

# Educational Leadership & Policy Programs (EDLP)

## Student Handbook

Fall 2024



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THE UNIVERSITY OF ARIZONA  
COLLEGE OF EDUCATION

Educational Policy  
Studies & Practice

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## **Educational Leadership and Policy**

The Educational Leadership and Policy (EDLP) unit is within the Educational Policy Studies and Practice Department (EPSP) of the College of Education, and 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 21<sup>st</sup> 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 programs. 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.

## **EDLP 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 Doctor 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.



## EDLP Faculty & Staff

### Faculty

|   |  |
|---|--|
| Dr. Joonkil Ahn<br>Assistant Professor  | <a href="mailto:ahnj@arizona.edu">ahnj@arizona.edu</a>                 |
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### Administrative Staff

|  |  |
|--|--|
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| Diana Peel<br>Graduate Coordinator, HED                            | <a href="mailto:dpeel@arizona.edu">dpeel@arizona.edu</a>     |

## **The Master of Educational Leadership (MEd) Degree Program**

The program of study for the Master of Educational Leadership (MEd) degree within Educational Policy Studies and Practice Department (EPSP) at The University of Arizona is designed for individuals who are seeking careers in leadership roles and administrative certificates in education. 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 academic 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. Detailed information about PSEL (2015) can be found [here](#). Information about the Arizona R7-2-603 can be found [here](#).

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



## Getting Started Guide for MEd Graduate Students

Welcome to the Master of Educational Leadership (MEd) degree within Educational Policy Studies and Practice Department (EPSP) 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 (UA) was established in 1885. It is the state's land-grant institution, and member of the prestigious Association of American Universities. UA is recognized as one of the nation's top-20 public Carnegie classified "R1" universities and is also one of the few universities across the country that has been designated as a Hispanic Serving Institution.

The University of Arizona is located in the borderland region of the state, and it sits on the original homelands of Indigenous peoples who have stewarded this land since time immemorial. We respectfully acknowledge the University of Arizona is on the land and territories of indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the Tohono O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education, offerings, partnerships, and community service. The College of Education (COE) is committed to serving Tucson/Southern Arizona's diverse populations and fostering more equitable and inclusive communities.

The University of Arizona's College of Education was founded in 1922. The College offers a multitude of undergraduate and graduate degree programs and is the primary teacher preparation program on campus. 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 [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](mailto: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**

### *Disability Resource Center (DRC)*

The DRC ensures that UA curricular, workplace, physical, information, technology and policy environments are usable, welcoming, and accessible for students, employees, and guests. Learn more [here](#).

### *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, Erika Lopez, 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 funds should contact the Interim Graduate Coordinator. 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](#).

### *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](#).

# 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.

## 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 (7<sup>th</sup> 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* (7<sup>th</sup> 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. Masters' students in EDLP must file their degree plan during the semester in which they are enrolled in their 6<sup>th</sup> credit hour. Working closely with their academic advisor, students will file their Plan of Study using GradPath.

## 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.

## 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 in the second semester of your program. When a Plan of Study is submitted in GradPath, your Advisor **must complete the research compliance acknowledgement section on the form.** *Students should ensure that their correct completion date is listed when submitting the plan of study. The degree will not post, nor will a graduation diploma be issued if the completion date in GradPath does not match the term when required coursework is completed. Please also note that only grades of A, B, C, S or P may be listed for courses in the official plan of study. Any courses with a D, E, or F will not be accepted nor count towards the graduation requirements. A cumulative GPA of 3.0 is also required for degree completion.*

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 are not required to complete a thesis but should list their advisor (Dr. Meg Cota) when completing this form.*

# The Master of Educational Leadership (MEd) Degree Program

## Degree Requirements and Sequencing

Course formats are varied within the program track. These formats can include in-person, flex in-person (hybrid of in-person and on-line instruction) and in occasional on-line courses. 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.

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 or superintendent 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:** (Core 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 consistent attendance, regular contact with the advisor, adherence to all program standards and expectations (see below for additional details) and maintaining a cumulative GPA of 3.0 or above. ***Please also note that only grades of A, B, C, S, or P can be applied towards the graduation degree requirements. The student's full academic course history will also be reviewed for adequate progress as part of the internship placement approval process.***
- **Milestone #2:** (Internship Experience) In year two of the program, students are immersed in practical leadership development opportunities as interns. Through their internships, students will 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 internships 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 Standards and Expectations

The continuous participation in the MED program and each student's successful transition between Milestone #1 and Milestone #2 as stated previously, is dependent upon the student demonstrating adequate progress. Students must meet both professional and academic standards. Students are expected to review and become familiar with the standards and expectations for which they must adhere to and will be evaluated on. Links to these standards have been included in this document for reference and/or have been added to this document for ease of review.

### *Academic Standards*

The National Policy Board for Educational Administration (NPBEA) has adopted the Professional Standards for Educational Leaders ([PSEL](#) 2015). These standards guide the EDL 593A internship course's requirements and activities and as well as the other EDLP M.Ed. program's coursework. The PSEL are aligned to Arizona's Professional Administrative Standards, R7-2-603. Mastery of these standards is required for principal certification in the state of Arizona. Students have been provided with these standards at the start of their program of study and these standards are continually reviewed in all EDLP M.Ed. courses. The PSEL are also available in this handbook for reference. See Appendix B.

