

Educational Leadership & Policy Program (EDLP)

Student Handbook

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THE UNIVERSITY OF ARIZONA
COLLEGE OF EDUCATION

Educational Policy
Studies & Practice

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Department Introduction



Educational Leadership and Policy Department Purpose and Standards

The Educational Leadership and Policy program (EDLP) is designed to advance knowledge and address enduring and future problems of schools by:

- Exploring the issues of social justice for the educational equity and opportunities of all students;
- Engaging in research that is in the foreground current socio-cultural, economic, and political contexts (i.e., market-based reform, college readiness, turning around failing schools, building capacity, controversies of globalizing educational policy);
- Addressing the significance of the changing and challenging school contexts; and
- Following ethical principles.

Graduates will have the skills and research background, be able to challenge existing systems that discriminate against people, adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community will be the focus of this program.

Conceptual Frame

Conceptual Foundation for Preparing the Next Generation of Leaders

Creating a diverse and inclusive community, capable of addressing complex social issues and interrogating persistent global issues, undergirds the programs in Educational Leadership and Policy. We do not believe that great minds think alike. The challenges facing us in the 21st century require diverse thinkers and educators who can work collaboratively, creatively, and with integrity to positively impact schooling and affect social change. That diversity extends to identities beyond just race, ethnicity, and gender to include sexual orientation, gender identity and expression, socioeconomic status, life experiences, religion, and political and ideological perspectives.

Our intellectual challenge, then, is to continue to reorient our programs to feature the range of theoretical and empirical scholarship that will enhance the ability of our graduates to effectively transform current structures and practices in the schools and in public policy. To achieve our aspirations for an EDLP new generation, we recognize that all of our aims, ethics, and practices are interconnected and interdependent, and that we all share responsibility for equity and diversity in collaboration with colleagues in the college, university, schools, businesses, community colleges, and Arizona's diverse communities. In sum,

- We affirm the importance of equity and diversity as core values.
- We believe we cannot achieve the widest and best range of equity and diversity without a diverse faculty and diverse students.
- We assert that diversity is “inextricably” linked to excellence – diversity is a necessary condition for excellence in teaching, research, service, outreach, and day-to-day life in EDLP.

These core EDLP program values of equity and diversity will infuse and inform thinking, policies, and practices throughout the program, from mission to strategic plans, to student admissions, to hiring a new faculty member.

Like most educational leadership programs across the U.S., the Educational Leadership and Policy program currently uses the National Professional Standards for Educational Leaders 2015 (PSEL) as a basis for curriculum in the MEd, MA, EdD, and PhD program. As part of the next generation, EDLP faculty members will expand the boundaries of the PSEL standards to include a more explicit focus on equity, culture, and diversity.

Professional Standards for Educational Leaders

All EDLP courses as well as the specialization classes leading to certification are correlated with the PSEL ([Professional Standards for Educational Leaders 2015](#)).

Effective educational leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Act ethically and according to professional norms to promote each student's academic success and well-being.
3. Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.
9. Manage school operations and resources to promote each student's academic success and well-being.

Faculty

Dr. Keiron Bailey

Associate Professor, kbailey@arizona.edu

Keiron Bailey has developed a research program called Structured Public Involvement (SPI) that brings together geography, planning, and decision theory. SPI seeks to improve public satisfaction with public design and management by integrating geospatial and geovisual technologies into broad-based multi-stakeholder processes. Dr. Bailey also is interested in economic geographies of internationalization, with a special focus on the Pacific Basin and East Asia. Learn more about his work [here](#).

Dr. Lukretia A. Beasley-Knecht

Assistant Professor of Practice, lukretiabeasley@arizona.edu

Lukretia “Lucky” Beasley worked as a high school teacher and administrator in Switzerland for 25 years. She earned her Ph.D. in Educational Leadership and Policy from the University of Arizona in 2017. Since then she has been a post-doc working with Dr. Jessica Summers on a large school safety data base. Her research analyzes specifically the effects of school climate and school safety on racially and economically disadvantaged students.

Dr. Melanie Bertrand

Associate Professor, mbertrand@arizona.edu

Melanie Bertrand is an associate professor at the University of Arizona. She began her career in education as a K-5 teacher and school-wide English Language Acquisition Coordinator. Subsequently, she served as an instructional supervisor of pre-service and in-service teachers. Her research explores the potential of youth and community leadership to improve schools and challenge systemic racism and other forms of oppression in education.

Dr. Kris Bosworth

Professor and Interim Director Educational Leadership and Policy, bosworth@arizona.edu

Kris Bosworth holds the Smith Endowed Chair in Prevention and Education. With the development of the *Protective Schools* model, her work has focused on the role of school climate and culture as a buffer to individual risk taking and a framework for school safety planning. She recently served on the ADE School Safety Task Force where she was responsible for the School Safety Plan Checklist.

Dr. H. Meg Cota

Assistant Professor of Practice, hcota@arizona.edu

Hortensia “Meg” Cota is part of the EPSP teaching faculty and directs the coordination and management of the Master of Educational Leadership (M.Ed.) degree and administrative certification programs. Prior to joining the EPSP faculty, she worked for 20 years in PK-12 public schools as both a teacher and administrator and has supported schools across Arizona in her role as a school improvement specialist with the Arizona Department of Education. Her research interests include examining Latina leadership pipelines, supporting early career leaders and exploring the use of school choice mechanisms in high-poverty, high-mobility schools.

Dr. Dawn Demps

Assistant Professor, dawndemps@arizona.edu

Dr. Dawn M. Demps received her Ph.D. from Arizona State University in Tempe, Arizona. Her work looks at the historical and contemporary policies and practices that contribute to the educational pushout of racialized populations. She further interrogates the ways those populations resist such exclusionary efforts to advocate for policy changes and imagine inclusive futures. From this work, she queries how we have come to define and determine who are "educational leaders".

Dr. Chi Nguyen

Assistant Professor, chinguyen23@arizona.edu

Chi Nguyen earned her Ph.D. in Educational Leadership and International & Comparative Education from The Pennsylvania State University in 2020. Her research explores issues related to social justice leadership, both inside and outside the school—in particular, school leaders and nonprofit/community organizers—to develop new ways of thinking about the causes of, and solutions to, educational inequity. Her work uses mixed methods approaches to explore complex issues of social justice leadership.

Dr. Paul Schutz

Professor of Practice (50%), pschutz@arizona.edu

A graduate of University of Texas at Austin and recent Interim Head of UA Educational Psychology program, Dr. Schutz will be providing support for students preparing their written comprehensive exams and their dissertation proposal and working with the Arizona Online EdD students. An educational psychology by training, he is well-known for his methodological expertise.

Administrative Staff

Diana Peel

Graduate Program Coordinator

dpeel@arizona.edu

Fernando Perra

Administrative Assistant

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Degree Programs

The Master of Educational Leadership (MEd) Degree Program

The Master of Educational Leadership (MEd) degree prepares students to use theory and research to inform and guide their inquiry and practice, draw from current trends in education and apply this knowledge to enact educational change, promote responsive, equitable, safe, and socially just educational environments, and apply best practices to meet the demands of today's varying educational contexts. The MEd program is appropriate for all aspiring leaders and includes the coursework required for PK-12 school principal certification in the state of Arizona.

The Master of Arts in Education Policy (MA) Degree Program

The Master of Arts in Education Policy (MA) provides students with an understanding of education policymaking history and process and develops their skills to analyze data and inform policies. The program will provide anyone interested in education policy with the necessary background to engage in the policymaking process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program.

The Education Doctorate (EdD) Degree Program

The Doctorate of Education program is a practice-based, intensive doctoral-level 3-year program for professional leadership in PK-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully. The EdD is a program in Arizona Online Global Campus. All classes are asynchronous.

The Doctor of Philosophy (PhD) Degree Program

The Educational Leadership and Policy, PhD, program is designed to expand the boundaries of the educational leadership and policy field with explicit foci on inclusivity, social justice, and anti-racism. The program prepares leaders to achieve results in the nation's schools by translating theory and knowledge into practice, applying skills in interpersonal relations and political diplomacy, applying research and data-based, decision-making skills, and following ethical principles. This doctoral program is designed for practicing and aspiring administrators who wish to expand their skills as researchers and policy makers.

Getting Started Guide for EDLP Graduate Students

Welcome to the Educational Leadership and Policy Graduate Program in the College of Education at the University of Arizona. We look forward to working with you as you develop theoretical, practical, and critical knowledge and skills to support your work, research, leadership and policymaking in education.

College Leadership & Organization

The University of Arizona's College of Education was founded in 1922 and is the primary teacher preparation program on campus. The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial, including the Tohono O'odham, Pasqua Yaqui and Apache nations. As part of a "land-grant" Hispanic Serving Institution, the College of Education (COE) is committed to serving Tucson / Southern Arizona's diverse communities.

There are four academic departments in the College of Education:

- [Disability & Psychoeducational Studies](#)
- [Educational Policy Studies & Practice](#)
- [Educational Psychology](#)
- [Teaching, Learning & Sociocultural Studies](#)

Graduate College

The Graduate College provides central support and leadership to serve, oversee, and advance all aspects of the graduate enterprise at the University of Arizona. Learn more about the Graduate College and meet the Dean of the Graduate College, Dr. Andrew Carnie [here](#).

New and current students can find many important resources [here](#). International students access additional resources [here](#).

Welcome Portal & Resources

There are many entry points to engage with colleagues, courses, and scholarship here at the University of Arizona. Here are a few essential tools to get you started:

UA NetID & CatMail

Create and manage your NetID account [here](#).

Set up and access your CatMail student email account [here](#).

