

# EDLP M.Ed. Program

Thank you for your interest in the Educational Leadership and Policy (EDLP) Master of Education in Educational Leadership (M.Ed.) degree program at the University of Arizona's main Tucson campus. In this document, you will find our program highlights and general information about the degree program and administrative certification options.

## Highlights

- Cohort based; new cohorts begin each fall
- Leadership development courses for aspiring leaders
- Evening classes with varied course formats (in-person, hybrid, and occasional on-line)
  - *Some in person attendance is required for most courses*
- Principal certification-only coursework option (non-degree seeking)
- Superintendent certification-only coursework option (non-degree seeking)

## Coursework

The full M.Ed. degree consists of 12 courses (36 credit hours). This coursework satisfies the academic requirements for school principal certification in Arizona. The course titles and sequence are below. A full description of each course can be found at the end of this document.

M.Ed. Course Titles	Course #	Credit hours
<b>Core Courses: 21 semester hours</b>		
Trends in Educational Leadership: Theory, Research & Practice	EDL 560	3
The Principalship	EDL 561	3
Arizona Education Law	EDL 562	3
Supervision of the Instructional Program	EDL 563	3
School Finance	EDL 565	3
Curriculum Leadership & Data Literacy for Continuous School Improvement	EDL 568	3
Principal Internship*	EDL 593A	3
<b>Research Courses: 6 semester hours</b>		
Disciplined Inquiry in Education	EDL 504	3
Problems in Educational Leadership: Capstone	EDL 598	3
<b>Elective Courses: 9 semester hours (other courses may be substituted with permission)</b>		
School, Family, and Community Relations	EDL 567	3
Culturally Responsive Leadership and Policy	EDL 602	3
Leadership for Educational Change	EDL 604	3
<b>M.Ed. degree requirements: 36 credit hours (12 courses)</b>		
*An internship is required for degree-seeking students of the M.Ed. program. EDL 593C (Leadership Internship) may be substituted with permission. Non-degree seeking students or students seeking a principal certification-only, should work with their advisor to determine course requirements for their plan of study.		



## Master of Education in Educational Leadership (M.Ed.) Course Sequencing *Degree and Non-degree (Principal and Superintendent Certification-only)*

### **Traditional Program Sequence** (*degree-seeking students*)

#### Year 1

Fall: 560, 562

Spring: 561, 563

Summer: 565, 567, 568, 602

#### Year 2

Fall: 504, 593A

Spring: 598, 604

### **Master of Education in Educational Leadership (M.Ed.) Degree Coursework**

#### *includes Principal and Superintendent Certification Courses*

*\*Upon applying to the program, an individual plan of study will be developed for you by the M.Ed. Advisor, Dr. Meg Cota. It is recommended that you follow the sequence listed above, however in some situations, slight modifications to the sequence may be possible. Close coordination with Dr. Cota is required for any modifications to ensure your smooth progression through your program.*

### **Sequencing for Other Programs Options** (*non-degree seeking students*)

**Principal certification-only option:** Consists of 8-10 EDL courses (30 credit hours). Students will generally follow the traditional program sequence, with the exception of EDL 504 and EDL 598, which are not required for certification-only students. A review of previous academic transcripts is used to determine the exact number of courses you must take to satisfy the certification requirements. The M.Ed. Advisor, Dr. Cota, will use this review to map out your individual plan of study. *Students must also meet the other requirements set forth by the Arizona Department of Education when applying for this certification.*

**Superintendent certification-only option:** The University of Arizona Superintendent preparation consists of five (5) EDL courses (10 credit hours min.). However, the Arizona Department of Education requires at least 60 graduate semester hours; 36 hours must be educational leadership-specific courses. A review of previous academic transcripts is necessary to determine the exact number of courses an applicant must take to satisfy the superintendent certification requirements. Some applicants may need to take additional courses beyond the 10 credit hours outlined in the sequence. The M.Ed. Advisor, Dr. Cota, will use the transcript review to map out an individual plan of study. The five-course sequence for this preparation program includes coursework focused on: the superintendency, current topics in educational leadership and the superintendent internship. Additional coursework can be added in spring, summer, and/or fall terms if required. *Students must also meet the other requirements set forth by the Arizona Department of Education when applying for this certification.*

**Detailed information about the Arizona Department of Education's (ADE) certification requirements can be found at:** <https://www.azed.gov/educator-certification/forms-and-information/certificates>

Note: Non-degree program coursework is not currently offered via a fully on-line format. In person attendance will be required. Principal and Superintendent internship placements are limited to Arizona school districts. If interested in this programming option, a meeting with Dr. Cota should be scheduled to discuss the other enrollment requirements and to review other program specific details.



## How do I apply?

Both degree-seeking and non-degree seeking students may apply for admissions using the link below:

<https://grad.arizona.edu/admissions/gradapp>

**The M.Ed. application window runs December 1<sup>st</sup> to June 30<sup>th</sup>, with a priority due date of February 1<sup>st</sup>.**

Applicants are encouraged to apply early.

New cohorts begin each fall. This is a competitive application process and there are a limited number of applicants accepted each year. If interested, please do not delay!

### **M.Ed. degree admissions requirements:**

An earned bachelor's degree or 12 completed courses of graduate coursework from an accredited institution with a GPA of 3.0 or higher, submission of a 200–500 word statement about your long-term professional goals as they relate to the M.Ed. program's curriculum focus, and two letters of recommendation. Students for whom English is a second language must also include their TOEFL (Total and TWE) scores.

Information on graduate level GPA requirements, English proficiency requirements, and international student applications can also be found on the graduate college admissions link. The GRE is not required for admission to the M.Ed. program. *There is an application fee for both degree-seeking and non-degree seeking applicants.*

Additional information about the master's degree requirements for admissions and completion can be found on this link: <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#credit-requirements> .

