The School of Education (SOE) at Gonzaga University is guided by the theme, “Preparing socially responsible professionals who serve with care, competence, and commitment.” Each day we strive to be an educational organization that leads by example and makes a concentrated effort to have a positive impact on all those we serve regardless of race, ethnicity, socioeconomic status, religion, country of origin, or sexual orientation. The strategic plan for the SOE emphasizes collaboration, scholarship and professional development, service, teaching, and resource stewardship. These pillars guide our vision for the graduate degree programs we offer on campus and the site-based programs in Canada.

Our achievements in Alberta (AB) and British Columbia (BC) are innovative and progressive and emphasize the excellence of our faculty and their commitment to your success and future. We are all about energy and being the source that attracts others to collaborate, partner, share, and work in new ways. In my mind, it is via energy—mental, physical, and spiritual—that we are connected.

Our programs are unique in that they feature a field-based means of personalizing your learning. Faculty travel to Canada and deliver courses face-to-face for the engagement of intellectual opportunities, professionalism, collaborative work, and to promote on-going communication between you, your faculty, and your advisor throughout the program. The intent is to help each candidate build capacity through relevant coursework embedded in real school experiences. The cohort model enables everyone in the program to grow and develop in a community of learners that is focused on effective school practices.

Our graduate programs have been offered in Canada for more than 40 years and have been reviewed according to the standards and expectations by the Ministries in Canada. The Master of Education (School Administration) is approved in AB by the Ministry of Advanced Education, and the Master of Education in Leadership and Administration is offered under consent by the BC Ministry of Advanced Education.

On behalf of the faculty, staff, and administration in the School of Education, I welcome you and invite you to become a part of our educational community. I wish you all the best in your personal and professional endeavors and hope to see you soon.

Sincerely,

Vincent C. Alfonso, PhD
Dean, School of Education
Gonzaga University Offers Quality, Personalized Learning

Here is what some our graduates have to say:

“I was intrigued by the idea of getting a Master of Educational Leadership degree from Gonzaga because I had friends who completed the journey with Gonzaga. Once the program got going, it felt like we were a family of learners. Our Professors were kind and engaging, and had our best interest in mind. We were able to communicate with them as much as we needed and we received timely feedback. It was hard work, but it was good work. As an adult who went back to school, I am amazed at what I was able to achieve. Since graduation, we have all used our degrees in different ways. The one thing in common was our new comfort level in the area of leadership! The Gonzaga experience was an amazing one. I did not believe that I could do this kind of program, but I did because I had the support of the great people from the school.”

- Allison Stewart

“I truly believe in the cohort model that Gonzaga offers, and I know that I would not have been able to grow and learn so much without my cohort peers and professors. Gonzaga’s program is special because it relies on building relationships as the foundation for learning.”

- Hadley Wilmott

“Almost every Gonzaga student I’ve met, entered the Masters program with many of the same trepidations that I did. Could I fit the work into my already insane schedule? Would I get anything out of the program besides a jump on the pay grid? Well, all alumni know the answers to those questions. For me, I found the richness of the discussions, the camaraderie, and the supportive faculty made the experience far more than a rubber stamp on my pay grid. I came out of the program confident that I had earned not only my Masters degree, but, my place amongst my colleagues as a leader and an expert in an area which became the focus of my degree.”

- Kevin, Gonzaga Grad 2004

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- Hadley Wilmott

“Like many on my staff, my initial interest in the GU Masters was based on improving my standing on the pay grid. Very quickly, it became much more than that. Every time the cohort met, I gained fresh perspective, deepened friendships with colleagues, and renewed my commitment to the profession of teaching. Far from being a 'terminal degree', the GU program enabled me to go on and earn a PhD several years later. This is a stellar program for working professionals, and I highly recommend it.”

- Joan, Gonzaga Grad 2000

“The Gonzaga instructors were responsive, brought a high level of experience, as well as a commitment to our success as graduate students. Overall, it was a rich academic experience that increased my confidence as a scholar, renewed my own passion for teaching and learning and has enabled me to successfully progress in my career.”