UAccess – Student Center & Administrative Systems

[Use this system](#) to maintain contact information, register for classes, pay tuition, update your GradPath file, manage student records, keep employment records, and much more. Learn more about UAccess and find IT support for use of UAccess [here](#).

GradPath

GradPath is the Graduate College's nearly paperless degree audit process that makes tracking and monitoring student progress much easier. Students are able to fill in and submit forms online through UAccess Student Center. Find a User Guide, FAQs, and more resources [here](#).

D2L (Desire2Learn)

D2L is the learning management system (LMS) used at the University of Arizona. Students can access course content, submit assignments, monitor grades, and more in D2L. Instructors, including Teaching Assistants (TAs), can upload materials, post discussion threads, retrieve and respond to student work, and more on this platform. [Login to D2L here](#) using your NetID. Students can locate a D2L orientation and find help resources [here](#). Instructors orienting themselves and learning to make optimal use of D2L can find support [here](#).

Library & Research Tools

The University of Arizona libraries offer spaces to study, experts to answer your questions, access to a wide range of technologies, and in-depth research collections. Access numerous resources for graduate students [here](#).

Librarian Point of Contact, College of Education

Leslie Sult: lsult@arizona.edu; 520-621-7281, Main Library Rm A403

Databases, Journals, & Articles

You'll need to find articles for classes and for research you are conducting. Access what you need via the library catalog or through [this page](#) that will take you to the library's databases, journals, and more.

Academic Support

The Graduate Center

The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. The Graduate Center offers a calendar of events, including professional development workshops, as well as writing, and career support. Learn more [here](#).

The Think Tank Writing Center

The Think Tank Writing Center offers a variety of services including free and fee-based appointments, workshops, and events. Emphasizing peer collaboration, the Think Tank Writing Center helps each writer grow over the course of their career at the University of Arizona. Learn more [here](#).

Registration & Enrollment

Class Registration

Find all of the resources needed to self-register for courses including academic calendars, registration details, and related items from the Office of the Registrar [here](#). When ready, register for classes (or check on enrollment status and make changes to registration) via UAccess [here](#).

Change of Schedule (Drop/Add)

Information regarding registration and/or changes using a Change of Schedule (Drop/Add) process is provided below. Typically, most changes can be made through UAccess Student Center until a specified date. The change of schedule process is for exceptions and those enrollment requests that need approval of an instructor and/or College or academic unit. Learn more [here](#). For more specific details specific to graduate students, check [here](#).

Enrollment Policies

Find details about full-time graduate student status requirements [here](#). Specific requirements for international students can be found [on this page](#).

Continuous Enrollment for Graduate Students Policy

Requesting Graduate Leave of Absence

A student admitted to a Master's or a doctoral program must register **each fall and spring semester for a minimum of 1 graduate unit**, from original matriculation until all course and thesis/dissertation requirements are met. Unless excused by an official graduate Leave of Absence (**which may not exceed one year throughout the student's degree program**), all graduate students are subject to the Continuous Enrollment Policy. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission and to pay the Graduate College application fee. There is no guarantee of re-admission. Access the Leave of Absence Policy from the Graduate Catalog and links to graduate petitions for leave [on this page](#).

Special Course Enrollment

Independent Study

Independent study courses may be offered in unique circumstances with direct coordination and prior consent of the student's advisor. Independent study courses should not be used in place of core coursework. Coursework credits earned using the independent study option should not exceed 15% of the total academic unit requirement for the student's degree program. More information about the guidelines for independent study courses can be found [here](#). A proposal [form](#) must be approved by the Project Advisor (Instructor) and submitted to the Graduate Student Coordinator, Diana Peel prior to enrolling in any independent study courses.

Financial Aid, Tuition & Fees

Financial Aid

Students inquiring about financial assistance should access the University of Arizona Scholarships & Financial Aid webpage [here](#). This link includes information about completing the FAFSA and accessing Scholarship Universe. Students should also explore Graduate student funding opportunities [here](#) and also visit the College of Education's Financial Aid pages [here](#) and [here](#). Students requesting EDLP department funds should contact Fernando Parra at JorgeParra@arizona.edu for an application. Note EDLP funds are limited and not guaranteed. Prior to requesting any EDLP tuition supports, students should have completed a FAFSA for that academic year, and should be actively seeking other funding options.

Tuition & Fees

Find all details on tuition and fees [on this page](#).

iCourse Fees

An iCourse fee is a special class fee that covers the cost of technology and academic and student services related to online instruction. Online instruction requires increased space on computer servers, increased 24/7 tech support, and enhanced electronic learning tools. As more courses are available online, special online tutoring will become available and will be paid by this fee. The iCourse fee is \$50 and covers the cost of courses taught online in traditional, on-campus degree programs.

A \$50 iCourse fee will only apply to students enrolling in Fully Online sections of a course. This fee does not apply to in-person or hybrid sections of courses, or for students in fully online programs. Please check the Schedule of Classes for up-to-date information on the mode of instruction for individual sections of courses as offerings may change from semester to semester.

Payment of Tuition and Fees

Obligation to Pay Tuition & Fees

All payments for tuition must be received in the Bursar's Office by each semester's tuition payment deadline. Payments received after the deadline, **regardless of the postmark date**, are considered late and are subject to late charges. If a student registers for additional courses after Account Statements have been mailed, a new account statement will **not** be sent prior to the Tuition Payment Deadline. Get all of the details [here](#).

Financial Aid Payments

The Office of Scholarships and Financial Aid will automatically disburse aid to student accounts no sooner than **10 days prior to the start of the semester**, as long as the student has met all financial aid disbursement requirements. Learn more [here](#).

Tuition payment plan: Installments

Offered for the Fall and Spring semesters only. All tuition, program fees/differential tuition, fees and course fees are split into three (3) installments. There is a \$75.00 per semester non-refundable enrollment fee for this service. Students must enroll prior to the tuition payment deadline to avoid the late payment charge. Find all details [here](#).

Fees and Costs of Cancelling Your Registration

To be eligible for a refund of tuition, program fees and fees, students must drop courses or withdraw from the University **by the specified** refund dates. Tuition and fees will not be recalculated or reversed after the refund deadline. Students are responsible for all tuition and fees remaining on their account. Learn more [here](#).

Late Payment Charges

Payment for tuition must be received by the tuition payment deadline each semester to avoid a \$50 late payment charge. The full tuition amount for anticipated enrollment must be paid by the deadline, even if the student is not completely registered, to avoid this charge. This late charge applies to all accounts with unpaid fees (i.e., registration, increase in units, special course fees).

On the 22nd calendar day following the tuition payment deadline, any student with unpaid tuition, fees and course fees, or who hasn't paid their 1st installment of the tuition payment plan, will be charged a \$125.00 unpaid tuition charge. To avoid the \$125.00 unpaid tuition charge, tuition and fees must be paid prior to this date.

Lack of funds, mailed payment postmark dates, non-receipt of Account Statements, and other personal reasons for delayed payment will not be considered. Outstanding tuition notifications are sent via email to the student's official University email address. Students should check their account balance on UAccess each time they change their registration.

More details on all of this can be found [here](#).

Graduate Assistant/Associate (GA) Benefits

Learn about all of the benefits of GA appointments [on this page](#). Check in with your advisor regarding details and expectations for your appointment.

Tuition Remission

A Graduate assistant/Associate (GA) who is appointed during the Fall and/or Spring academic semesters will receive tuition remission. Tuition remission is a reduction in the tuition amount that a student will be charged. The tuition remission is an amount dependent of FTE, enrollment, and dates of the appointment contract. The tuition remission benefit is only available for Fall and Spring semesters. Tuition rates for nonresident GAs will be automatically recalculated at the resident rate (GA Reduced Tuition).

For example:

- If a GA is appointed at a total FTE less than .50, they will receive tuition remission in the amount of 50%. This is a 50% reduction in the original tuition charges.
- If a GA is appointed at a total of .50 or more, they will receive tuition remission in the amount of 100%. This is a 100% reduction in the original tuition charges.

The tuition remission benefit applies only to base graduate tuition. It does not apply to mandatory fees, program fees, differential tuition, or any other fees charged by the University for specific programs. The student appointed as a GA is responsible for these charges and fees, which must be paid on or before the first day of classes.

Health Insurance

The University of Arizona will cover the single student Campus Health insurance premium charges for a GA during their appointment. The health insurance and health services are provided through the University of Arizona Campus Health and are not transferrable to outside insurance providers. To receive this benefit, a student must enroll in the student health insurance program during the open enrollment period.

Graduate Student (Non-Tuition) Funding Sources

Research and Project (ReaP) Grants

The Graduate Professional Student Council (GPSC) recognizes that student education is advanced through academic research and projects. Therefore, the GPSC offers Research and Project (ReaP)

grants of up to \$1,500 to partially or completely fund research and projects for graduate and professional students. Find the application and all details [here](#).

GPSC Travel Grants

The GPSC awards grants for graduate and professional student travel for professional development purposes. Applications for domestic travel may receive up to \$750. Applications for international travel may receive up to \$1000. Applicants for Virtual Conferences may receive up to \$750. Event types covered by the grant include but are not limited to:

- Travel to attend/present at academic or professional conferences
- Travel to conduct fieldwork or research
- Travel to participate in summer schools or workshops
- Travel to participate in practicums, internships, or other types of experiential learning
- Travel for a job interview or campus visit
- Travel for study abroad or international study

Find the application and additional details [on this page](#).

Professional Opportunities Development Funding

The GPSC recognizes that graduate and professional student education is advanced by events promoting the development of skills necessary to succeed in their fields of study. Therefore, the GPSC strives to support professional development initiatives of graduate and professional students through Professional Opportunity Development (POD) Funding.

