Arizona Online Educational Leadership Ed.D. Program

Student Handbook

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College of Education
The University of Arizona
PO Box 210069
Tucson, AZ 85721-0069
Ph: 520 626 7313
Fax: 520 621 1875

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 foregrounds 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 changing and challenging school contexts; and
- Following ethical principles.

Graduates will gain the skills and research background to be able to challenge existing discriminatory systems, adapt to a changing world, predict the consequences of proposed actions, 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 an educational organization are the foci of this program.

The Education Doctorate (Ed.D.) Degree Program

The Doctorate of Education (Ed.D.) program, within EDLP, is a practice-based, intensive, doctoral-level three-year program for professional leadership in PK-20 and community-based educational contexts. The Ed.D. prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in xdecision-making, and organize individuals and groups to address challenges collaboratively and successfully. The Ed.D. is a program in the University of Arizona Online Campus. The program is almost entirely asynchronous. Our Ed.D. program is a member of the prestigious Carnegie Project on the Educational Doctorate (CPED), the nation's leading organization focused on the Doctorate of Education.

Program Description & Purpose

The Ed.D. program is designed to prepare education leaders at the school, district, community, higher education, 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 "lockstep" with their cohort, which means your classes will be composed of 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 effect social change. That diversity extends to identities beyond just race, ethnicity, and gender to include sexuality, gender 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 M.Ed., M.A., Ed.D., and Ph.D. programs. 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

Dr. Cynthia Mruczek – cmruczek@arizona.edu
Associate Professor of Practice, Director of Educational Leadership Doctorate of Education Program

Dr. Joonkil Ahn – ahnj@arizona.edu
Assistant Professor

Dr. Melanie Bertrand – mbertrand@arizona.edu
Associate Professor, Director of Educational Leadership and Policy

Dr. H. Meg Cota – hcota@arizona.edu
Assistant Professor of Practice

Dr. Dawn Demps – dawndemps@arizona.edu
Assistant Professor

Dr. Taylor Enoch-Stevens – enochstevens@arizona.edu
Presidential Postdoctoral Fellow

Dr. Ruth López – ruthlopez@arizona.edu
Associate Professor

Dr. Chi Nguyen – chinguyen23@arizona.edu
Assistant Professor

Administrative Staff

Erika Lopez – emlopez@arizona.edu
Graduate Coordinator

Getting Started Guide for Ed.D. Graduate Students

Welcome to the Arizona Online Educational Leadership Ed.D. 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, Pasqua 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, here.

New and current students can find many valuable resources on the Graduate College's Resource Hub.

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](#). Be sure to periodically check out your Cohort's group page on D2L, as you will find announcements, resources, and opportunities for collaboration, networking, and connection with colleagues and faculty.

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, Graduate Coordinator ([Erika Lopez](#)) will automatically register you each semester. Should you wish to take a leave of absence, it is up to you to connect with Esther and indicate your wishes.

However, you may need to self-register for courses from time to time. Find all 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), you can do so via UAccess [here](#).

Typically, most schedule changes can be made through [UAccess Student Center](#) until a specified date.

Continuous Enrollment for Graduate Students Policy
Requesting Graduate Leave of Absence
A student admitted to the Ed.D. 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, they 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 and links to graduate petitions for leave are 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 Ed.D. program.

Tuition & Fees
Tuition costs $625 per credit as of August 2023. (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 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 $1,000. Applications for international travel may receive up to $1,500. 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. 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.

Program Policy on Artificial Intelligence Software
- Originality of Work: All assignments and papers must be the result of independent effort, critical thinking, and personal analysis, unless otherwise indicated by an instructor, such as in group assignments. It is expected that all work submitted is original and reflects the individual student's understanding, research, and insights. As you develop as scholar practitioners, you will be expected to cite and build upon research, theory, and other resources. Your application and synthesis of course content should always be cited using APA formatting.
- Prohibited Use of AI Language Models**:** Students are explicitly prohibited from using Chat GPT or any similar AI language model to generate, complete, or substantially contribute to any work produced as part of the program—including coursework, the dissertation proposal, and the dissertation—unless otherwise indicated by an instructor. This includes but is not limited to using AI to write paragraphs, sections, or entire papers, or relying on AI for ideas or analysis without proper attribution.
- Proper Citation and Attribution: If any external sources are used in any work produced as part of the program, proper citation and attribution must be provided, adhering to APA formatting guidelines. Failure to acknowledge and attribute external sources may constitute plagiarism, which is a serious violation of academic integrity. You can find additional information on University of Arizona's Academic Integrity Policy page.

