** in each required course, stay continuously enrolled, and be seen by their faculty advisor and the EDLP faculty, as a whole, as making adequate progress annually toward their degree. Reviews of students' progress are conducted annually, toward the end of the spring semester.

Dissertation Committee Chair

Incoming students will be advised by the head of the EdD program in their first year. At the end of the first year, students will be introduced to their dissertation chair, with whom they'll begin working in the Fall of your second year.

APA & Reference Document Style

The Educational Leadership and Policy Program uses the American Psychological Association (APA) style manual. Ensure that you are using the most current style manual for your work (7th edition). Access the [OWL APA guide](#) at Purdue University or the [APA Quick Citation Guide](#) from Penn State to review APA style requirements. There are additional resources online to help with APA citations and styling. You can also purchase the APA manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Research and Data Ethics

Introduction

The EdD program follows the research guidelines set forth by the University of Arizona. To learn more, visit the University of Arizona Research website [here](#). Learn more about research opportunities for students [here](#).

Human Subjects Protection Program (HSPP)

Training is required for UA Faculty, Staff and Students who are conducting human research at the University of Arizona. Training must be conducted through the CITI training program. Find details [here](#).

Collaborative Institutional Training Initiative (CITI) Training

Federal regulations require that key personnel in research involving human subjects undergo training. Key personnel are all individuals responsible for the design and conduct of the study. All members of the research team are expected to complete online training prior to conducting any activities involving human subjects research. The IRB will not approve protocols in which study personnel do not have current, completed University of Arizona CITI human subjects training. Find details [here](#).

Responsible Conduct of Research Program

Fostering a culture and expectation of responsible and ethical conduct of research is a critical component in the advancement of knowledge through research and scholarship. It is also a key element in the maintenance of public trust in the research enterprise. Given that ethical issues emerge when conducting research and scholarship across disciplines of all kinds, UA is committed to providing high quality instruction in responsible conduct of research to the entire campus community. Find details, including multiple links to resources, trainings, and forms [here](#).

Conflict of Interest

The Conflict of Interest Program (COIP) supports and promotes The University of Arizona's ethical conduct of research. In collaboration with the Institutional Review Committee and the Executive Review Committee, the Conflict of Interest Program works with The University of Arizona's research community who are engaged in external relationships to ensure that all identified financial conflicts of interest or institutional conflicts of interest are appropriately managed, reduced, or eliminated. Find required trainings, disclosure processes, and other details [here](#).

Human Subjects Protection Program & IRB

The Human Subjects Protection Program (HSPP), as the administrative and regulatory support program to the Institutional Review Boards (IRBs), works in collaboration with the research community to maintain an ethical and compliant research program. The IRBs are the independent review committee charged with the protection of human research subjects. An IRB must review all research and related activities involving human subjects conducted at the University of Arizona or by in which the University is a responsible participant. Link to all necessary information and forms [here](#).

Graduate Student Advising

Degree Plans

A graduate student must file a degree plan on [GradPath](#) which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Doctoral students in EdD must file their degree plan during their first year.

Working closely with their academic advisor, students will file their degree plans using the GradPath. The degree plan is then circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, and department head.

Advising

Working Effectively with Your Advisor

Establishing a positive working relationship with your advisor is important to your success in the EdD program. Setting up guidelines for regular communication and check-in meetings can be a very helpful start to working effectively with your advisor.

Changing Advisors

As stated above, incoming students will be advised by the head of the EdD program in their first year. At the end of the first year, students will be introduced to their dissertation chair, with whom they'll begin working in the Fall of your second year.

Forms on GradPath

1. Responsible Conduct of Research Form
2. Doctoral Plan of Study
3. Comprehensive Exam Committee Appointment Form
4. Announcement of Doctoral Comprehensive Examination (*Your dissertation proposal defense and your comprehensive examination are the same thing. You need to submit this form at least 10 business days prior to your dissertation proposal defense.*)
5. Results of the Oral Comprehensive Examination for Doctoral Candidacy (*Candidacy fees charged to student upon advancement to doctoral candidacy.*)
6. Verification of Prospectus/Proposal Approval
7. Doctoral Dissertation Committee Appointment Form
8. Announcement of Final Defense (*You need to submit this form at least ten days before the date of defense.*)
9. Results of Final Defense

Doctoral Comprehensive Exam Committee

Per the degree requirement policies for the Doctor of Education ([EdD](#))

1. The committee must include a minimum of four members, including a faculty member from EDLP who is named as your Minor Advisor.
2. A special member may serve as an additional member of the committee. Each committee must have a chair. The chair of the committee will be the College of Education faculty member with whom you have been matched at the end of your first year.

Doctoral Dissertation Committee

Per the degree requirement policies for the Doctor of Education ([EdD](#))

1. The committee must include a minimum of three members. These members will most likely be three of the four members of your Comprehensive Exam Committee.
2. Each committee must have a chair. Your chair will most likely be the same as in the Comprehensive Exam Committee.

Course Requirements

The Educational Leadership and Policy Program of Study leading to the EdD degree consists of 63 units, of which 18 are required dissertation hours. The accelerated nature of the program does not allow for units taken outside of the program to transfer in.