Such initiatives and events include, but are not necessarily limited to, academic seminars, conferences, meetings with industry representatives, etc. which are occurring at the University of Arizona. Any group of at least three graduate and/or professional students can apply to the GPSC for funding to support a POD event they are directly involved in planning. The maximum award for POD Funding is \$1,500 per application to be used within six (6) months of receiving funding. Find all details [here](#).

College of Education Conference/Travel Support Grants

Graduate students enrolled part-time or full time in College of Education majors may be eligible for support funds to participate in professional conferences. Find details [here](#).

Paul Lindsey Internship, College of Education

This award invites Interns to learn a different side of education than the classroom experience. Funding for graduate student interns is \$2,000 per semester.

Lindsey Interns build leadership and management skills through real-world experiences in their work with community outreach programs, museums, and a variety of local education facilities. Learn about all opportunities and find the application [here](#).

Academic Policies

Academic Integrity

All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the University's Code of Academic Integrity. As a community of scholars, integrity should guide conduct and decisions related to academic work and all credit bearing classes, including traditional, non-traditional, and online courses. Find details [here](#).

Code of Academic Integrity

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. Read the full Code [here](#), including a list of prohibited conduct, student and faculty responsibilities, and procedures for violation of the Code of Academic Integrity.

Academic Integrity Sanctions

All students who are reported to the Dean of Students Office for violation of the University's Code of Academic Integrity are required to attend an Academic Integrity Workshop. This 2.5 hour educational workshop reviews the University's Code of Academic Integrity and includes discussion of ethics and integrity. The cost of the workshop is \$50 which is assessed to the student's Bursars account. Additionally, instructors will assign one or more of the sanction(s) [on this list](#) for the violation.

Responding to a Violation / Grievance Procedures

Students have rights and responsibilities, including filing a Request to Appeal. Learn more [here](#).

Scholastic Requirements

Students in the EDLP programs must earn **at least a B** in each required course, stay continuously enrolled, and be seen by their faculty advisor and the EDLP faculty, as a whole, as making adequate progress annually toward their degree. Reviews of students' progress are conducted annually, toward the end of the spring semester.

Changing Committee Chair or Committee Members

Incoming students are assigned a faculty advisor but are strongly encouraged to find a faculty chair and committee members who best fit with their interests and topic area. As students take courses from various faculty members, they are better informed to make changes. When students want to make changes, they need to talk with both their current advisor/chair/committee members and also with whomever they want to advise their course of study and/or chair or hold membership on their dissertation committee. If an advisor should leave the University of Arizona or retire, the student is responsible to find another advisor.

APA & Reference Document Style

The Educational Leadership and Policy Program uses the American Psychological Association (APA) style manual. Ensure that you are using the most current style manual for your work (7th edition). Access the [OWL APA guide](#) at Purdue University or the [APA Quick Citation Guide](#) from Penn State to review APA style requirements. There are additional resources online to help with APA citations and styling. You can also purchase the APA manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Research and Data Ethics

Introduction

The EDLP program follows the research guidelines set forth by the University of Arizona. To learn more, visit the University of Arizona Research website [here](#). Learn more about research opportunities for students [here](#).

Human Subjects Protection Program (HSPP)

Training is required for UA Faculty, Staff and Students who are conducting human research at the University of Arizona. Training must be conducted through the CITI training program. Find details [here](#).

Collaborative Institutional Training Initiative (CITI) Training

Federal regulations require that key personnel in research involving human subjects undergo training. Key personnel are all individuals responsible for the design and conduct of the study. All members of the research team are expected to complete online training prior to conducting any activities involving human subjects research. The IRB will not approve protocols in which study personnel do not have current, completed University of Arizona CITI human subjects training. Find details [here](#).

Responsible Conduct of Research Program

Fostering a culture and expectation of responsible and ethical conduct of research is a critical component in the advancement of knowledge through research and scholarship. It is also a key element in the maintenance of public trust in the research enterprise. Given that ethical issues emerge when conducting research and scholarship across disciplines of all kinds, UA is committed to providing high quality instruction in responsible conduct of research to the entire campus community. Find details, including multiple links to resources, trainings, and forms [here](#).

Conflict of Interest

The Conflict of Interest Program (COIP) supports and promotes The University of Arizona's ethical conduct of research. In collaboration with the Institutional Review Committee and the Executive Review Committee, the Conflict of Interest Program works with The University of Arizona's research community who are engaged in external relationships to ensure that all identified financial conflicts of interest or institutional conflicts of interest are appropriately managed, reduced, or eliminated. Find required trainings, disclosure processes, and other details [here](#).

Human Subjects Protection Program & IRB

The Human Subjects Protection Program (HSPP), as the administrative and regulatory support program to the Institutional Review Boards (IRBs), works in collaboration with the research community to maintain an ethical and compliant research program. The IRBs are the independent review committee charged with the protection of human research subjects. An IRB must review all research and related activities involving human subjects conducted at the University of Arizona or by in which the University is a responsible participant. Link to all necessary information and forms [here](#).

Graduate Student Advising

Degree Plans

A graduate student must file a degree plan on GradPath which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Doctoral students in EDLP must file their degree plan during the semester in which they are enrolled in the 36th credit hour. Masters students in EDLP must file their degree plan during the semester in which they are enrolled in their 15th credit hour.

Working closely with their academic advisor, students will file their degree plans using the GradPath. The degree plan is then circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, and department head.

Advising

Working Effectively with Your Advisor

Establishing a positive working relationship with your advisor is important to your success in the EDLP program. Setting up guidelines for regular communication and check-in meetings can be a very helpful start to working effectively with your advisor.

Changing Advisors

Incoming students are assigned a faculty advisor by the EDLP program. At the master's degree level, your assigned advisor will work with you for the duration of your program. For doctoral level students, there is the option of changing advisors as your program of study progresses. As you take courses from various faculty members, you may identify a "better fit" advisor for your specific interests or course of study. If you, as an EdD or PhD candidate, want to initiate a change in advisor, you must first talk with both your current and also with your preferred future advisor.

Forms on GradPath (see p. 11)

1. Responsible Conduct of Research Form
2. Evaluation of Transfer Credit (only if using external transfer courses)
3. Doctoral Plan of Study (this is generally submitted after the second semester in the program. Your plan of study is generally submitted after the second semester in the program. When a Plan of Study is submitted in GradPath, your Advisor must complete the research compliance acknowledgement section on the form.
4. Comprehensive Exam Committee Appointment Form *see info below
5. Announcement of Doctoral Comprehensive Examination – submit at least 10 business days prior to exam.
6. Results of the Oral Comprehensive Examination for Doctoral Candidacy - submitted by committee chair. (*Candidacy fees charged to student upon advancement to doctoral candidacy.*)
7. Verification of Prospectus/Proposal Approval – This form is submitted by the student and then verified by the Graduate Coordinator (departmental form).
8. Doctoral Dissertation Committee Appointment Form *see info below
9. Announcement of Final Defense - *must be submitted and approved at least ten days before the date of defense*
10. Results of Final Defense - submitted by committee chair

Additional Requirements on GradPath

11. Submission of Final Dissertation for Archiving
12. Exit survey

GradPath Forms Submission Timeline

| GradPath Form | Deadline |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan of Study | Generally by the 3 rd semester in residence |
| Comprehensive Exam Committee Appointment Form | As soon as you have determined who will serve on your committee, and before you begin the written comprehensive exams. |
| Announcement of Doctoral Comprehensive Exam | At least 10 business days before your oral exam once you set the date, time and room with your committee. Please note that the policy for time to degree completion begins after passing the comp exams. More information can be found here . |
| Announcement of Final Oral Defense | At least 10 business days prior to the date of the Final Oral Examination. |
| Complete the Final Oral Examination/Defense | Mid-April* for May graduation Mid-November* for December graduation * please verify exact date for your semester with the EDLP Graduate Coordinator |

Doctoral Comprehensive Exam Committee

Per the degree requirement policies for the Doctor of Philosophy and Doctor of Education ([PhD](#), [EdD](#))

1. The committee must include a minimum of four members, including at least three (tenured or tenure track) **regular members** of the EDLP faculty.
2. A **special member** may serve as the fourth (or fifth) member of the committee. Each committee must have a chair. The chair of the committee must be a regular EDLP faculty member.
3. If there are co-chairs of the committee, one must be a regular member, while the second can be either a regular, emeritus, or special member.
4. The committee should include at least one member representing the student's minor area of study.

Doctoral Dissertation Committee

Per the degree requirement policies for the Doctor of Philosophy and Doctor of Education ([PhD](#), [EdD](#))

1. The committee must include a minimum of three **regular members**.
2. If there are more than three committee members, those beyond the core of three regular members may be **regular** or **special members**.

3. Each committee must have a chair. The chair of the committee must be a regular member.
4. If there are co-chairs of the committee, one must be a regular member, while the second can be either a regular or special member.

GradPath for Master's Students

1. Responsible Conduct of Research Form
2. Plan of Study
3. Master's Committee Appointment Form *see info below
4. Master's Completion Confirmation

Your plan of study is generally submitted after the second semester in the program. When a Plan of Study is submitted in GradPath, your Advisor **must complete the research compliance acknowledgement section on the form.**

Master's students who are not completing a thesis are not required to report a committee to the Graduate College, but must still complete the Master's/Specialist Committee Appointment form in GradPath to confirm their advisor.

MEd students should list the name of their advisor as their committee member. No thesis is required. If you are completing a thesis, here is how to fill out this form:

Master's Thesis Committee

Per the [degree requirement policies for Master's Degrees](#)

1. The committee must include a minimum of three members, including at least two **regular members**.
2. A **special member** may serve as the third member of the committee.
3. Each committee must have a chair. The chair of the committee must be a regular member.
4. If there are co-chairs of the committee, one must be a regular member, while the second can be either a regular or special member.