- Cherlynn Jackson

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- Cherlynn Jackson
“When I was looking at M.Ed. Programs, I specifically chose this program because I knew the cohort model allowed for great discussion and collaboration with my peers. What I didn’t know when I signed up, is how close we would grow as a group, and how much we would truly learn from each other. Every class we took, every assignment we had, every presentation we gave, we truly worked together as a group and taught each other so much. The M.Ed. Program through Gonzaga was so valuable and I’m grateful that I was able to further my education in such a wonderful program!”

Lisa Jensen

“The Gonzaga program not only helped me to be more effective in my classroom, it also broadened my thinking beyond the classroom to see things more clearly at a school level, a district level and a provincial level. My leadership skills have been challenged and strengthened and I have made valuable connections with colleagues and lasting friendships within my cohort. This is a thought-provoking and worthwhile program that I highly recommend.”

Tamara, Gonzaga Grad 2014
Prince George, B.C.

“I really appreciate the opportunity for professional growth that I got through the Gonzaga Master of Education Program. My advisor was wonderful to remind us of the importance of our personal well being through the program. I appreciate the colleagues I met who became my close friends as we navigated the challenge of balancing our learning, our families and our jobs together. I know that I am a stronger person and a stronger teacher because of my experience and I am so thankful to Gonzaga for the path that got me here.

Elizabeth deVries

“Why Gonzaga for your graduate studies? One word – relationships! I was amazed by the care and compassion shown by all Gonzaga’s staff and faculty. Whether it was contacting the librarian for assistance finding a journal article, or one of my professors regarding an assignment, I always received a friendly and timely response. The Gonzaga M.Ed. Program aims to develop your personal, professional, and global knowledge regarding issues directly affecting our classrooms and schools today. The program has the flexibility to tailor your studies to the areas you are passionate about: curriculum studies, gender studies, elementary or secondary studies. It is amazing to look back and see the personal and professional growth this program has had for me. I am a better teacher, and a better teacher-leader because of it.”

L’Donna, Gonzaga Grad 2014
Prince George, B.C.

“My graduate program through Gonzaga allowed me the opportunity to work with other professionals who are lifelong learners and committed to making a difference in education. We were able to challenge ourselves academically, and experience one of the most rewarding life pursuits: engaging the mind! The Master’s program allowed me the opportunity to show evidence of persistence, determination, intellectual growth and the ability to handle challenging environments—this coupled with instructors and a small class size allowed me to demonstrate success in a long-term situation that required stamina, discipline, leadership, and the ability to work well with others. It was a great experience!

Bobbi Hunter

“The cohort was friendly and inspiring. We came from such diverse backgrounds and experiences that it gave me a broader understanding of our school system. I highly recommend it.”

Ken, Gonzaga Grad 2014
Mackenzie, B.C.
The Gonzaga University Advantage

Gonzaga University has been serving Alberta and British Columbia for over 40 years. We are proud to offer a Master of Education Degree that is approved in Alberta, offered with the consent of the Ministry in B.C. and is recognized by TQS in both provinces.

Gonzaga graduates can be found in positions of trust and authority at all levels in schools and school districts in Alberta, British Columbia, and Washington state.

Our program is designed with working professionals in mind
- Weekend classes twice per month, over five semesters.
- No need to take time off work. No residency required.
- A focus on practical issues in teaching and leadership.
- We work to organize cohorts where you live and work.
- We travel to meet you instead of requiring you to come to us!

We personalize instruction
- We feature a cohort approach.
- Individual attention from qualified instructors with field experience.
- Faculty advisement and coaching.

Finances
- Fees are kept to a minimum.
- As a full-time student, participants are eligible for tax benefits.
- We offer payment plans.

Questions?
Please contact the Regional Representative in your area, our Regional Partnership Coordinator or our Graduate Admissions Office at soegrad@gonzaga.edu
Apply online today at www.gonzaga.edu/gradapply.
Application Requirements

Master of Education (School Administration) - Alberta
Master of Education in Leadership and Administration – British Columbia

1. **Degree:** A Baccalaureate Degree from an accredited institution.

