

Educational Leadership & Policy Ph. D.

Student Handbook

August 2025



Developing leaders for tomorrow's educational organizations!

College of Education
The University of Arizona

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THE UNIVERSITY OF ARIZONA
COLLEGE OF EDUCATION

Educational Policy
Studies & Practice

PLEASE RETURN THIS PAGE TO YOUR PROGRAM ADVISOR

(Please initial after each statement)

- _____ I acknowledge that I have received a copy of the Master of Educational Leadership degree handbook.
- _____ I have reviewed the contents of the handbook and understand what to expect during my participation in the EDL MED program.
- _____ I also understand the milestones I must meet, and understand the academic, behavioral, and professionalism expectations and requirements I must maintain and adhere to for the duration of my program.
- _____ If I have questions or concerns at any time during my program, I understand that I should contact my program advisor immediately for assistance.

My official advisor is: _____

STUDENT NAME

STUDENT ID

SIGNATURE

DATE



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.

The Master of Educational Leadership (EDL M.Ed.) Program

The programs 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:

- Draw from current trends, policies, theory, and related research, to inform their professional practice and decision-making.
- Integrate best practices to meet the demands of today's varying educational contexts.
- Apply data-driven inquiry and research skills to support strategic planning and transformational initiatives.
- Employ responsive, inclusive, and equity-minded approaches to leadership across PK-12 educational environments.
- Foster a school community culture that reflects respectful, caring, and collaborative relationships among all members of that community.

The MEd programs are appropriate for all aspiring leaders and include the academic coursework required for PK-12 school principal certification and supervisor certification in the state of Arizona. Coursework for an Arizona PK-12 superintendent certification is also available through the Tucson campus MEd program. The MEd 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 administrative preparation programs. 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>

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's MEd programs use the national Professional Standards for Educational Leaders 2015 (PSEL) as a basis for its curriculum. The program is also supported through the efforts of the faculty who are committed to staying current with and responding to emerging research, trends, and policies to better serve our students.

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

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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'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" and 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. Kirsten Limesand [here](#). Learn more about the College of Education (COE) and meet the interim Dean of the College of Education, Dr. Regina Deil-Amen [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:

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:

U of A NetID & CatMail

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

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

UAccess: Online Student & 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](#).

Brightspace (D2L)

Brightspace (D2L) is the learning management system students use to access all course content (syllabi, readings, assignments, etc.) for their classes. Students' Brightspace requires the same login information as their UAccess login (NetID). To access the platform go to: <https://d2l.arizona.edu/> and if you need technical assistance, go to: <https://studenthelp.intech.arizona.edu/>

University App

The U of A has recently developed and launched its own app, where students can view their schedule, use their CatCard, access the campus map, check out study spaces, Cat Tram routes, and other useful resources. See here: <https://trellis.arizona.edu/u-of-a-app>

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](#).

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.

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](#).

Disability Resource Center (DRC)

DRC ensures disability access on campus for students, employees, and visitors. We promote universal design through proactive collaboration with campus partners to cultivate a more inclusive University experience. Learn more [here](#).

Student Support Services

Graduate students have access to a wide range of support resources across the university. These include academic, wellness, identity-based, and professional development services. A few of the most utilized are:

- Counseling & Psych Services (CAPS) – <https://caps.arizona.edu>
- Graduate and Professional Student Council (GPSC) – <https://gpsc.arizona.edu>
- Life & Work Connections – <https://lifework.arizona.edu>

These services are designed to support graduate students' well-being, sense of belonging, and academic success throughout their program.

Childcare Support

The University of Arizona offers several programs to support graduate students with caregiving responsibilities:

- Student Childcare Subsidy _
<https://lifework.arizona.edu/childcare-student>
- Childcare Support for Graduate Assistants/Employees
<https://lifework.arizona.edu/childcare-employee>

Students are encouraged to apply early, as funding is limited and not guaranteed.