EDLP Degree Programs

The Master of Educational Leadership (MEd) Degree Program

Program Description & Purpose

The program of study for the Master of Educational Leadership (MEd) degree in the Department of Educational Policy Studies and Practice at The University of Arizona is designed for aspiring leaders who are seeking administrative certification and careers in leadership roles. The Master of Educational Leadership (MEd) degree prepares students to:

- use theory and research to inform and guide their inquiry and practice
- draw from current trends in education and apply this knowledge to enact educational change
- promote responsive, equitable, safe, and socially just educational environments
- apply best practices to meet the demands of today's varying educational contexts

The MEd program is appropriate for all aspiring leaders and includes the coursework required for PK-12 school principal certification in the state of Arizona. Coursework for an Arizona PK-12 superintendent certification is also available through the MEd program. This is a non-thesis degree which requires a minimum of 36 hours of coursework, fieldwork/internship experiences and a capstone course. The MEd coursework is aligned to the 2015 Professional Standards for Educational Leaders (PSEL) and Arizona Professional Administrative Standards (R7-2-603) and has been approved by the Arizona Department of Education as an administrative preparation program. Information about PSEL (2015) can be found [here](#). Information about the Arizona R7-2-603 can be found [here](#).

Course formats are varied within the program track. These formats can include: in-person, hybrid (in-person and on-line) and fully on-line. The MEd degree is not a fully on-line, remote program; most course sessions are held on the university's main Tucson campus. Courses are offered in the evenings to support working adults. The traditional sequence for the MEd degree follows a cohort-based model with courses offered during the academic year and in the summer. Students following the traditional sequence attend on a part-time basis. Students who wish to attend full time can opt to take additional coursework on a course/space-available basis following the plan of study developed for them by their advisor.

Degree Requirements

The Master of Educational Leadership (MEd) program consists of 12 courses (36 credit hours), including an internship (3 credit hours) and a capstone project (3 credit hours). This coursework satisfies the academic requirements for school principal certification in Arizona, and the program of study is usually completed in two years.

Required Core (21 credit hours)

- EDL 560: Trends in Educational Leadership
- EDL 561: The Principalship
- EDL 562: Arizona Education Law
- EDL 563: Supervision of the Instructional Program
- EDL 565: School Finance
- EDL 568: Curriculum Leadership and Data Literacy for Continuous School Improvement
- EDL 593A: Principal Internship*

Required Research Courses (6 credit hours)

- EDL 504: Disciplined Inquiry in Education
- EDL 598: Problems in Educational Leadership: Capstone Experience

Required Electives (9 credit hours)

- EDL 567: School, Family and Community Relations
- EDL 602: Culturally Responsive Leadership and Policy
- EDL 604: Leadership for Educational Change

** An internship is required for degree-seeking students of the MEd program. EDL 593B (Superintendent Internship) or 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 the course requirements for their plan of study.*

Course Sequence

Fall, Year One* (6 units)

- EDL 560: Trends in Educational Leadership
- EDL 562: Arizona Education Law

Spring, Year One (6 units)

- EDL 561: The Principalship
- EDL 563: Supervision of the Instructional Program

Summer, Year One (12 units)

- EDL 565: School Finance
- EDL 567: School, Family and Community Relations
- EDL 568: Curriculum Leadership and Data Literacy for Continuous School Improvement
- EDL 602: Culturally Responsive Leadership and Policy

Fall, Year Two (6 units)

- EDL 504: Disciplined Inquiry in Education
- EDL 593A: Internship

Spring, Year Two (6 units)

- EDL 598: Problems in Educational Leadership: Capstone Experience
- EDL 604: Leadership for Educational Change

** Upon applying to the program, an individual plan of study will be developed for you by the MEd 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.*

Program Milestones

The MEd program has three milestones:

- **Milestone #1:** (Coursework Completion) The first year of the M.Ed. program provides opportunities for students to begin developing and applying their leadership knowledge and skills. Students should demonstrate they are adequately progressing in their plan of study and early fieldwork experiences. Adequate progress includes: continuous enrollment and attendance, regular contact with your advisor, and a GPA of 3.0 or above.

- **Milestone #2:** (Internship Experience) In year two of the program, students are immersed in practical leadership development opportunities as interns. Through their internships, students have realistic field experiences during which they apply their developing knowledge and skills in practical settings as they work collaboratively with their supervising mentor to assume the role of the organizational leader. Milestone #2 reflects the successful completion of all internship related requirements (e.g. hours, documents, narratives, logs, projects, etc.).
- **Milestone #3:** (Capstone project) The capstone project is a culminating professional experience for the MEd degree program. It represents the analysis of practical problems in educational administration. For this last milestone, students will demonstrate their understanding of research and theory through an action research project.

Program Options

Principal and Superintendent Certification-Only Coursework

The MEd program at the University of Arizona also offers certification-only options for students who have already obtained a master's level degree and wish to pursue their certification as a Pk-12 principal and/or superintendent. Students who are interested in this option should work with the MEd program coordinator directly. The MEd program coordinator will create an individualized plan of study that maps out the required coursework to satisfy the certification requirements of the Arizona Department of Education (ADE). Required coursework can vary by student. Students who select this option will enroll as a non-degree seeking student through the Graduate College. Information about the Graduate Office can be found [here](#). More information about Arizona state requirements for the principal and superintendent certifications can be found [here](#).

Sequencing for Certification-Only Programs (for non-degree seeking students)

Principal certification-only* option:

- Generally consists of 8-10 EDL courses (30 credit hours).
- Students 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 MEd Advisor, Dr. Cota, will use this review to map out an individual plan of study.

Superintendent certification-only* option:

- Consists of 2-10 EDL courses (36 credit hours).
- The Arizona Department of Education requires 36 hours of educational leadership-specific coursework to include a course on the role of the superintendent and a superintendent internship.
- Most students seeking this certification have already earned 30 credit hours in this concentrated area of study and/or are currently working in a school/district level administrative role. For this reason, a review of previous academic transcripts is used to determine the exact number of courses you must take to satisfy the superintendent certification requirements.
- The MEd Advisor, Dr. Cota, will use this review to map out an individual plan of study.
- EDL 682 (The Superintendency) course is offered each summer and EDL 593B (The Superintendent Internship) course is offered in fall each year.

- Additional coursework can be added in spring, summer, and/or fall terms if required.

**University of Arizona PhD students may incorporate certification-only coursework into their studies with prior consent from their doctoral advisor and in collaboration with Dr. Cota.*

Institutional Recommendation (IR)

MEd students (both degree-seeking and non-degree seeking) who plan on applying for their principal or superintendent certification can request an Institutional Recommendation (IR) from the University of Arizona. The IR verifies that you have completed a certification program and that all of the coursework requirements for administrative certification have been met. Students who fail to complete the courses listed in their individual plan of study (developed by the MEd Advisor) will not be eligible to receive the Institutional Recommendation. The IR allows the applicant to pay a reduced certification service fee and qualify for faster processing of their desired certificate. The IR should be requested in the last semester of required coursework. The IR will not automatically be issued; it must be requested by the student. Students who are enrolled as non-degree seeking (certification-only) will also need to submit official transcripts of their most recent degree with their IR request. The IR can be requested [here](#).

The Master of Arts in Education Policy (MA) Degree Program

Program Description & Purpose

The Master of Arts in Education Policy (MA), offered by the Educational Leadership and Policy unit within the Department of Education Policy Studies of the College of Education, will provide students with an understanding of education policymaking history and process, and develop their skills to analyze data and inform policies. There are numerous opportunities for students who possess the background in education policy that range from Research and Evaluation Analysts in school districts to Directors of Research for policy centers in the state, as well as K-12 and university settings. The program will provide anyone interested in education policy with the necessary background to engage in the policymaking process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program.

The program, which as of Fall 2020 is completely online, is offered through Arizona Online. Courses include research methods, critical topics in education policy, as well as the opportunity to take various elective courses that might include a focus on language policy, privatization and education reform, law, and/or public policy, among other areas of interest.

The 30-credit hour program prepares you to critically evaluate:

- the utility and limitations of education research findings in informing policy;
- the basic legal, political, and practical linkages between federal, state, and local enactment of education policy;
- current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform

In your final semester, you will carry out a research project in consultation with your advisor or engage in a legislative internship to deepen the knowledge you have accumulated during your studies.

Degree Requirements

The Master of Arts in Education Policy (MA) program consists of 30 credit hours, including an applied project (3 credit hours) with advisor or policymaker/legislative internship. This program of study can be completed in one or two years.