2. **Application:** A Graduate Application Form completed on-line at www.gonzaga.edu/gradapply.

3. **Application Fee:** A non-refundable application fee of $50 US is required at the time of submitting the on-line Application for Admission. The fee is waived if the applicant is a Gonzaga graduate.

4. **Transcripts:** One official transcript from each college or university attended and listed on your application.

5. **Recommendations:** Two (2) recommendations. At least one should be from a recent supervisor and the other from a second person with whom you work or have worked in education. Recommendations are submitted on-line. See “Directions for Letter of Reference” in the Information/Application Folder.

6. **Statement of Purpose:** See “Candidate Instructions” included in the Information/Application Folder.

7. **Vita:** A vita or résumé that highlights your career history and leadership experiences. For specific content and guidelines for format, see “Candidate Instructions” in the Information/Application Folder.

*Please submit all application items on-line and have transcripts sent to:

Gonzaga University
Graduate Admissions Office
School of Education
502 E. Boone Ave.
Spokane, WA 99258-0025

If you have questions, please contact the Gonzaga Regional Representative in your area, Gonzaga’s Regional-Partnership Coordinator, the Graduate Admissions office or visit the website at www.gonzaga.edu/soe/dela

Dr. Charles P. Rose 
Regional Partnership Coordinator  
Tel: 403.288.5266  
cprose@shaw.ca

Graduate Admissions Office 
School of Education 
Tel: 800.533.2554 ext. 6 (toll free)  
soegrad@gonzaga.edu
Admissions Information

The Master of Education (School Administration) program in Alberta (MESA) and the Master of Education in Leadership and Administration program in British Columbia (MELA) are designed for K-12 educators with at least three (3) years of classroom or other school experience who are preparing for leadership roles in their schools or as educational leaders in their academic departments, schools, or communities. Applicants should describe their program readiness and evidence of leadership experience through the admissions materials: candidate vita, statement of purpose, and supervisor recommendations.

The overall goal of the admissions process is to identify and select students who are most likely to meet their own professional goals, fulfill MESA or MELA program goals, and thrive in today’s complex and challenging school environment. In selecting students, there are four dimensions we seek:

1. **Mission:** We look for a personal and professional fit with the University and School of Education Mission, an important part of which is the preparation of socially responsive and discerning practitioners who serve their communities and professions. (See the School of Education website: www.gonzaga.edu/soe/grad.) We look for evidence of fit in the applicant’s résumé, written statement, and the two recommendations.

2. **Dispositions:** We promote, support, and respect diversity. Our students assimilate Gonzaga’s traditions, the variety of human cultures and an understanding of the problems of the world, through the development and discipline of their imagination, intelligence, and moral judgment. In the admissions process, we look for evidence of such positive professional dispositions in the applicant’s two recommendations.

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4. **Leadership:** We support an environment that is challenging, inclusive, reflective, and collegial. We model and promote leadership, scholarship, and professional competence in multiple specializations. Our goal is that the integration of personal, professional, and academic experiences, along with our program’s specialized competencies, will enable our graduates to provide creative, intelligent, and moral leadership in their chosen professions and in public service. In the admissions process, we look for evidence of leadership capacity in the applicant’s résumé, written statement, and two recommendations.
Application for Admission
Step-by-step Instructions

STEP 1
Navigate web browser to www.gonzaga.edu/gradapply. First time applicants will first click “Create Your Account.” They will use their name and email address to set up an account. Then, they will click “Online Application” to begin.

STEP 2
Candidate will fill out General Information about themselves. Notice the progress bar on the left side. This shows the candidate how many sections are left. Once a section is filled out for the first time they can click back and forward using the left side nav.

STEP 3
Candidates will choose the proper program. They can click on “Graduate School of Education” to drop-down a list of all programs, then click the appropriate one. They can also “Search for a Program” by name.
STEP 4

Once they have chosen the correct program, they will choose a “Start Term” from a drop-down. Notice that the Application Requirements are listed here. Click “Save Selection” to enter into the application.

