

Fall 2017 Graduate Course Offerings

EDL 504 001

Discipline Inquiry

Dr. Kris Bosworth

Mondays 5:00 -7:00 pm

COE 349

Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings

EDL 560 001

Foundations of EDL Theory, Research & Practice

Dr. Jill Koyama

Mondays 5:00–7:00pm

COE 308

This course, an introduction to the foundations of educational leadership and policy, will center on contemporary issues in education. Students will engage with empirical research and theory to better understand leadership approaches. They will be encouraged to apply this knowledge to practical problems in education. They will draw on their own experiences in education, as well. Throughout the course, local school and community leaders will join the classes to discuss how their leadership practices address contemporary and persistent issues that impact the education of children and the well-being of families in Southern Arizona.

EDL 563 002

Supervision of the Instructional Program

Dr. Lynnette Brunderman

Hybrid

In this hybrid course, the purposes of instructional supervision; organization, techniques and skills for supervisory competency are covered.

EDL 567 001

School, Family & Community Relations

Dr. Jill Koyama

Mondays 7:30–9:30pm

COE 308

This course is designed to provide a critical overview of the purposes of education and the changing historical, social, and cultural contexts of schooling in the United States, with emphasis on how school leaders can develop, engage in, and sustain relationships between schools, families, and communities. In it, we will address issues of demographic differences and complexity in schools and neighborhoods as embedded within multiple contexts, replete with challenges and contestations. We will situate families and communities—both broadly-defined—as potential social and intellectual resources for schools, but will also interrogate the challenges of creating meaningful and effective partnerships between schools, families, and communities.

EDL 593A 001

The Principal Internship

Dr. Lynnette Brunderman

This course entails practical experiences in a leadership role at the school and/or district site. Interns will experience what it is like to assume the role of principal/ superintendent, and will become immersed in the role. Experiences in all phases of school and/or district life will be included. Interns will collaboratively plan those experiences with their on-site mentor. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. This course will constitute the first 200 hours of the total 240 hours minimally required for the internship, with the remaining 70 hours coming from the Capstone Experience.

EDL 593B 001 The Superintendent Internship

Dr. Lynnette Brunderman

This course is centered on specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment, designed specifically to prepare prospective superintendents. Combined with the field work from the program, the intern must log a minimum of 240 hours for the internship

EDL 593C 0001 Leadership Internship Non-Certification

Dr. Lynnette Brunderman

This course entails practical experiences in a leadership role, and is the culmination of the Masters of Education in Educational Leadership. Interns will experience what it is like to assume the role of the organizational leader and will become immersed in the role. Experiences in all phases of organizational life will be included. Interns will collaboratively plan those experiences with their on-site mentor. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. Combined with the field work from the program, the intern must log a minimum of 240 hours for the internship. This internship does not lead to certification in the State of Arizona.

EDL 604 001 Leadership for Educational Change

Dr. Kris Bosworth Mondays 7:30-9:30 pm COE 349

Change is a critical component in any American educational organization. Leadership is essential to implement innovation or new practice, to make mid-course corrections when problems arise and to create a culture in which planning for change is an integral part of the culture. 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 implementing change successfully.

EDL 606 001 Policy Analysis in Education

Dr. Jill Koyama Tuesdays 7:30 – 9:30 pm COE 320

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 622 001 Research & Data-Based Decision Making

Dr. Kris Bosworth Mondays 5:00-7:00 COE 349

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 625 002 Leadership for the School and Diverse Community

Dr. John Taylor Wednesdays 5:00-7:00pm COE 341

The course focuses on students' understanding of challenges facing leaders seeking to help diverse children, youth, and families pursue and fulfill the American Dream in diverse schools, communities, and politics of the 21st Century. Students will examine and apply social capital theoretical approaches and multidisciplinary scholarship to study the complexity of human diversity along a continuum from cognitive to cultural and the power and downside of diversity in society.

But how does this happen in a contentious post-civil rights and so-called post-racial nation? First, a presupposition of the course is that students explore how leaders' racial and gender diversity strengthens the quality of education offered, and that benefits arise from interactions between people that foster mutual understanding and respect in diverse environments. A second presupposition of the course is that students understand leaders can improve critical consciousness about their own identity in relationship to understanding the diversity of identities held by people in general but specifically people they intend to influence, work with, and lead in diverse schools and communities.

The culminating course activity is an interview research project with diverse ethnoracial female and male educators about leadership challenges to help children pursue and achieve the American Dream in diverse schools and communities.

EDL 696A 001 Topics in Educational Leadership: Race, Neoliberalism, and Education

(Please note to enroll in 3 units)

Dr. Kevin Henry

Tuesdays 5:00-7:00 pm

COE 320

Bringing together three interconnected formations—race, neoliberalism, and education—this course will examine current racialized market-based, neoliberal policy approaches and reform strategies including, but not limited to charter schools and vouchers. This course aims to trace the ideological underpinnings and examine the material effects of current neoliberal education policy; consider how neoliberalism as a frame and resulting policy approach is anti-democratic and betrays the humanity of youth (and teachers) of color; and explore “creative resistances” to racialized neoliberal educational projects. This course will provide students opportunities to engage interdisciplinary literature around identity/cultural politics, political economy, and educational restructuring, as well as reflect on the implications of such literature for research, theory, and practice.

EDL 696A 002 Topics in Educational Leadership: Introduction to Quantitative Methods

(Please note to enroll in 3 units)

Dr. Francesca López

Mondays 5:00-7:00 pm

TBD Lab

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 it is helpful if students have had some prior experience with stats. Students will demonstrate their proficiency in the learning outcomes for the course with assignments and the preparation of a research proposal.