Required Core (12 credit hours)

- EDL 522: Critically Evaluating Education Policy Research
- EDL 587: State and Local Education Policy
- EDL 558: Market-Based Educational Reforms
- TLS 575a: The Education of Latinas/Latinos (Substitutions can be made for this core course with your advisor's prior approval)

Electives (15 credit hours)

You may take courses from the following list (when offered) in consultation with your advisor:

- EDL 562: Arizona Education Law
- EDL 606: Policy Analysis in Education
- TLS 504: Language and culture in education
- TLS 595e: Anthropology and education
- TLS 640: Multicultural education and social justice
- TLS 641: Immigration and education
- TLS 642: Oral traditions across societies

- TLS 795c: Language planning and education
- PA 504 Public and Policy Economics
- PA 506 Bureaucracy, Politics, and Policy
- PA 507 Conflict Management in the Public Sector
- PA 509 Strategic Planning, Public Policy and Political Decision Making
- PA 510 Nonprofits in the Policy Process
- PA 512 Local government
- PA 520 Advocacy Strategies & Community Participation
- PA 524 Federalism, Democracy and Decentralization
- PA 562 The Political Economy of U.S. Immigration Policy
- PA 595G Public policy
- LAW 656D Education Law
- LAW 514 The state and Social Policy
- LAW 527 International Human Rights and Indigenous Peoples
- LAW 550A Native American Law and Policy
- LAW 553 Introduction to Immigration Law and Policy
- LAW 583 Law, Politics, and Inequality
- LAW 596h Law, Psychology and Policy
- LAW 631D - Rebuilding Native Nations: An Introduction
- LAW 631L - Constitutions of Indigenous Nations
- LAW 631M - Comparative Legal Systems & Their Role in Nation Building
- LAW 631N - Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
- LAW 631K - The Evidence for Native Nation Building
- LAW 631O - Creating Indigenous Entrepreneurs
- LAW 656B - Comparative Indigenous Governance
- LAW 656F - Cultural Property of Indigenous Peoples
- LAW 579A - Indigenous Peoples' Rights Under International Law
- LAW 656A - Intergovernmental Relations
- LAW 525 - Native Economic Development
- LAW 631J - Making Change Happen

Applied Project (3 credit hours)

- EDL 599 Applied Project (3)

Program Requirements: Applied Project

Together with their faculty advisors, students will develop and conduct an education policy-focused applied research project. Topics and research design will be initiated by the students, but the faculty will guide and provide feedback on the research at each step of the process. The result of the project will be a paper, in which the project is detailed.

Program Course of Study Options

Recommended one-year plan of study (Full-time students)

Fall, Year One (15 units)

- EDL 522: Critically Evaluating Education Policy Research
- EDL 558: Market-Based Educational Reforms
- Course from list of electives
- Course from list of electives
- Course from list of electives

Spring, Year One (15 units)

- EDL 587: State and Local Education Policy
- TLS 575a: The Education of Latinas/Latinos
- Course from list of electives
- Course from list of electives
- EDL 599: Applied Project

Recommended two-year plan of study (Full-time students)

Fall, Year One (6 units)

- EDL 522: Critically Evaluating Education Policy Research
- Course from list of electives

Spring, Year One (6 units)

- EDL 587: State and Local Education Policy
- Course from list of electives

Summer I, Year One (3 units)

- Course from list of electives

Summer II, Year One (3 units)

- Course from list of electives

Fall, Year Two (6 units)

- EDL 558: Market-Based Educational Reforms
- Course from list of electives

Spring, Year Two (6 units)

- TLS 575a: The Education of Latinas/Latinos
- EDL 599: Applied Project

The Education Doctorate (EdD) Degree Program

After Fall 2020, the EdD program is only offered through [University Arizona Online](#). Find details to the EdD program [here](#).

Introduction

Welcome to the Doctorate of Education in Educational Leadership at the University of Arizona! This handbook contains essential doctoral program information including, but not limited to academic requirements, course outline, program details, degree-planning guidelines and dissertation instructions.

The Doctorate of Education program is a practice-based, intensive doctoral-level program for professional leadership in PK-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully.

Program Description & Purpose

The Doctorate in Education (EdD) program is designed to prepare education leaders at the school, district, community, state, and federal levels. With an emphasis on social justice and equity, the doctoral program seeks to train educational professionals who desire to become leaders capable of transforming schools or other educational institutions, particularly those institutions that serve historically underserved populations. The program is offered in a fully online format and designed so that students can complete the program in three years. Students matriculate through the program in “lock-step” with their cohort which means your classes will mostly include other students admitted during the same year. The cohort model is designed to strengthen and extend students’ professional networks and encourage a collaborative community working together to address educational problems.

Course Requirements

The Educational Leadership and Policy Program of Study leading to the EdD degree consists of sixty (60) units, of which six (6) are required dissertation hours. The accelerated nature of the program does not allow for units taken outside of the program to transfer in, however, in rare cases, few exceptions might be considered. With a strong emphasis on social justice, the coursework is clustered into three areas: (1) Foundations/Core Knowledge, (2) Methodological Approaches, and (3) Advanced Professional Studies that encourage students to think critically about their dissertation in practice projects.

Year 1: Foundations/Core Knowledge: The Foundations/Core Knowledge consists of courses that promote the knowledge and facilitate informed practices and innovation in classrooms, schools, educational agencies, and allied organizations.

Fall (6 units)

EDL 620: Advanced Foundations in Educational Leadership: Theory, Research & Practice

EDL 558: Market-Based Educational Reforms

Spring (6 units)

EDL 625: Leadership for the School and the Diverse Community

EDL 626: Leadership for Social Justice: Ethics and Law

Summer (9 units)

EDL 606: Policy Analysis in Education

EDL 696: Administration of Bilingual Education Programs

EDL 602: Culturally Responsive Leadership and Policy

Year 2: Methodological Approaches

Fall (6 units)

EDL 522: Critically Evaluating Education Policy Research

EDL 605: Qualitative Methods in Education

Spring (6 units)

EDL 622: Research and Data-Based Decision Making

EDL 504: Disciplined Inquiry in Education

Year 3: Advanced Professional Studies

Summer (9 units)

EDL 562: Arizona Education Law

EDL 623: Curriculum and Instructional Leadership

EDL 682: The Superintendency or EDL 561: The Principalship¹

Fall (6 units)

EDL 621: Organization, Operational & Resource Leadership

EDL 604: Leadership for Educational Change

Spring (12 units)

EDL 675: Leadership and Organizational Theory and Behavior

EDL 627: Leadership for Educational and Organizational Change

EDL 920: Dissertation Hours

Program Requirements: Program Milestones

The EdD program is organized around three milestones:

- **Milestone #1:** (Concept Paper) Students identify and articulate their problem of practice and identify the underlying causes and associated factors as examined in extant literature. Required courses to complete before submission: 620, 558, 625, 626, 606, 696, and 602.
- **Milestone #2:** (Proposal) Students develop a potential methodological approach to investigate their problem of practice, including data collection and analysis techniques. In addition, students will be required to have received IRB approval (if applicable). Required courses to complete before submission: 522, 605, 622, and 504. (Students will also submit refined chapters 1 & 2)
- **Milestone #3:** (Final Report/Dissertation) After collecting and analyzing their data, students will submit the summation of the findings/results as well as a discussion of the data. Required courses to complete before submission: 562, 623, 682 or 561, 621, 604, 675, 627, and 920.

Program Requirements: Dissertation in Practice

Unlike the traditional dissertation required for completion of doctorate in philosophy degree, the capstone project for students enrolled in the online Doctorate in Educational Leadership and Policy (EdD) program is an applied dissertation or dissertation in practice (DiP). The DiP examines a problem of practice which is an area of concern or issue that has been identified in the student's context of professional practice. The Carnegie Project on the Education Doctorate (CPED) defines a problem of practice as "a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improving

¹ EDL 682 and EDL 561 can be substituted at the discretion of your advisor. Faculty may decide that a Special Topics course or other suitable alternatives might replace these courses based on student interests and needs.

understanding, experiences, and outcomes” (CPED, framework guide). The problem of practice becomes the driving focus of students’ dissertation research.

The DiP is embedded within the required coursework to allow students the opportunity to examine an issue important to their individual contexts, with the potential to demonstrate benefits for relative problems.

The following are key features of a dissertation in practice:

- The scale of the problem is small enough to be completed in conjunction with the author’s full-time work as a leader in an organization, yet the problem should be substantial enough to potentially demonstrate positive benefits to the broader educational community;
- The problem of practice is informed by the current and most appropriate research available. The selection of the literature is targeted, practical and highly relevant to the problem and the specific context under investigation;
- The practice-based empirical exploration is grounded in theoretical knowledge;
- The required product, requires that students identify an area of need or problem in their work setting or field of interest, develop a set of research questions to address the problem, and employ the scientific method to conduct an appropriately designed study to answer the research questions

The Doctor of Philosophy (PhD) Degree Program

Program Description & Purpose

The Educational Leadership and Policy, PhD, program is designed to expand the boundaries of the educational leadership and policy field with an explicit focus on inclusivity, social justice, and anti-racism. The program prepares leaders to achieve results in the nation's schools by translating theory and knowledge into practice, applying skills in interpersonal relations and political diplomacy, applying research and data-based, decision-making skills, and following ethical principles. This doctoral program is designed for practicing and aspiring administrators who wish to expand their skills as researchers and policy makers.

The program of study for the Doctor of Philosophy (PhD) degree in the Educational Leadership and Policy Program (EDLP) at the University of Arizona leads to an advanced research degree with an emphasis on leadership and policy research that addresses complex issues of social justice and anti-racism. Educational leaders completing course work, examinations and research for the PhD are prepared to work in public schools, public policy and academic settings.

The course work and research are designed to give students a comprehensive knowledge of the field and of research design and methods with an emphasis on a particular area of interest. Degrees are granted based on a student's competence in the literature and research in the field, their ability to think critically, and their demonstrated ability to do independent research. Students must have acquired the ability to make persuasive academic arguments with clarity and fluency in both written and oral communication. Completion of course work is a necessary but not sufficient requirement for completion of the degree.

Course Requirements

The PhD requires a **minimum of 72 units** with an emphasis on theory and research. PhD candidates take doctoral courses in the College of Education at the 600 level or higher. There are three groups of courses that are part of the 72 hour PhD requirement. First, there are courses in Educational Leadership and Policy including some that are required and some that are electives. Additionally, there are required courses in research, statistics and methods that form the foundation for candidates' dissertation research. The last group is courses in a minor area of study.

Required Core (12 credit hours)

- EDL 606: Policy Analysis in Education
- EDL 621: Organization, Operational & Resource Leadership
- EDL 625: Leadership for the School and the Diverse Community
- EDL 626: Leadership for Social Justice: Ethics and Law

Electives (12-15 credit hours)

PhD candidates will select electives, in consultation with their advisors that support research interests or enhance skills and theoretical knowledge.