## How much will this program cost?

For information on tuition rates please refer to the Bursar's office information pages on this link:

<https://bursar.arizona.edu/node/1>

For information on financial aid and tuition assistance, please refer to the following links:

<https://financialaid.arizona.edu/scholarshipuniverse>  
<https://grad.arizona.edu/funding/opportunities>  
<https://new.coe.arizona.edu/available-scholarships>  
<https://financialaid.arizona.edu/other-resources/events>



## What do I do if I have decided to apply?

1. Submit your application in GradApp using the link provided above.
  - a. *Students entering as non-degree seeking should begin by contacting Dr. Cota prior to submitting an application to determine your application timeline and for a review of your transcripts.*
2. Once you receive notice of acceptance, please set up your NetID and university email account.
3. Contact Dr. Cota so she can map out your plan of study (if not done previously) and to confirm your start date in the program.
4. Enroll in classes.
5. Begin your journey!

## Contact information (Department of Educational Policy Studies and Practice)

For questions or additional information, please contact:

Dr. Meg Cota,  
Assistant Professor of Practice  
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**Master of Education in Educational Leadership (M.Ed.) Degree Coursework**  
*includes Principal and Superintendent Certification Courses*

<b>EDL #</b>	<b>Course Title</b>	<b>Course Description</b>
504	Disciplined Inquiry in Education	Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings. <i>This is the pre-requisite course for EDL 598, offered the following term.</i>
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.
561	The Principalship	This course examines the functions and responsibilities of the school principal, including the political, social and human relations dimensions of the role. School leadership encompasses the wide range of job activities engaged in by educational administrators as they work collaboratively with teachers, school families, support staff, other administrators, and students to ensure all students learn. This course focuses on issues that include leadership responsibilities, issues, duties, and activities at the overall school level and beyond.
562	Arizona Education Law	This course is a master's level survey of sample Arizona statutes, legal codes and cases that pertain to school policies, with a focus on practical knowledge at the building level. Students will study relevant legal issues as well as learn about the legal rights and responsibilities of students, teachers and administrators within the educational system in Arizona.
563	Supervision of the Instructional Program	This course is designed to examine the application of current supervisory theory in the school and/or district setting. An emphasis will be placed on understanding the role and purpose of instructional supervision, building supervisory skills and competencies, and the application of supervisory tasks (e.g., direct assistance, coaching, mentoring and professional development) to improve classroom instruction.
565	School Finance	Students will explore the policies and procedures common to many school districts in the area of school finance. This is a master's level course designed to introduce the student to the basics of school finance at both the local (school) and district levels, specific to the laws and regulations of the state of Arizona. The course will include a historical background of the financing of education in the United States, with special attention to sources and distribution of funds for education, budgeting, accounting, and reporting.
567	School, Family and Community Relationships	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. The course aims to provide you with knowledge(s), resources, and strategies upon which you can draw to envision, create, and participate in collaborations between schools, families, neighborhoods, businesses, and larger communities.
568	Curriculum Leadership and Data Literacy for Continuous School Improvement	The purpose of this course 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 course 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.



**Master of Education in Educational Leadership (M.Ed.) Degree Coursework**  
*includes Principal and Superintendent Certification Courses*

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 total 240 hours, minimally required for the internship (practicum) experience. <i>Enrollment permissions required.</i>
593B	Superintendent Internship	This course entails practical experiences in a leadership role at the school site. Interns will experience what it is like to assume the role of superintendent and will become immersed in the role. Experiences in all phases of 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 total 270 hours, minimally required for the internship (practicum) experience. The practicum will span two semesters (fall and spring) to allow ample time to complete the required hours. <i>EDL 682 is a pre-requisite for this course. Enrollment permissions required for each term.</i>
593C	Leadership Internship	This course entails practical experiences in a leadership role and is the culmination of the Master 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. This course will constitute the total 240 hours, minimally required for the internship (practicum) experience. <i>Enrollment permissions required.</i>
598	Problems in Educational Leadership: Capstone Experience	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. <i>EDL 504 is a pre-requisite for this course.</i>
602	Culturally Responsive Leadership and Policy	The purpose of this course is to examine culturally responsive leadership in school contexts through a strong theoretical and research framework. The course will provide aspiring leaders with the guidance to lead, organize, and support their schools to effectively serve linguistically and culturally diverse students in a rich and challenging learning environment; ensuring that students are socio-culturally integrated.
604	Leadership for Educational Change	Change is a critical component in any American educational organization. Understanding the need for change, the nature of change, the change process, creating a culture for change, 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 transforming our schools, to include investigating the characteristics of leadership as they apply to changing basic educational organizational structures and processes.
682	The Superintendency	This course examines the functions and responsibilities of the chief executive of a school district. The role of Superintendent is viewed through three lenses: Knowledge Curator, Leader of Learning and Organizational Guru. Students will explore the functions of the superintendent in each of these areas and analyze these functions as they apply to rural, urban, and suburban communities. The most recent research on the impact of Superintendent leadership as well as scholarly writings and research from many well-known educators are incorporated into the course. <i>This is the pre-requisite course for EDL 593B, offered the following term. Enrollment permissions required.</i>
696	Topics in Educational Leadership	The topics for this course can vary depending on the instructor. For the superintendent certification students, this course will focus on identifying and discussing current trends in educational organizations and how these impact district leadership. <i>Leadership theory and application to practice will be embedded in each course session. Enrollment permissions are required.</i>

*The M.Ed. degree and administrator certification coursework are aligned to the Professional Standards for Educational Leadership (PSEL) 2015, and are attendant to the Arizona Professional Administrative Standards (A.A.C. R7-2-603).*