Campus Pantry

The goal of the U of A Campus Pantry is to reduce food insecurity in our Wildcat Community. At their distribution events, students and staff can grab important food staples at no cost. All you need is your CatCard! Check their website for current hours and location: <https://campuspantry.arizona.edu/>

Safety On Campus & In The Classroom

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): <https://cirt.arizona.edu/case-emergency/overview>

The university has also launched the SafeCats app with useful safety features, which can be obtained here: <https://safety.arizona.edu/safecats>

Academic Progress

Learning Outcomes

Through participation in this program, students will:

- Develop their leadership identity through the program.
- Learn and apply essential leadership strategies.
- Draw from scholarly research, best practices, and current trends in the field.
- Apply leadership theory to practice.
- Gain hands-on leadership experiences in local schools.
- Learn about and promote accessible, safe, and innovative learning environments.

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](#).

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 \$1000. Applications for international travel may receive up to \$1500. 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.

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 (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>

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 6th credit hour. Working closely with their academic advisor, students will file their Plan of Study using GradPath.

Advising

Working Effectively with Your Advisor

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. 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.

Students enrolled in the Distance campus program will also be supported through assigned Field Coach Mentors. These Coaches will help bridge course content to practical application and add an additional layer of support while the student moves through their 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 grades of A, B, C, S or P are required for at least half of the courses in the official plan of study. Courses with a D, E, or F may not be accepted nor count towards the graduation requirements. A cumulative GPA of 3.0 is also required for degree completion. Reference the Graduate College policy for master's degree [credit requirements](#) for more details.*

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 will not complete a thesis in their program but should list their advisor when completing this form.*

The Master of Educational Leadership (MEd) Degree Program

Degree Requirements and Sequencing

The Master of Educational Leadership (MEd) program is offered through two campuses, the Tucson Main Campus (TMED) and the Distance Campus (AZMED).

- The course formats for the TMED program are varied within the program track. These formats can include in-person, flex in-person (a hybrid of in-person and digital instruction) and on occasion, fully on-line courses. Courses are offered in the evenings to support working adults. Some in-person attendance is required for participation in this program.
- The course formats for the AZMED program are fully online and asynchronous, with some opportunities for live interactions through the Field Coach meetings and various peer group virtual meetings if offered by instructors.

The traditional sequence for both MEd degree programs follows a cohort-based model with courses offered during the academic year and in the summer. Students following the program sequences attend on a part-time basis.

The Master of Educational Leadership (MEd) programs consist 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 and supervisor certifications 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 502: Leadership for Diverse Contexts
- EDL 506: Leadership and Change in Organizations
- EDL 567: School, Family and Community Relations

* 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..

Program Options - Non-degree Seeking Status

Principal, Superintendent, or Supervisor Certification-Only Coursework

The Tucson Main Campus MEd program (TMED) at the University of Arizona 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 TMEd program coordinator directly. The TMEd 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 in classes 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](#). Students who are non-degree seeking will not be officially associated or affiliated with the EDL MEd Program in their university student management system account, but should still work with the EDL MEd program advisor to coordinate the plan of study and field placement activities.

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

Principal certification-only* option:

- Often consists of about 10 courses specific to 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 and employment history are used to determine the exact number of courses each student must take to satisfy their certification requirements.
- The TMed Advisor, will use these reviews 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. In situations where the student is taking courses in the EDL MEd program under a non-degree seeking status, it is the student's responsibility to verify they meet all the requirements for the desired certification at the time of application. 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 administration 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 need to take educational administration courses to satisfy the 60 graduate level credit hour requirement. 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 TMed 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 must also take a one-credit independent study course to complete the EDL requirements (10 credit hours) for this preparation program.

- 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.
- For the most current requirements of the Arizona Department of Education, please check the ADE website [here](#).

Supervisor certification-only* option:

- A valid, Arizona pre-requisite certificate is required for this certification. Refer to ADE website for details.
- Consists of 6 or more EDL courses (18 credit hours in educational leadership at a minimum).
- Students will generally follow the traditional program sequence, with the exception of select coursework which are not required for the Supervisor certification. Students may at times substitute some coursework with approval of the program advisor to best support their preparation program goals.
- A review of previous academic transcripts is used to determine the exact number and type of courses you must take to satisfy the certification requirements. The TMed Advisor will use this review to map out your individual plan of study.
- Students must also meet the other requirements set forth by the Arizona Department of Education when applying for this certification.
- For the most current requirements of the Arizona Department of Education, please check the ADE website [here](#).

