



EDUCATIONAL LEADERSHIP & POLICY PROGRAM (EDLP)

Educational Policy Studies & Practice Department

Spring 2024 Course Schedule

EDL 561 (001)	The Principalship	
Dr. Meg Cota	Mondays 5:00pm-7:30pm	Hybrid (Flex In-Person) Education, Room 316
Functions and activities of building-level administrators, with emphasis on instruction, staff development, student services evaluation, and operational services.		
EDL 563 (001)	Supervision of the Instructional Program	
Thad Dugan	Mondays 7:30pm-10:00pm	Hybrid (Flex In-Person) Education, Room 502
Purposes of instructional supervision; organization, techniques and skills for supervisory competency.		
EDL 598 (001)	Problems in Educational Leadership	
Dr. Joonkil Ahn	Wednesdays 5:00pm – 7:30pm	Hybrid (Flex In-Person) Education, Room 316
This course entails the development of an action research project for analysis of practical problems in educational administration. Students will apply theory and research methodologies to problems in education.		
EDL 604 (001)	Leadership for Educational Change	
Dr. Meg Cota	Wednesdays 7:30PM - 10:00PM	Hybrid (Flex In-Person) Education, Rm 502
Investigations of the characteristics of leadership as they apply to changing basic educational organizational Structures and process.		
EDL 606 (202)	Policy Analysis in Education	
Dr. Ruth Lopez	Thursdays 4:15pm – 6:45pm	TBA
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 critically 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. We will investigate some of the underlying assumptions, ideologies, and beliefs that shape and guide policy formulation and debate, and we will explore how policy actors and education stakeholders (leaders, practitioners, scholars) play important roles in policy processes across educational contexts—such as K-12, higher education, and other educational spaces.		
EDL 608 (001)	Advanced Qualitative Methods in Education	
Dr. Dawn Demps	Mondays 4:15-6:45 p.m.	In-Person Education, Room 530
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 696B (001)	Foundations for Emancipatory Education	
Dr. Dawn Demps	Saturday 9am -4pm Sunday 9am – 1pm	TBA

This discussion-based foundations seminar on Emancipatory Education will prepare students to engage with the philosophical, theoretical, methodological, and practical moorings present in educational pedagogies of liberation and freedom. The class will consider the historical and contemporary scholars who have advanced ideas regarding education for the empowerment and positive progress of marginalized peoples and society as a whole. Additionally, students will consider the roles of the classroom teacher, administrators, students, community, and school system in such a freedom project. Moreover, this course will explore the promise of reflection and healing for the student and the teacher in spite of the historical trauma and tous les jours violations against oppressed peoples.