Research Methods (12-15 credit hours)

- EDL 605: Qualitative Methods in Education
- EDL 696: Quantitative Research Methods
- Research Design, Advanced Qualitative Methods or Advanced Quantitative Methods

Minor Program (9-12 credit hours)

This is coursework taken outside the EDLP program that will complement your major and your research interests. Work in this program must be approved by your minor department advisor.

Dissertation (18 credit hours)

Units of dissertation are taken AFTER completing the Comprehensive Exam.

Transfer Credits

Eligible units may be transferred in from other doctoral level work based on Graduate College Guidelines and advisor approval. Students may need to complete more units depending on their research interests, dissertation topic and skill levels. Students will work with their advisor and committee members to develop a plan of study that focuses on their research and career goals. The following are the course requirements for the PhD. Note that graduate credits earned at other approved institutions may be counted toward the requirements of a doctoral degree, but will not be included in the calculation of the University of Arizona GPA.

Transferred units are subject to the following restrictions:

- Transfer units must be within 5 years and from a peer institution.
- Credits must be approved by the major or minor department and the Graduate College.
- The minimum grade for transferred credits must be an A or B or the equivalent at the institution where the course was taken.
- Transferred units may not count toward more than one doctorate.
- A maximum of 30 units of transfer coursework may be used toward the PhD requirements.

Program Requirements: Program Milestones

The PhD program is organized around five milestones:

- **Milestone #1:** (Annual Faculty Student Review) The annual review completed after two semesters of coursework constitutes the PhD qualifying examination. Indicators of adequate progress include: continuous enrollment, regular contact with your advisor, no incompletes, GPA of 3.0 or above, and documented progress toward comprehensive exam, dissertation proposal, or dissertation.
- **Milestone #2:** (Comprehensive Examination) The Comprehensive Examination is completed after all required coursework is finished.
- **Milestone #3:** (Proposal) The dissertation proposal is a draft of the first three chapters: Introduction, lit review and methods.
- **Milestone #4:** (Dissertation) Candidates develop an original research plan focused on an aspect of Educational Leadership or policy of interest to them. The dissertation represents a deep understanding and engagement with existing research and theory, as well as the production of a unique contribution based on the researchers' interests which adds significantly to the field.
- **Milestone #5:** (Dissertation Defense) Once the dissertation has been through multiple rounds of review with committee members and leaders in the field, it is finalized and presented in a defense before committee members and colleagues. Additional revisions may follow the defense, but this milestone marks the final milestone in the PhD journey.

Comprehensive Examination

The Comprehensive Examination is the gateway to doctoral candidacy, the dissertation proposal, the dissertation and graduation. The Comprehensive Examination is completed once all coursework has been concluded (without any incompletes). This examination is based on what you have learned in your course work applied to a current researchable topic of interest and requires using transferable academic skills including but not limited to planning, writing, conducting a literature review, understanding the research process, methods and design, and facility using various theoretical approaches to research and policy. PhD candidates must be enrolled for at least 3 credits in the semester they take their oral examination. Students have 5.5 years to complete their degree after successful completion of the Comprehensive Exam.

The first part of the process includes a written document. With advisor and committee approval of your written comprehensive exam, the oral component of the examination can be scheduled.

These policies are effective for EDLP PhD and non-Arizona Online EdD students who are planning on completing the Comprehensive exam in Fall 2021 or later.

1. Comprehensive Exam Overview within doctoral program

Exam purpose: The comprehensive examination represents what students have learned about leadership and policy during their coursework in the fields of theory and literature and how they integrate this learning into the dynamic educational environment.

Exam functionality: The Comprehensive Examination fits into the EDLP doctoral degree program after required classwork has been completed and before the Dissertation Proposal phase. The Comprehensive Examination consists of two components: the written and oral examinations. The written exam precedes the oral exam. Continuation in the EDLP doctoral program depends on successful completion of both written and oral components of the Comprehensive Examination.

2. Timing and Prerequisites for sitting Comprehensive Examination

(i) The Comprehensive Examination is scheduled during either the final semester of coursework or the following semester and must be completed within two semesters of completing coursework.

(ii) The Plan of Study must be approved in GradPath prior to scheduling the Oral Comprehensive Examination.

(iii) Students who have an unfulfilled “Incomplete” grade are not permitted to take the Written component of the Comprehensive Examination until the incomplete is erased from the record.

3. Duration and Format of Written Comprehensive Examination

The Written Comprehensive Examination is initiated with advisor and committee approval. The Written Comprehensive Examination is not a timed test. It is a set of three written papers submitted simultaneously to the major advisor. The major advisor will forward the responses to the minor advisor and other committee members after the major advisor agrees that the examination may proceed.

4a. Comprehensive Examination: Committee membership requirements

The Comprehensive Examination committee must consist of the major advisor, two EDLP faculty (either tenure-track or non-tenure track), plus the minor advisor. The Graduate College must approve their membership. The student is required to secure Graduate College approval for members who are not College of Education faculty.

4b. Minor Comprehensive Exam

Some minors have separate Comprehensive examination processes determined by the minor department; it is the responsibility of the student to fulfill these requirements. The oral examination will include the minor advisor and the minor advisor must approve completion of the minor examination (if applicable). Sometimes one EDLP and minor written exam are the same document. Students should contact their minor advisor early in the process to determine their minor requirements.

5. Evaluation of Written Comprehensive Exam

There are three outcome pathways: PASS, REVISE or FAIL.

- i) PASS: ALL committee members must agree that the written exam is passed before the oral examination can be scheduled.
- ii) REVISE: If one or more committee members do not deliver a pass evaluation, the result is REVISE. These members will provide written feedback to the student regarding the reasons for the revision requirement. The student will be given ONE opportunity to revise the submission. This re-submission will be reviewed by the same Committee. The revision must be completed and passed using the same examination process as the first attempt within the original two-semester timeframe to allow continuation in the PhD program.
- iii) FAIL: If the revision is not adjudicated as a PASS, the outcome is FAIL.

6. Oral Comprehensive Exam: Timing

Advancing to the oral exam is contingent on passing the written component. Once student and advisor agree that the written exam is ready to be distributed to the committee, a three week period is required for committee members to respond and provide feedback. The oral exam cannot be scheduled until the Comprehensive Exam committee approves the written examination.

6b. Evaluation of Oral Comprehensive Exam

All committee members must be present. A Committee member who participates online in real-time during the oral examination is regarded as “present.”

The candidate will be informed of the result of the Oral Examination at the conclusion of the Oral Exam meeting. There are two outcome pathways for the first Oral Examination attempt: PASS (i) and RETAKE (ii).

- i) PASS. A majority pass vote is required (i.e. one negative committee member vote is acceptable. Abstention is treated as a negative vote.). After the Oral Examination is passed, the student may proceed to the Dissertation Proposal phase.

The student needs to complete the Dissertation Proposal within two semesters of the completion of the Comprehensive Examination.

- ii) RETAKE. The student will be given ONE opportunity to retake the oral examination. The oral examination retake must be performed with the same Committee as the first attempt. This retake must be completed and passed within the original two-semester timeframe to allow program continuation. If the student does not pass the oral examination on the second attempt, the student cannot proceed in the EDLP doctoral program.

7. Written Comprehensive Examination: purpose, content and format

The written component should demonstrate the student's command and understanding of the empirical work in the field of educational leadership and policy. The responses should situate the student's topic of interest within the historical and contemporary discourses and conversations in the field. Successful completion and defense of comprehensive examination opens the pathway to doctoral candidacy, dissertation proposal, and the dissertation.

7a. Topics for written questions: theory, literature and relevance

The written Comprehensive Examination focuses on three interrelated sets of questions:

1. Theory. What is the problem/issue/phenomenon in Educational Leadership and/or policy that is of concern? (~10-15 pages)

Justify its significance using numeric information (for example from government or institutional reports and/or previous research). Define and apply theoretical frameworks from classwork that provide a scholarly introduction to the chosen issue. At least two different theories should be compared and critically evaluated. How do these theories apply to the problem? What are their strengths and weaknesses?

2. Literature. What is known empirically in the available scholarship about this or a similar issue? (~35-40 pages)

It is not sufficient to summarize and define the empirical work already done. The student should analyze critique and synthesize literature to inform the research. At least three bodies of literature should be reviewed and critically discussed. The student should identify the gaps in literature, discuss their relevant research questions that emerge, and provide a research methods section outlining how they plan to answer their research question.

3. Relevance. In light of contemporary challenges to educational policymakers, leaders and researchers, how can the knowledge developed in response to theory (questions 1) and literature (question 2) deliver value to the education system? (~10 pages)

Why is this research practically important for educational leaders? What can be done with this research in terms of translating findings into actions? How can this be done feasibly and what are the challenges to implementation? In what ways can the research inform policy? What factors will support/impede policy implementation and what challenges exist for interpreting the research (e.g. institutional barriers, embedded practices, ideology etc.)? Within the dynamic educational environment, how is the research affected by contemporary systematic drivers and changing organizational structures in education (e.g. COVID pandemic; equity/inclusion; policy initiatives; and/or changing educational philosophy)?

7b. Length of Written Comprehensive Examination

Responses to these questions should be, in Times New Roman 12 pt. font, double-spaced, and with the complete document (e.g. references, tabulations, citations, format) conforming to APA style (7th edition).