*University of Arizona PhD (Tucson Main Campus) students may incorporate certification-only coursework into their studies with prior consent from their doctoral advisor and in collaboration with the MEd advisor.. Certification-only coursework is not currently offered through the EdD program.

Course Sequencing

TMED	AZMED
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 502: Leadership for Diverse Contexts Fall, Year Two (6 units) • EDL 504: Disciplined Inquiry in Education • EDL 593A: Internship Spring, Year Two (6 units) • EDL 506: Leadership and Change in Organizations • EDL 598: Problems in Educational Leadership: Capstone Experience	Spring, Year One (6 units) • EDL 560: Trends in Educational Leadership • EDL 562: Arizona Education Law Summer, Year One (6 units) • EDL 502: Leadership for Diverse Contexts • EDL 561: The Principalship Fall, Year One (6 units) • EDL 563: Supervision of the Instructional Program • EDL 565: School Finance Spring, Year Two (6 units) • EDL 504: Disciplined Inquiry in Education • EDL 593A: Internship Summer, Year Two (6 units) • EDL 567: School, Family and Community Relations • EDL 568: Curriculum Leadership and Data Literacy for Continuous School Improvement Fall, Year Two (6 units) • EDL 506: Leadership and Change in Organizations • EDL 598: Problems in Educational Leadership: Capstone Experience

**Each MED students' official plan of study should mirror the above sequence that corresponds to their admitted program. In unusual circumstances the plan of study can be modified, but this will require close coordination with the program advisor. Modifications to the plan of study can impact the expected completion date for the 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

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for administrative certification merit acceptance into the educational leader profession. As a student in a University of Arizona professional preparation program, you are expected to meet several professional standards, policies, and requirements.

You are expected to behave professionally during the program while on the UA campus, school district campuses, and related field experience events. There are three categories of behavior standards to which you must adhere:

- State of Arizona Standards:
 - Arizona State Board of Education [Professional Practices for Certificate Holders](#) (pp. 2 & 4)
- The University of Arizona Standards:
 - [Student Code of Conduct](#)
 - [Threatening Behavior Policy](#)

- [Non-Discrimination and Anti-Harassment Policy](#)
- [Academic Integrity Policy](#)
- [UA EDL Expectations for Administrative Certification Candidates](#) (pp 18-20)
- Your Assigned School District/Organization Standards:
 - District/Organizational codes of conduct for employees of all levels. Codes of conduct can generally be found in the employee handbook at your assigned organization. It is your responsibility to obtain these from your site and read them prior to starting.

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.

Adherence to Standards and Expectations

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards and successfully complete their practicum course (EDL 593A or EDL 593C). If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [Due Process Flow Chart](#) and may initiate a [Performance Concern Form](#). Depending on the severity of the issue, the student may be placed on a [Professional Growth Plan](#) which identifies steps for remediation, provides support, and establishes expectations to be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include:

- Placed on extended PGP and/or probationary status
- Withdraws from course. May be allowed to re-take course in future.
- Fails course (as determined by instructor). May be allowed to re-take course in future.
- Student withdraws from program with possibility of readmission to that program. Student must reapply.
- Student withdraws from program with no option to be readmitted to that program.
- For Undergraduate Students: Recommendation to College Dean for dismissal from program, with notification to UA Dean of Students.
- For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.

* Note: Severe violations may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.

Policy regarding second placements (during practicum): 1) The program will attempt to secure a second placement if deemed appropriate; 2) There is no guarantee a second placement can be secured; 3.) If the student is on a *Professional Growth Plan*, then the PGP will be shared with the new placement; 4.) If the student is on a *Professional Growth Plan*, the second placement is the final placement.

Institutional Recommendation (IR)

MEd students (both degree-seeking and non-degree seeking) who plan on applying for their principal, supervisor, 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 502 Leadership for Diverse Contexts

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 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 506 Leadership and Change in Organizations

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 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

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 the extended practicum experiences required 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 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.