STEP 5

After filling out a few informational sections, candidates will arrive at the recommendation request page. They will enter the name and contact information for their referees. Once a candidate clicks “Submit Recommendation Request” the referee receives an email with a link to complete the evaluation and upload the letter.

STEP 6

The final upload section gives students a chance to add their statement, resume and any additional documents. Here is where we encourage them to attach unofficial transcripts so we can begin processing their GPA evaluations more quickly.
Directions for  
Letter of Reference #1

Dear Referee,

You have been given this information because someone you have supervised or with whom you have worked is applying for admission to a master’s degree program at Gonzaga University.

You will be contacted by Graduate Admissions and requested to provide both a rating assessment and letter of reference for the applicant. To ensure compliance with the Code of Conduct for teachers and administrators, as well as the Freedom of Information and Privacy Legislation in Canada, you are advised to review your submissions with the applicant prior to entering them online.

Letter of Recommendation:

✓ Describe the context in which you work or have worked with the candidate.
✓ Describe and give explicit examples of the candidate’s ability to lead and/or his/her leadership experiences in the school setting.
✓ Describe and give explicit examples of the candidate’s commitment to serving students.
✓ Describe and give explicit examples of the candidate’s teaching ability.
✓ Describe and give explicit examples of the candidate’s commitment to diversity and ability to advocate for the success of all students.
✓ Conclude with an overall endorsement of the applicant by indicating one of the following:

   I strongly recommend the applicant for admission
   I recommend the applicant for admission
   I recommend the applicant with some reservation
   I do not recommend the applicant
Admissions Information

The Master of Education (School Administration) program in Alberta (MESA) and the Master of Education in Leadership and Administration program in British Columbia (MELA) are designed for K-12 educators with at least three (3) years of classroom or other school experience who are preparing for leadership roles in their schools or as educational leaders in their academic departments, schools, or communities. Applicants should describe their program readiness and evidence of leadership experience through the admissions materials: candidate vita, statement of purpose, and supervisor recommendations.

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4. **Leadership:** We support an environment that is challenging, inclusive, reflective, and collegial. We model and promote leadership, scholarship, and professional competence in multiple specializations. Our goal is that the integration of personal, professional, and academic experiences, along with our program’s specialized competencies, will enable our graduates to provide creative, intelligent, and moral leadership in their chosen professions and in public service. In the admissions process, we look for evidence of leadership capacity in the applicant’s résumé, written statement, and two recommendations.
Recommenders will now receive an email asking them to go to a web page to submit their evaluation and attach a letter of recommendation. Once submitted, it comes directly to the Graduate Admissions office where we attach it to a student’s record.

Dear “FIRST”,
“CANDIDATE FIRST” “CANDIDATE LAST” has requested that you submit a recommendation form for Gonzaga University on their behalf.

Please click the following link to complete the form electronically. You will be asked to complete a short assessment on the candidate and upload a letter of recommendation.

https://gonzaga.webform.com/form/11110

In your written letter, please address the following elements:

1. Describe and give explicit examples of the candidate’s ability to lead or leadership experiences in the school setting.
2. Describe and give explicit examples of the candidate’s commitment to serving students.
3. Describe and give explicit examples of the candidate’s teaching ability.
4. Describe and give explicit examples of the candidate’s commitment to diversity and ability to advocate for the success of all students.

Should you experience any technical difficulties or require assistance during the recommendation process, please contact us directly at scegrad@gonzaga.edu or 509-313-3481.

Thank you!

-Gonzaga University Graduate Admissions
Gonzaga University Reference Form

**Recommendation Guide**

Based on your observations, please offer your opinion of the applicant’s professional competence related to the questions below.