8. Subsequent Dissertation Committee composition

After the student passes the oral exam component, the student advances to candidacy. With advisor approval, committee members may be changed to better support dissertation research. Changes are to

be submitted and approved via GradPath before next milestone can be completed. Such changes must be approved not less than two weeks prior to milestone completion (Dissertation Proposal). When the student has passed the written and oral portions of the Comprehensive Examination, and the Graduate Student Academic Services office has confirmed completion of the required courses on the approved doctoral Plan of Study, the student will advance to doctoral candidacy.

Dissertation Requirements

The dissertation is an independent original research project that is the culmination of your graduate studies. A dissertation research project will add to the body of knowledge in the fields of leadership or policy by expanding on previous foundational research. The dissertation process is carefully scaffolded to guide PhD candidates to completion. Close work with an advisor is essential. Committee members can make significant contributions.

Dissertation Committee

It is important that you stay in close touch with your advisor during this time. In completing this step, you should:

1. Assemble a committee of eligible faculty members. Your committee must have at least 3 members. At least two of them must be EDLP/ EPSP tenure or tenure-track faculty members.
2. Work with your advisor to choose the committee members that you want to serve on your dissertation committee. Usually, three major members from the preliminary exam are asked, and the minor members may waive their rights to be on the committee. However, more than three members may serve on your committee if you wish.
3. Obtain approval from your advisor to send your final proposal to the other committee members.
4. After your written proposal is approved for the oral defense by all of your committee members, then you will schedule the oral proposal defense meeting and enter appropriate information on Grad Path. Obtain a **Dissertation Proposal Approval** form from the Graduate Coordinator and take it to the meeting for signatures. Return the form to the graduate coordinator after the form has been completed and signed by the committee.

Dissertation Proposal (Written and Oral Requirements)

EDLP Dissertation Proposal Guidelines:

The Written Dissertation Proposal contains Three Required Chapters (to be submitted simultaneously)

- 1) Chapter One: Introduction and Statement of the Problem;
- 2) Chapter Two: A Literature Review and Conceptual or Theoretical Framework (a critical analysis of the literature is the basis for which you will develop your conceptual or theoretical framework for research; and
- 3) Chapter Three: Research Methods and Design.

Chapter One should be derived from Chapter Two. Chapter Three should be aligned with Chapters One and Two. The completed dissertation begins with the same three chapters and concludes with two additional chapters that report research findings (Chapter Four) and discussion, conclusions, and recommendations (Chapter Five).

Chapter One: Introduction

Chapter One, which introduces the study and states the focus of the study, begins with the context and background information regarding the problem of the study. The Introduction should provide readers

with a brief summary of literature and research related to the problem being studied, and should lead up to the statement of the problem. In general, the Introduction begins with a broader perspective of the problem and becomes narrower as the Introduction proceeds. The Introduction, then, narrows the focus of the study and provides a brief rationale for why the particular study is worth pursuing. In Chapter One, you will also introduce relevant studies that are an indicator of how previous research on your problem have been conducted as well as gaps in these studies that indicate a need for your study.

Statement of the Problem: The problem statement is among the most critical parts of the research proposal and dissertation because it provides the focus and direction for the remainder of the study. A well-written problem statement defines the problem and (for a quantitative study), helps identify the variables that will be investigated.

Purpose of the Study: This section follows by stating the specific purpose(s) of the study. It is usually one paragraph long and should state what the study is about.

Research Questions: The problem is further explained in this section. Research questions (and hypotheses if appropriate) emerge from the problem statement. In quantitative studies, you may specify variables and relationships to be reported. A problem statement and research questions also suggest a methodology for the study and serve as a basis for drawing conclusions in Chapter 5.

Significance of the Study (Problem): This section addresses the “so what” of the study. It describes or explains the potential value of the study and findings to the field and the population under study. This section, therefore, should identify the audience for the study and how the results/findings will be beneficial to them. The reader must understand what previous studies were conducted and what your proposed study can offer that is unique and important.

Overview of methods: Briefly describe the proposed methods to include, but not limited to, participants, participant selection criteria, data collection process, instrumentation and data analysis.

Definition of Terms: This section of Chapter One provides definitions for terms used in the proposal that are unusual to committee members or are not widely understood. In addition, common terms that have special meaning in the study should be defined in this section. Acronyms frequently require definition. Spell out the name first and then give the acronym. A brief introductory statement usually precedes the actual list of definitions that are underlined, indented, and listed in alphabetical order.

Limitations of the Study: Limitations are factors, usually beyond the researcher’s control, that may affect the results of the study or how the results are interpreted. Limitations may also develop or become apparent as the study progresses. In general, limitations are conditions that help the reader recognize how widely findings can be generalized. While all studies have inherent limitations, address only those that may have an effect on this particular study. In some studies, you may identify *delimitations* or factors that affect the study over which the research generally does have some degree of control.

Chapter Two: Literature Review and Conceptual/Theoretical Framework

The purpose of Chapter Two is to provide the reader with a comprehensive review and critical analysis of the literature related to the research problem. The review and analysis of related literature should greatly expand upon the introduction and background information provided in Chapter One. This chapter should contain the theoretical framework of the study, relevant theories and models related to the problem, background and context relevant to the problem, and seminal studies published about the problem. The first section of Chapter Two generally indicates how the chapter is organized and

explains the subsections that comprise the chapter. In other words, Chapter Two is divided into as many sections and subsections as needed to logically organize the information presented.

Chapter Two of the proposal must address previous relevant research on the topic and problem in a clear manner to present an argument about the need for your study. In other words, the chapter should not just be a list of everything that has been written on the topic or problem. Rather, the literature review should be a synthesis and critical analysis of relevant research written in such a way that provides a clear argument for your study as well as the theoretical or conceptual framing and methods you will use. Within your literature review, discuss methods that are typically used to study your problem as well as results from these relevant empirical studies. The purpose of the review of all relevant research is to learn how to study the topic at hand by building upon previous studies within a theoretical or conceptual framework.

Chapter Two should end with a summary analysis of the main points from the literature review/analysis within a theoretical or conceptual framework for your study. This summary should clearly state the argument for your study as well as a rationale for the research methods and designs used in your study.

Chapter Three: Research Methods and Design

Chapter Three presents a discussion of the research methods and design as well as specific steps used for sampling, data collection, and data analysis. Generally, this chapter begins with a restatement of the research problem and accompanying research questions (and, if appropriate, hypotheses).

Overview of Design: In this section, you describe your overall research design and tell why it is appropriate for your study (e.g. mixed methods, survey, case study, ethnography, narrative inquiry). This section includes discussion (paraphrased and quoted) with citations from scholars who have written extensively about the research design and related methods used in your study. In the remainder of this section, please note that guidelines are divided into a discussion of typical quantitative proposals and typical qualitative proposals.

Quantitative

Population and Sample; Sampling Process: This section describes the population used in the study and the process and criteria used in selecting a sample.

Instrumentation: This section describes the procedures used for developing an instrument to gather data from your selected population/sample. This generally includes sources of items for the instrument as well as a description of the instrument itself (e.g. number of items on the instrument, response format of the items, etc.). Sources of items for an instrument might include information gleaned from the literature review or may be an adaptation of a previous study or commercially available instrument. Instrument reliability and validity data should be described in this section.

Pilot Test. Instruments developed by the researcher should always be pilot tested. Results of the pilot testing should be used to revise the instrument before distributing it to the actual sample. Instruments may also be juried or critiqued by having experts examine it and make recommendations prior to, or in lieu of pilot testing.

Data Collection Procedures: This section describes in detail how the data will be obtained and the timelines involved in collecting the data. Information commonly provided in this section includes what materials will be distributed (e.g. the survey instrument, instruction sheets, number and methods for follow-ups). It should also include how and when they will be distributed to participants.

Data Analysis Procedures: This section describes in detail analysis of the data in relation to the hypotheses to be tested and research questions to be answered. It is important to remember that the research questions also determine the format of the instruments and data collection as well as data analysis. When several hypotheses and research questions are being addressed, it is helpful to describe the data analysis that will be used for each hypothesis/research question.

In this section, if appropriate, independent and dependent variables for each analysis must be determined and identified. In addition, any complex statistical procedures being used should be briefly described with all sources referenced. A statement of the level of significance that will be used should accompany tests of significance. You should also describe any statistical software package used for your data analysis.

Qualitative

Sampling: In this section, you describe your approach to developing a sample for your study. For example, if you use purposive sampling strategies, begin with a discussion of purposive sampling using paraphrased or directly quoted descriptions from methodologies. Then tell the reader how you will apply or adapt those strategies for your particular study. In this section, you then describe your proposed sample in terms of characteristic required for your site(s) and participants.

Data Sources and Collection: In this section, describe your sources of data and how you propose to collect data in your study. Data collection examples might include interviews, participant observations, and documents among others. Provide a paragraph or two on each data source and collection strategy, how you will apply the strategy and why the source and your application are relevant for your study. In each sub-section, it is helpful to begin with a description of the data collection strategy using recommendations from key methodologists and then tell how you propose to apply that strategy. You will need to develop and pilot research questions and include the revised questions in an appendix.

Data Analysis: Here you describe how you will analyze your data. Begin with a description of your data analysis approach using recommendations from key methodologists. Then tell the reader how you propose to apply that data analysis approach and why that approach is appropriate for your study. Please be specific in describing your plan for data analysis. For example, many qualitative studies use coding strategies. How are you going to code data? Why is your coding approach appropriate for your particular study and its underlying framing?

There should be a good alignment among your theoretical or conceptual framework and its underlying paradigm, your research methods and design. For example, if you are using some form of a Neo-Marxist framework and you have a critical ethnographic design, one might expect that your research questions will try to elicit participants' narrated understandings of inequitable social structures, oppression, and so forth. Likewise, if you are approaching the study through an interpretive paradigm and background in phenomenology, your questions will likely be fewer and more open-ended in order to elicit participants' perceptions of the phenomenon under study as it is. These are only two examples out of many, but you will need to consider how your methodology fits together with your problem and framing or approach to inquiry.