Consequences of Misconduct: Any student found in violation of this academic integrity policy will face the following consequences:

a. First Offense: The student will receive a formal warning with the Dean of Students Office and earn a zero, if the work is a course assignment. It is up to the professor's discretion as to whether the student can resubmit the assignment for credit. If the first offense is part of the dissertation process, it is still up to the professor's discretion.

> i. *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.
>
> ii. Additionally, instructors will assign one or more of the sanction(s) listed in the Code of Academic Integrity for the violation.

b. Repeated Offense: If a student is found to violate this policy again, the student will be removed from the program.

Preventive Measures and Guidelines: To avoid unintentional violations of this policy, students are encouraged to review and follow the following preventive measures:

a. Familiarize yourself with the capabilities and limitations of AI language models.

b. Plan your assignments and papers well in advance, allowing sufficient time for research, critical thinking, and the development of your own ideas.

c. Follow assignment guidelines closely. Review directions, scoring rubrics, and sample documents to fully understand the requirements for all assignments.

d. Seek guidance from the course instructor or your dissertation chair regarding the requirements of work produced as part of the program.

e. Use proper APA citation and referencing practices when incorporating external sources.

Academic Support: The course instructors and a student's dissertation chair are available to support students throughout the program. If you have any questions or concerns regarding this Academic Integrity Policy or need guidance on completing work, do not hesitate to reach out to them.

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 Ed.D. 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 making adequate annual progress toward their degree. Reviews of students' progress are conducted by the director of the Ed.D. program and faculty, toward the end of each spring semester.

Dissertation Committee Chair and Committee Members

Incoming students will be advised by the head of the Ed.D. program, Dr. Cynthia Mruczek, 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 their second year. Additional information about your committee members is on Page 16 of this handbook.

APA & Reference Document Style

The Educational Leadership and Policy unit uses the American Psychological Association (APA) Publication Manual, Seventh Edition. Ensure that you are using the most current style manual, which is a required text in multiple courses. Access the [Purdue University Online Writing Lab (OWL) APA guidelines](#) 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 Ed.D. 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. Find more information [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 the Ed.D. are encouraged to file their degree plan during their first year. *It is the responsibility of the student to ensure that proper credits have been assigned for each class and dissertation course by the Registrar.*

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. Important note: Accessing GradPath while off campus requires UA VPN.

Advising

Working Effectively with Your Advisor

Establishing a positive working relationship with your advisor is important to your success in the Ed.D. program. Setting up guidelines for regular communication and check-in meetings can be a very helpful start to working effectively with your advisor. While your advisor is responsible for supporting and guiding your dissertation research and work, it is important for you to take a leadership role in the relationship. Be proactive and consistent with communication, scheduling, and engaging in the feedback cycle.

Changing Advisors

As stated above, incoming students will be advised by the head of the Ed.D. program, Dr. Cynthia Mruczek, 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 the 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 and Dissertation Committees

Per an agreement with the Graduate College about committee requirements for the Ed.D.:

1. The comprehensive exam committees and the dissertation committees for the Ed.D. in Educational Leadership can be composed of a minimum of two University of Arizona Graduate Faculty members and one Special Member who is a professional in the field. The Graduate College will review for Special Member status for membership in any Ed.D. comprehensive exam or dissertation committee. The committee requirements will be met for any Ed.D. committee when an approved Special Member serves with two Graduate Faculty members.
2. The Minor Advisor can be the same person as the Faculty Advisor/Comprehensive Exam or Dissertation Committee Chair.