<table>
<thead>
<tr>
<th>Competence</th>
<th>6 - STRONGLY AGREE</th>
<th>5 - AGREE</th>
<th>4 - NEUTRAL</th>
<th>3 - DISAGREE</th>
<th>2 - STRONGLY DISAGREE</th>
<th>1 - INSUFFICIENT KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assess, reflect, and improve students' learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in committed professional practice</td>
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<td></td>
</tr>
<tr>
<td>Collaborate with the school community to support student learning</td>
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<tr>
<td>Demonstrate professional commitment</td>
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<tr>
<td>Care: The candidate demonstrates professional care by seeking opportunity to</td>
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</tr>
</tbody>
</table>

Please indicate your overall level of endorsement for the student:

<table>
<thead>
<tr>
<th>Level of Endorsement</th>
<th>6 - STRONGLY RECOMMEND</th>
<th>5 - RECOMMEND</th>
<th>4 - RECOMMEND WITH SOME RESERVATION</th>
<th>3 - DO NOT RECOMMEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your endorsement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please upload your letter of recommendation below.

**Requirements:**

1. Describe and give specific examples of the candidate's teaching ability.
2. Describe and give specific examples of the candidate's commitment to learning and development.
3. Describe and give specific examples of the candidate's contribution to the diversity and ability to advocate for the success of all students.

Please enter your email.

**Please enter your title.**
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**Letter of Recommendation:**

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✓ Describe and give explicit examples of the candidate’s ability to lead and/or his/her leadership experiences in the school setting.
✓ Describe and give explicit examples of the candidate’s commitment to serving students.
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Recommendation Form Guide

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https://gonzaga.webform.com/form/21110

In your written letter, please address the following elements:

1. Describe and give explicit examples of the candidate’s ability to lead or leadership experiences in the school setting.
2. Describe and give explicit examples of the candidate’s commitment to serving students.
3. Describe and give explicit examples of the candidate’s teaching ability.
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Should you experience any technical difficulties or require assistance during the recommendation process, please contact us directly at sgegrad@gonzaga.edu or 509-313-3481.

Thank you!

-Gonzaga University Graduate Admissions
The link takes them to this page. Notice the questions and ranking system match our preferred rankings. Any questions or concerns can be directed right to Graduate Admissions.
Instructions to Applicant
for Completing Vita & Statement of Purpose for Graduate Admissions

VITA
Please format your vita as shown below and explicitly address each of the bulleted items. In each of the five sections outlined below, provide the dates with the most recent date first.

• **Education and Work Experience**
  Describe your work history including location, length of service, position, and your work with diverse populations.

• **Professional Development/Training**
  List career-related training and professional development programs completed within the past four years. Include the source of training, the duration, and year completed.

• **Technology Training**
  Briefly describe your level of training and experience in using information technology including computers, software, and telecommunications networks as tools for business, education, teaching, and personal use.

• **Volunteer/Unpaid Service**
  List and describe any voluntary/unpaid post-secondary employment and/or community service experience. Please include the name of organization, length of service, and a brief description of duties.

• **Leadership Experience**
  Please describe any specific training and/or experiences you have had as a group/project leader, co-coordinator of change initiatives, or as a trainer.

STATEMENT OF PURPOSE
Introduction: Please begin your statement of purpose with a brief background about yourself.

✓ Describe why you are interested in the Gonzaga graduate program.
✓ Describe and give examples of the strengths that you bring to the program that will help you as an educational leader.
✓ Describe leadership experiences that you have had in or out of the school setting. Include examples from leadership experiences.
✓ Describe and give examples of your personal commitment to working/teaching students, service to others, and advocating for all students.
✓ Share with us what you expect to accomplish in acquiring a master’s degree and what you hope you will accomplish once you have earned your degree.

Preparing socially responsible professionals who serve with care, competence, and commitment.
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3. **Academics:** We provide academic excellence in teaching, advising, service, and scholarship. We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society. Because what is assimilated needs to be communicated if it is to make a difference, we also look for and seek to develop in our students the skills of critical thinking, global thinking, analytical thinking, effective speaking, and scholarly writing. In the admissions process, we look for evidence of academic readiness in the applicant’s transcripts and written statement.