Year 1:

Summer (6 units)

EDL 620: Advanced Foundations in Educational Leadership: Theory, Research & Practice

EDL 605: Qualitative Methods in Education

Fall (6 units)

EDL 626: Leadership for Social Justice: Ethics and Law

EDL 696A: Quantitative Research Methods

Spring (6 units)

EDL 522: Critically Evaluating Education Policy Research

EDL 622: Research and Data-Based Decision Making

Year 2:

Summer (9 units)

EDL 602: Culturally Responsive Leadership and Policy

EDL 623: Curriculum and Instructional Leadership

EDL 606: Policy Analysis in Education

Fall (6 units)

EDL 625: Leadership for the School and the Diverse Community

EDL 608: Advanced Qualitative Methods

Spring (6 units)

EDL 558: Market-Based Educational Reforms

EDL 676: Proposal

Year 3:

Summer (6 units)

EDL 562: Arizona Education Law

EDL 604: Leadership for Educational Change

Fall (9 units)

EDL 920: Dissertation Hours

Spring (9 units)

EDL 920: Dissertation Hours

Program Requirements: Program Milestones

The EdD program is organized around three milestones:

- **Milestone #1:** (Conceptual Paper) Students identify and articulate their problem of practice and identify the underlying causes and associated factors as examined in extant literature. Due Aug. 1 before the second year of the program.
- **Milestone #2:** (Dissertation Proposal) Students write the first three chapters of their dissertation: Chapter 1: Introduction, Chapter 2: Literature Review and Theoretical Framework, and Chapter 3: Methodology. develop a potential methodological approach to investigate their problem of practice, including data collection and analysis techniques. Afterward, most students will be required to seek university approval to conduct their research by submitting an application to the university's Internal Review Board (IRB).
- **Milestone #3:** (Dissertation) After collecting and analyzing their data, students will write Chapter 4: Findings and Chapter 5: Conclusion.

Program Requirements: Dissertation in Practice

Unlike the traditional dissertation required for completion of a PhD degree, EdD program features applied dissertation or dissertation in practice (DiP). The DiP examines a problem of practice, which is an area of concern or issue that has been identified in the student's context of professional practice. The Carnegie Project on the Education Doctorate (CPED) defines a problem of practice as “a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improving understanding, experiences, and outcomes” ([The CPED Framework](#)). The problem of practice becomes the driving focus of students' dissertation research.

The following are key features of a dissertation in practice:

- The scale of the problem is small enough to be completed in conjunction with the author's full-time work as a leader in an organization, yet the problem should be substantial enough to potentially demonstrate positive benefits to the broader educational community.
- The problem of practice is informed by the current and most appropriate research available. The selection of the literature is targeted, practical and highly relevant to the problem and the specific context under investigation.
- The practice-based empirical exploration is grounded in theoretical knowledge.
- The required product requires that students identify an area of need or problem in their work setting, develop a set of research questions to address the problem, and employ research methods to conduct an appropriately designed study to answer the research questions.

EdD Educational Leadership and Policy Courses

EDL 522 Critically Evaluating Education Policy Research

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 558 Market-Based Educational Reforms

Market approaches to educational reform have grown increasingly since the mid-1980s in the United States. Political actors from both major political parties have supported and endorsed a variety of market approaches including but not limited to charter schools, alternative teacher certification, and reorganizing of public-private relationships. This course will prepare students to critically evaluate current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform. This course will examine the history of market-based educational reforms including the ideological underpinnings and material effects of past and current reforms. This course will also introduce students to various educational actors at the local, state, and national level involved in educational reform. Students will demonstrate their proficiency in the learning outcomes for this course with assignments.

EDL 562 Arizona Education Law

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 602 Culturally Responsive Leadership and Policy

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 Leadership for Educational Change

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.

EDL 605 Qualitative Methods in Education

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 Policy Analysis in Education

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 608 Advanced Qualitative Research Methods

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.

EDL 620 Advanced Foundations of Educational Leadership: Theory, Research & Practice

The purpose of this course is to examine leadership theories, the macro theories in which leadership is grounded, and how these theories inform leadership practices in school organizations. Classic and contemporary theory and research literature in educational administration will be explored as well as research processes for examining school leadership in practice. Further, this course will provide students with knowledge bases in the Standards for Arizona School Administrators and the 2015 Professional Standards for Educational Leaders (PSEL). This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to articulate a broad theoretical foundation supported by literature from leadership and organizational research and apply this foundation in scholarship related to educational leadership.

EDL 622 Research & Data-Based Decision Making

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.

EDL 623 Curriculum and Instructional Leadership

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 625 Leadership for the School and the Diverse Community

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.

EDL 626 Leadership for Social Justice: Ethics and Law

This course addresses the need for, resurgence of interest in, and recognition of the importance of the study of law and ethics for educational administrators and leaders. The purpose is to study the knowledge base of the multiple perspectives on ethics essential for administrators to know as they grapple with the ethical dilemmas inherent in school leadership. This is an interdisciplinary course drawing upon traditional readings in law, ethics, justice and human rights, newer paradigms such as feminist ethics and the ethics of care, and political, public and spiritual ethics, as these affect making meaningful and ethical decision making for children and society. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium.

EDL 676 Proposal

EDL 676 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.

EDL 696A Quantitative Research Methods

This course provides in-depth exploration of various research paradigms in educational inquiry and their research designs as well as critical analysis of the structure and logic of various designs and quantitative research techniques. There will be a review of statistics, but our focus will be on statistical interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments and the preparation of a research proposal.