

**Fall 2017 Graduate Course Offerings**

**EDL 504 001**

**Discipline Inquiry**

Dr. Francesca López

Wednesdays 5:00-7:30 pm

TBD Lab

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

TBA

This class 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.

**EDL 563 002**

**Supervision of the Instructional Program**

Dr. Lynnette Brunderman

Hybrid

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

**EDL 567 001**

**School, Family & Community Relations**

Dr. Jill Koyama

Mondays 7:30–9:30pm

COE 240

This class 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

Off Campus-TBA

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**

**The Superintendent Internship**

Dr. Lynnette Brunderman

Off Campus-TBA

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 604 001**

**Leadership for Educational Change**

Dr. Lynnette Brunderman

Mondays 5:00-7:00 pm

Off Campus-TBA

Investigations of the characteristics of leadership as they apply to changing basic educational organizational structures and processes. This course will also fulfill requirements for EDL 627 for doctoral students. All students will be engaged in a border crossing experience and study with university partners in Mexico.



**EDL 622 001                    Research & Data-Based Decision Making**

Dr. Kris Bosworth

Wednesdays 7:30-9:30pm

COE 240

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 will examine ways school leaders can: (1) cultivate culturally and linguistically diverse students' linguistic and cultural proficiencies; (2) provide these students a rich and challenging learning environment; and (3) ensure that these students are socioculturally integrated.

**EDL 606 001                    Policy Analysis in Education**

Dr. Jill Koyama

Tuesdays 7:30 – 9:30 pm

COE 240

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. We will explore multiple related, if not intersecting, sociocultural perspectives that can frame the study of policy. Broadly, the course is organized around three themes: 1.) policy and power, 2.) policy appropriation, play, and practice and 3.) globalizing policy. 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.