### *Professional Behavior Standards*

Principal candidates are expected to behave professionally during their participation in the program, both as students and interns. This applies to field activities at the host placement school/district site(s), when the intern is attending other, miscellaneous internship-related events, and when on any university property. Candidates should adhere to the behavioral codes of conduct listed in the following three categories. They are:

1. State of Arizona:
  - Arizona State Board of Education Professional Practices for [Certificate Holders](#)
2. University of Arizona:
  - ABOR Student Code of [Conduct](#)
  - Code of Academic [Integrity](#)
  - Non-discrimination and Anti-Harassment [Policy](#)
  - Threatening Behavior [Policy](#)
  - EDLP M.Ed. Professional Expectations of Principal Candidates (see Appendix A: *Principal Internship Student Agreement Form*)
3. School/District Standards/Policies:
  - To be provided by and reviewed by the host placement site's supervising mentor.
4. Professionalism Expectations
  - **Appropriateness** - *Displays professional attire and behavior at all times. Is ethical, upstanding, positive, and displays respectful social etiquette. Respects the rules and policies.*
  - **Collegiality** - *Fosters a sense of belonging. Understands the value of including multiple voices, ideas, and efforts when working with others to achieve shared goals. Is cooperative and collaborative, and also recognizes the importance of their own contributions to the team and system.*
  - **Communication** - *Is professional in communicating. Accurately & concisely conveys messages.*

- Language use is grammatically correct, appropriate, and respectful. Written communications are error free. Exhibits active listening skills and is attentive to non-verbal cues and messaging.*
- **Emotional Intelligence** - *Regularly assesses own strengths and weaknesses. Accepts feedback and is open to learning/growing opportunities. Is able to manage emotions well and maintains composure even in stressful times. Is empathetic and strives to understand the feelings and emotions of others. Prioritizes relationship building. Works to resolve conflict and avoids gossip/controversy.*
  - **Respect** - *Respects self and others. Embraces diversity and values the differences of others. Is mindful of own biases and works to promote a culture of inclusivity and mutual respect in their work groups and workplace.*
  - **Responsibility & Dependability** - *Consistently attends required meetings. Is on time and meets all deadlines. Is industrious, organized, and reliable (follow through). Work is of good quality and reflects high effort.*

## 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 or higher 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 non-degree seeking students 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 Educational Leadership (EDL) courses (30 credit hours)
- Students generally follow the traditional program sequence of courses, 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.
- Each plan of study will be mapped out to reflect the most current certification requirements available at the time of enrollment. Please note that certification requirements are subject to change by the Arizona Department of Education and can result in changes to the original plan of study provided. For the most current requirements of the Arizona Department of Education, please check the ADE website [here](#).

### *Superintendent certification-only\* option:*

- The UA superintendent specific coursework consists of 10 credit hours at a minimum. The plan of study for each student will vary, but typically these courses include two semesters of practicum (6 credit hours) and courses specific to the Superintendency (4 credit hours).
- The Arizona Department of Education requires at least 60 graduate level semester hours with 36 hours specific to educational leadership coursework for the superintendent certification. These hours must include a course on the role of the superintendent, the superintendent

internship, and coursework focused on education law and school finance.

- Although most students seeking this certification have already completed some graduate level coursework and are currently working in a school/district level administrative role, they may not have the academic history of taking sufficient educational administration courses. A review of previous academic transcripts and the candidate's employment history is used to determine the exact number of courses students must take to satisfy their 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 . EDL 593B (The Superintendent Internship) and EDL 593 C (The Leadership Internship) are offered in fall and spring of each year, however the terms these courses are offered can vary based on interest and enrollment needs.
- Students needing to take additional coursework can enroll in courses in spring, summer, and/or fall terms if required.
- Each plan of study will be mapped out to reflect the most current certification requirements available at the time of enrollment. Please note that certification requirements are subject to change by the Arizona Department of Education and can result in changes to the original plan of study provided.
- Internships for superintendent certifications must be completed in Arizona school districts.
- Some in person attendance is required for these courses.

*\*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](#).



## Course Descriptions

### **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 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 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 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. *Enrollment permissions are required.*

### **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 conclude the two-semester internship series reflecting a total of 240 hours, minimally required for the internship (practicum). Students will enroll in two semesters of this course. *Enrollment permissions are required.*

### **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 a total of 180 hours, minimally required for the internship (practicum) experience and can be paired with EDL 593B - the Superintendent Internship, to provide an extended practicum experiences for students seeking superintendent certification. *Enrollment permissions are required.*

### **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 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 the practicum courses EDL 593B/C.. Enrollment permissions are required.*

*On occasion, the academic advisor may modify the plan of study by substituting courses or recommending courses other than those listed above. This is done on a case-by-case basis, in collaboration with the student to ensure each individual student's needs are met while also ensuring the student fulfills the requirements for their degree and/or certification preparation program.*



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