Course Requirements

The EdD degree consists of 63 units, of which 12 are required dissertation hours. The accelerated nature of the program does not allow for units taken outside of the program to transfer in. Please refer to the following course sequence. (*indicates simultaneous classes)

Year 1:
    Summer (6 units)
        EDL 522: Critically Evaluating Education Policy Research
        EDL 605: Qualitative Methods in Education
    Fall (9 units)
        EDL 696A: Quantitative Research Methods
        *EDL 626: Leadership for Social Justice: Ethics and Law
        *EDL 696A: Education Law, Policy, and Implementation
    Spring (6 units)
        EDL 620: Advanced Foundations in Educational Leadership: Theory, Research & Practice
        EDL 622: Research and Data-Based Decision Making

Year 2:
    Summer (9 units)
        *EDL 623: Curriculum and Instructional Leadership
        *EDL 602: Culturally Responsive Leadership and Policy
        EDL 606: Policy Analysis in Education
    Fall (6 units)
        EDL 676: Proposal
        EDL 608: Advanced Qualitative Methods -OR- EDL 696B: Advanced Quantitative Methods
    Spring (6 units)
        EDL 675: Leadership and Organizational Theory and Behavior
        EDL 677: Research Ethics

Year 3:
    Summer (6 units)
        EDL 604: Leadership for Educational Change
        EDL 625: Leadership for the School and the Diverse Community

Fall (6 units)
        EDL 678: Data Collection & Analysis
        EDL 920: Dissertation (3 units)
Spring (9 units)
        EDL 920: Dissertation (9 units)

Program Requirements: Program Benchmarks

The EdD program is organized around three benchmarks:

- **Benchmark #1:** Initial drafts of Chapter 1 – Introduction (Final paper in EDL 522) and Chapter 2 – Literature Review (Final paper in EDL 622). Over the course of the first year, students will identify and articulate their problem of practice and identify the underlying causes and associated factors as examined in extant literature. Individual student progress will be reviewed by program faculty at the end of the first year.
- **Benchmark #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. After defending the Dissertation Proposal, students will be required to seek university approval to conduct their research by submitting an application to the university's Internal Review Board (IRB).
- **Benchmark #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 Ph.D. degree, Ed.D. program features an 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 (Perry et al., 2020, p. 38):

- **"Purpose**: Impact a complex problem of practice and self as leader

- **Questions**: Significant, high-leverage questions focused on complex problems of practice that are often framed around equity, ethics, and social justice—problems are user centered and compelling

- **Literature**: Review of scholarly and professional knowledge—concise review blending professional, practical knowledge with scholarly knowledge to understand the problem, find solutions, and develop measures that will provide evidence of change (or not) scholarly knowledge is deciphered, debated, and used for solutions

- **Methods**: Practical measures and processes aimed at uncovering if the change is working (may be quantitative, qualitative, or mixed)"

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 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, 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 in order to investigate 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 educational organizations.

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 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 in 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 leaders as they grapple with the ethical dilemmas inherent in educational 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 ethical decision making for students 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 675   Leadership and Organizational Theory and Behavior
Perspectives on the nature of the individual in the school organization; nature of schools as organizations; development of individual-organizational relationships.

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 677   Research Ethics
EDL 677 Research Ethics is designed to provide students with opportunities to explore ethical issues in the conduct of research, especially design or action research. In this course, students will read pieces exploring ethical issues in research, complete their CITI Program training, and reflect on their positionalities as related to approaches to ethical research. In addition, students will apply these reflections in revising interview and/or survey protocols for their dissertation research and creating an Institutional Review Board (IRB) submission for their dissertation research.

EDL 678   Data Collection & Analysis
EDL 678 Data Collection and Analysis is designed to provide students support as they are collecting and analyzing the data for their dissertation studies. In this course, students will work closely with the professor during data collection to address any issues that may arise and ensure that the data that are collected address the research questions. In addition, the students will work with the professor during the data analysis phase as the students enact the analytic methods they had previously proposed. The professor will provide planned and as-needed guidance throughout these processes.

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.

EDL 696A   Education Law, Policy, and Implementation
This course provides an overview of the historical legacy of deficit thinking and its relation to law, policy and implementation. Students will examine relevant legal issues and policies, as well as critique their implementation in pre-K-20+ schools and universities.

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