

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.

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*

Coursework

The EDLP M.Ed. degree consists of 12 courses (36 credit hours). It is a two-year program. The coursework from the EDLP M.Ed. program satisfies the academic requirements for the school administrator 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
Core Courses: 21 semester hours		
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
Research Courses: 6 semester hours		
Disciplined Inquiry in Education	EDL 504	3
Problems in Educational Leadership: Capstone	EDL 598	3
Elective Courses: 9 semester hours <i>(other courses may be substituted with permission)</i>		
School, Family, and Community Relations	EDL 567	3
Culturally Responsive Leadership and Policy	EDL 602	3
Leadership for Educational Change	EDL 604	3
M.Ed. degree requirements: 36 credit hours (12 courses)		
<i>*An internship is required of all students of the M.Ed. program. EDL 593C (Leadership Internship) may be substituted with permission.</i>		



Master of Education in Educational Leadership (M.Ed.) Course Sequencing

Traditional Program Sequence

Year 1

Fall: 560, 562

Spring: 561, 563

Summer: 565, 567, 568, 602

Year 2

Fall: 504, 593A

Spring: 598, 604

**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.*

Certification

The University of Arizona does not directly issue any certificates for Principals or Supervisors. However, the courses from this degree program have been approved by the Arizona Department of Education (ADE) as satisfying the academic requirements for certain administrative certificates. *Note students interested in applying for certification must also meet any additional requirements set by the ADE at the time of their application. Examples of these additional requirements can include (but are not limited to) an employment history working in k-12 schools/districts, current fingerprint clearance, and a passing score on the AEPA Administrator Proficiency exam.*

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>

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>



How do I apply?

Interested students may apply for admissions using this link: <https://grad.arizona.edu/admissions/gradapp>

The M.Ed. application window runs December 1st to June 1st of each calendar year, with a priority due date of March 1st.

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 application/admissions requirements:**
 - When applying for the EDLP program, please prepared to:
 - Enter general biographical information
 - Respond to questions about your academic/employment history and your interest in the program
 - Submit a current resume or curriculum vita
 - Submit a 200–500 word personal narrative statement about your long-term professional goals as they relate to the M.Ed. program’s curriculum focus
 - Identify two references and/or submit two letters of recommendation
 - Submit transcripts to verify that you have earned a bachelor’s degree or have completed 12 courses of graduate coursework from an accredited institution with a GPA of 3.0 or higher
 - *Students for whom English is a second language must also submit their TOEFL (Total and TWE) scores*
 - *The GRE is not required for admissions to the M.Ed. program*
 - *There will be an application fee for all degree program applicants*

Information on graduate level GPA requirements, English proficiency requirements, and international student applications can also be found on the graduate college admissions link above, or this link: <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#credit-requirements> .

What do I do after I apply?

1. Your application will go through two reviews, one from the EDLP Unit and one from the Graduate College. Reviews will begin shortly after the priority application deadline but can take several weeks before final determinations are made. Determinations are sent via email.
2. If you are accepted into the program, please indicate your “Intent to Matriculate” and set up your university student accounts (NetID and university email).
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!



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

EDL #	Course Title	Course Description
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.
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>



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.

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).

Contact information (Department of Educational Policy Studies and Practice)

For additional questions or specific information, please contact:

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To set up a zoom meeting With Dr. Cota, please use this link:

<https://calendly.com/megcota/15min>

