

# EDUCATIONAL LEADERSHIP PROGRAM

## Master of Education Course Descriptions

**EDL 504: Disciplined Inquiry** – Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings. Students will learn the basic tools of quantitative and qualitative methods of research, critical analysis of peer-refereed journals, and careful and systematic investigation of educational phenomena.

**EDL 560: Trends in Educational Leadership** - This course is an introduction to the foundations of educational administration and leadership. An open social-systems model of schools provides the theoretical framework that organizes and relates this theory and research to educational administration practice. There will be a strong emphasis on problem-based learning through case studies and simulations.

**EDL 561: The Principalsip** - This course focuses on the knowledge, needed to be an effective building administrator, particularly on the functions and activities of building-level administrators, with emphasis on instruction, staff development, student services evaluation, and operational services.

**EDL 562: Arizona Educational Law** - This is a survey course of sample Arizona statutes and cases that pertain to school policies. 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 563: Supervision of the Instructional Program** - This course will be anchored in the Arizona's Professional Administrative Standards. Standard 5 addresses curriculum, instruction and assessment. Standard 4, objective 9, references staff development.

**EDL 564: Personnel Administration in Education** - This course provides a practical overview of the personnel functions in the educational sector. Planning, organization, implementing and evaluating of the personnel functions are discussed. The selection, motivation, retention, and evaluation of personnel are emphasized.

**EDL 565: School Finance** - This course teaches the historical background of the financing of education in the United States; economics and principles; sources and distribution of funds for education; budgeting, accounting, and reports. This course deals with the structure and guiding principles of school finance in the United States, and Arizona in particular.

**EDL 566: Computer Applications in School Administration** - This course is designed to help current and future educational leaders become acquainted with many of the issues related to the implementation and use of technology in schools. The course will be offered mostly online with scheduled class meetings.

**EDL 567: School, Family and Community Relations** - This graduate-level course is devoted to a study of the knowledge, dispositions, and skills needed by school administrators in order to understand and respond to diverse community systems, interests, and needs; collaborate effectively with families and community members; mobilize community resources to benefit students and families; and interpret the school to the public through a variety of media and modes. This course will assume school-community relations requires more than school public relations although it remains a vital component. Collaborative and ecological systems-thinking leadership perspectives will be emphasized as well as presentation and communication skills.

**EDL 593a: Principal Internship** - 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 270 hours minimally required for the internship, with the remaining 70 hours coming from the Capstone Experience.

**EDL 598: Problems in Educational Leadership: Capstone Experience** - This course entails the development and conduct of an action research project to analyze a practical problem in educational administration. Students will apply educational theory and research methodologies to problems faced by educational leaders. Students will seek and obtain permission in writing from education officials to conduct the research project. Students' research projects will include: background to the problem, statement of the problem, purpose of the intervention/study, research questions, review of the literature, and methodology. Students will then complete the data collection, analyze the data, and describe the results, aligning their work with the ISLLC Standards. Interaction with the professor in data collection and the writing of the sections entitles research findings, conclusions, recommendations, evaluation of the process for student and workplace, references, appendices, and abstract will constitute the bulk of the course. Instruction will delineate the format, writing, and procedures. Students will share each section for instructor approval and critique. In addition, students will be required to make a juried presentation of their project. This will be coordinated through the instructor. This course will constitute the remaining 70 hours of the total 270 hours required for the internship.

**EDL 604: Leadership for Educational Change** - This course Investigates the characteristics of leadership as they apply to changing educational organizational structures and processes.