All Proposed Methods Sections should also include:

- Sections that describe validity and reliability or trustworthiness
- Section on protection of human subjects
- Sections on researcher identity or positionality. (The way in which you write this section will differ depending upon your approach and underlying framing, but you should tell the reader something about who you are as the researcher and what you bring to the proposed study)
- Summary of the approach and why it is relevant for the problem under study.

Conducting Research in Your District/Organization

It is a conflict of interest to conduct dissertation research in an organization in which you are currently employed or you and any of your family members have financial ties.

Human Subjects

Your proposal must be approved by your committee and the Human Subjects office prior to collecting data. Data collected prior to committee approval of your proposal or approval from the University of Arizona Human Subjects Committee may not be used in your dissertation study.

You are required to complete Human Subjects training and become certified before you may submit your Human Subjects application. See p. 11 for more information.

You may not collect data until you have written notification of approval from Human Subjects Board. Your advisor plays a critical role in preparation of an accurate and complete Human Subjects application. Your Human Subjects application needs to be approved by 1) a department representative, 2) the department head and 3) the University committee. Expect to make revisions after each reviewer. Allow at least 4 – 6 weeks for your Human Subjects application to be approved by the university committee. If you conduct research in a school district, you will need to complete the district review process as well. Consult with the district for criteria and guidelines.

Written Dissertation

The written dissertation includes revised Chapters 1-3 from your proposal as well as Chapters 4 and 5 that feature a critical analysis of the findings that tie back to the theory and literature as well as implications/conclusions.

Oral Defense of Dissertation

Once you have completed your written dissertation and obtained approval from your advisor, you may schedule your final oral defense with your committee. During the semester in which you defend your dissertation, you must be registered for a minimum of one unit only if you have already met all other program requirements, including the 18 dissertation units. If you have not completed all 18 dissertation units, you must be enrolled for a minimum of 3 units.

The oral defense may not exceed three hours.

To prepare for defending your dissertation, you should:

1. Prepare the penultimate copy of your dissertation and obtain your advisor's permission to send it to committee members.
2. Set up an oral examination date that is agreeable to committee members. This meeting may not take place until **at least three months** after your preliminary oral exam.
3. Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain remaining signatures on the **Approval Page Form**. Once approved, you will submit your dissertation electronically to the Graduate College. For instructions on submitting your dissertation, visit [this page](#). It is important that you adhere to the submission deadline in the semester in which you wish to graduate on the Graduate College's website [here](#).
4. It is customary to give a bound copy of the dissertation to your advisor and to the EDLP department.

Educational Leadership and Policy Courses

EDL 504 Disciplined Inquiry in Education

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. This course will also prepare students and is a pre-requisite for EDL 598 (Capstone Experience), a course which is offered the following term.

EDL 522 Critically Evaluating Education Policy Research

This course will prepare students to critically evaluate education research findings that have policy implications. Students will learn about the characteristics of data sources and analytical techniques and evaluate the utility and limitations of education research findings. This course will include an overview of basic principles of statistics, but the focus will be on data interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments.

EDL 558 Market-Based Educational Reforms

Market approaches to educational reform have grown increasingly since the mid-1980s in the United States. Political actors from both major political parties have supported and endorsed a variety of market approaches including but not limited to charter schools, alternative teacher certification, and reorganizing of public-private relationships. This course will prepare students to critically evaluate current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform. This course will examine the history of market-based educational reforms including the ideological underpinnings and material effects of past and current reforms. This course will also introduce students to various educational actors at the local, state, and national level involved in educational reform. Students will demonstrate their proficiency in the learning outcomes for this course with assignments.

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 strong emphasis on problem-based learning through case studies and simulations.

EDL 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.

EDL 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 our educational system in Arizona.

EDL 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.

EDL 564 Personnel Administration in Education

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 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.

EDL 567 School, Family and Community Relations

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.

EDL 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 school-wide capacity through professional learning communities.

EDL 587 State and Local Education Policy

With increased influence of the federal government in education, individual states, districts, and schools must attend to "interpret, plan, implement, and evaluate" policies made at the national level. In this course, we will consider multidimensional policy processes from the federal government across state and local education agencies and organizations. Focusing on three broad federal education policies- previous versions of the Elementary and Secondary Education Act (ESEA), the Bilingual Education Act (BEA), and Every Student Succeeds Act (ESSA), as they are localized in districts and schools, we will interrogate the school district as a policy system and examine the multiplicity of district policy actors (or stakeholders) and their disparate aims and resources. We will also examine recent empirical studies of Arizona State education policies, such as Move on When Reading and the four-block English Language Development (ELD).

EDL 593A The 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.

EDL 593B The 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. EDL 682 is a pre-requisite for this course.

EDL 593C Leadership Internship-non certification

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).

EDL 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. **Pre-requisite: EDL 504**

EDL 602 Culturally Responsive Leadership and Policy

The purpose of this class 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.

EDL 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.

EDL 605 Qualitative Methods in Education

In this introductory course, students will learn, refine, and expand their understandings of qualitative research. The course emphasizes the role of theory, intellectual engagement with ideas, and methods of the social sciences as they relate to qualitative research. It is designed to provide both novice and experienced field researchers with hands-on experience in utilizing multiple strategies and techniques. Drawing substantially from the disciplines of anthropology and sociology, it is, however, intended to stimulate and support multiple perspectives and innovative approaches.

EDL 606 Policy Analysis in Education

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. 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.

EDL 607 Advanced Qualitative Research Methods

This course provides an exchange of scholarly information about research paradigms, problems, and qualitative research methods, usually in a group setting. Research projects are required of course registrants.

EDL 620 Advanced Foundations of Educational Leadership: Theory, Research & Practice

The purpose of this course is to examine leadership theories, the macro theories in which leadership is grounded, and how these theories inform leadership practices in school organizations. Classic and contemporary theory and research literature in educational administration will be explored as well as research processes for examining school leadership in practice. Further, this course will provide students with knowledge bases in the Standards for Arizona School Administrators and the 2015 Professional Standards for Educational Leaders (PSEL). This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to articulate a broad theoretical foundation supported by literature from leadership and organizational research and apply this foundation in scholarship related to educational leadership.

EDL 621 Organization, Operational & Resource Leadership

This course is designed to provide a foundation for educational leaders to understand and apply principles of organizational theory to promote student success. Effective management of organizations including basic operations and resource allocation will be discussed and students will explore research which focuses on appropriate decision-making strategies in order to develop a personal understanding of the issues involved in creating effective and efficient learning environments. Students will be able to understand the relationship between leadership theory and organizational theory in order to help frame their perspectives about effective leadership as it applies to educational administration in the K-12 setting. This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to apply a broad theoretical foundation supported by literature from leadership and organizational research.

EDL 622 Research & Data-Based Decision Making

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 623 Curriculum and Instructional Leadership

This course is designed to examine leadership and its relationship to curricular development and organization; instruction and supervision; student learning; and school change processes. Curricular and instructional theories will be studied from political and policy perspectives and how they apply to current reform efforts, especially in the context of state and national agendas (AZ Learns and NCLB). Emphasis will also be placed on understanding the role of leadership in various reform movements and the implications these reform activities have for issues of equity and diversity in the school and/or district setting. In addition, the specifics of curricular and instructional reform components, such as standards and high stakes testing, will be critically examined as they apply to classroom practice, student achievement, program evaluation, school improvement, and school restructuring. This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to understand and apply a broad theoretical foundation supported by literature in both the leadership and curriculum fields.

EDL 624 Leadership and the Educational Environment

Throughout this course, students study the various contexts that affect our schools today. THE political, economic, cultural, social and environmental contexts that have a direct impact on students' lives and on the lives and work of teachers and administrators will be explored. Both theory and practice will be explored. While theory helps us to understand how seemingly disconnected parts fit into larger wholes, practice gives life to beliefs, values and attitudes

EDL 625 Leadership for the School and the Diverse Community

The purpose of this course is to provide students the opportunity to apply theory and research to educational leadership practice diverse education settings. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium.

EDL 626 Leadership for Social Justice: Ethics and Law

This course addresses the need for, resurgence of interest in, and recognition of the importance of the study of law and ethics for educational administrators and leaders. The purpose is to study the knowledge base of the multiple perspectives on ethics essential for administrators to know as they grapple with the ethical dilemmas inherent in school leadership. This is an interdisciplinary course drawing upon traditional readings in law, ethics, justice and human rights, newer paradigms such as feminist ethics and the ethics of care, and political, public and spiritual ethics, as these affect making meaningful and ethical decision making for children and society. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium.

EDL 627 Leadership for Educational and Organizational Change

The purpose of this course is to provide students the opportunity to investigate the characteristics of leadership as they apply to changing educational organizational structures and processes. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the PSEL standards developed.

EDL 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. This is the pre-requisite course for EDL 593B, offered the following term.

EDL 696A Quantitative Research Methods

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 our focus will be on statistical interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments and the preparation of a research proposal.

EDL 696B Geospatial and Numeric Data Handling

This course develops numeric data handling, mapping and spatial analysis skills using learner-led real-world examples and readily available software (MS Excel and Quantum GIS, a free open-source program). Students learn how to identify, harvest, clean, process, format and convert data in Excel, and to create basic formulas for computation of indicators. Processes of geocoding, mapping, symbolization and display and map layout creation are covered using the QGIS software. Students learn how to integrate geospatial methods into research design and how to locate and use raw data to generate effective maps. A skills-based sequence of deliverables leads stepwise to the final product, an original research project based on professional-quality map layouts.