

EDUCATIONAL LEADERSHIP PROGRAM

Educational Policy Studies & Practice Department

Spring, 2017 Course Schedule

EDL 562 001 Arizona Education Law

Dr. Karen Ellinwood

Mondays 7:30-9:30 PM

Tucson High School Room T309

Masters course designed for beginning school administrators. AZ law as enacted by the Legislature and promulgated by AZ administrative agencies. Focus on practical knowledge at the school building level. Comparison with other states.

EDL 563 001 Supervision of the Instructional Program

Dr. Lynnette Brunderman

Mondays 5:00-7:00 PM

Tucson High School Room T337

Purposes of instructional supervision; organization, techniques and skills for supervisory competency.

EDL 564 002 Personnel Administration in Education

Dr. Lynnette Brunderman

Hybrid

Composition of school staffs and the functions of various personnel; patterns and practices in school personnel management; issues, trends, and prospects in personnel management.

EDL 565 101 School Finance

Dr. Scott Mundell

Online

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.

EDL 568 001 Curriculum Leadership and Data Literacy for Continuous School Improvement

Dr. Lynnette Brunderman

Mondays 7:30-9:30 PM

Tucson High School T337

The purpose of this class is to examine curricular leadership for continuous school improvement, particularly in turnaround contexts. Students will read research on turnaround leadership and school improvement processes from local, national, and international studies. Further, this class will provide students with practical, research-based strategies to support school development and turnaround, including data literacy, common core implementation, and building schoolwide capacity through professional learning communities.

****Course will not show in UAccess at this time.**

EDL 593A 001 The Principal Internship

Dr. Lynnette Brunderman

Education North 111

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 593B 001 Superintendent Internship

Dr. Lynnette Brunderman

Mondays 5:30 – 7:30 PM

Education North 111

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.

EDL 593C 001 Leadership Internship – Non-school

Dr. Lynnette Brunderman

Education North 111

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 non-school leaders.

****Course will not show in UAccess at this time.**

EDL 598 001 Problems in Educational Leadership: Capstone Experience

Dr. Jill Koyama

Mondays 5:00-7:00 PM

Tucson High School Room T309

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 620 001 Advanced Foundations of Educational Leadership: Theory, Research and Practice

Dr. Rose Ylimaki

Tuesdays 7:30-9:30 PM

College of Education 240

Doctoral core course examining application of theory and research to educational leadership practice. A social systems approach is utilized to understand the components of a school including: structure, individuals, culture, politics, environment, outcomes, and feedback loops.

EDL 626 001 Leadership for Social Justice: Ethics and Law

Dr. John Taylor

Wednesdays 5:00-7:00PM

College of Education 341

Exploration of the knowledge base on ethics for educational administrators and leaders. Conceptual approaches studies include justice, professional standards and ethical decision making.

EDL 696A 003 Topics in Educational Leadership: Critical Race Theory

Dr. Kevin Lawrence Henry, Jr. Wednesdays 7:30-9:30 PM

College of Education 102

Categorized as "insurgent scholarship," Critical Race Theory emerged in the field of education in 1995, changing and challenging how race and racism is theorized and racial inequity combated in the field and society writ large. This course aims to provide students with an in-depth exposure to Critical Race Theory (CRT). We will explore "race" as a system of social organization and stratification in the United States and consider how a CRT analysis can undermine and combat deep racial antagonisms and inequities that intersect with and are multiplied by other forms of difference. This course will provide students opportunities to engage interdisciplinary literature and to reflect on such literature for research, theory, and practice.

EDL 696A 004 Topics in Educational Leadership: Professional Development and Adult Learning

Dr. Kris Bosworth

Tuesdays 5:00-7:00 PM

College of Education 240

Professional development is the driver of school change and reform. This course will focus on the neuroscience of adult learning and on the management of professional development at the district and local school level. The professional development opportunities of the ESSA will be explored. Students will complete a pilot/exploratory research project on a specific professional development strategy.

EDL 696B 001 Research in Educational Leadership: Quantitative Research Methods

Dr. Francesca López

Mondays 5:00-7:00 PM

College of Education 208

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.

***Please contact Liz Gaxiola, Graduate Coordinator, at egaxiola@email.arizona.edu or 520.626.7313, if you have any questions.