4. **Leadership:** We support an environment that is challenging, inclusive, reflective, and collegial. We model and promote leadership, scholarship, and professional competence in multiple specializations. Our goal is that the integration of personal, professional, and academic experiences, along with our program’s specialized competencies, will enable our graduates to provide creative, intelligent, and moral leadership in their chosen professions and in public service. In the admissions process, we look for evidence of leadership capacity in the applicant’s résumé, written statement, and two recommendations.
Some Thoughts and Suggestions regarding the Statement of Purpose/Letter of Intent

In applying to do a Masters Program, candidates are required to provide a typed statement of purpose. For the most part, what is required is a sharing of your interest and purpose in undertaking graduate studies. What do you hope to achieve through completion of the Masters Program? Why this university? What strengths will you bring to the conversations and inquiry?

When assessing your Statement of Purpose, the Admissions Committee will also look for evidence of your personal commitment to students, service to others, experience in leadership and concern for equal access to quality education for all students. Carefully read and follow the Candidate Instructions.

You are invited to use a letter format, which will take the form of a 1-2 page, typewritten or word-processed letter, addressed to the Dean. It will be evaluated in light of the admissions requirements and the following criteria are also important:

* Sentence structure and mechanics (spelling, punctuation and grammar).
* Clarity and style (ease of reading and sentence structure).
* Organization and development (A clear statement or thesis, with supporting statements and/or examples, a logical and clear arrangement of ideas, unity and coherence of paragraphs, the use of relevant detail and/or evidence, and a conclusion).
* Quality of ideas and the evidence of interest in beginning or continuing to provide leadership.
* Evidence of a personal commitment to students, service to others and concern for equal access to quality education for all.

The letter should be double-spaced and be between 300 and 500 words.
Use the active voice and close with a signature block (name, address, phone and email contacts).
Please note that the reading of Gonzaga’s “Mission Statement” is also recommended.

Our advice would be that you genuinely and sincerely express your own goals, expectations and the personal growth you anticipate through the process of completing this degree.

Sincerely,

Your Regional Representatives and Regional Partnership Coordinator
Graduate Financial Aid Information

Funding, Grants, and Scholarships

Congratulations!
You have made the choice to pursue your Master of Education Degree. As you investigate ways to finance the undertaking, here are some helpful resources to consider:

**Professional Improvement Funding**
Many school districts offer financial assistance for teachers who are pursuing Master’s degrees. It is recommended that you contact the Human Resources Unit in your district and/or your Professional Association Representative to determine what is provided and the details and requirements involved.

**Educational Grants and Scholarships**
Although some financial aid may be accessed nationally, the sources of grants, bursaries and scholarships in education differ from province to province. For example, the Alberta Teachers’ Association provides some financial assistance through the Educational Trust Fund. Many Gonzaga grads have benefited from this source of funds. Other funds may be obtained through professional development funds and grants offered locally through contract provisions or district initiatives.

- **Lifelong Learning Plan**
  Revenue Canada offers the opportunity to draw upon your Registered Retirement Savings Plan for educational purposes. Applicants are advised to download this important booklet at [www.cra-arc.gc.ca/E/pub/tg/rc4112/README.html](http://www.cra-arc.gc.ca/E/pub/tg/rc4112/README.html).

- **Student Aid**
  Alberta and British Columbia both offer financial aid options to students. To learn more about your eligibility and individual options, check them out online: Alberta - [http://studentaid.alberta.ca/](http://studentaid.alberta.ca/)  
  British Columbia - [https://studentaidbc.ca/](https://studentaidbc.ca/)

- **Private Loans through banks or credit unions**
  Do you already have a banking relationship established? Do some research to find out what rates are available. Checking multiple sources allows you to shop around to find your most favorable situation.

- **Tax Benefits**

- **Payment Plans**
  Gonzaga University payment plans that allow students to spread tuition payments over the course of the program. Student Accounts will work with you to review the options and to develop a plan that will work for you.

**Billing & Payment Plans:**
Student Accounts Office  
P.O. Box 3463  
Spokane, WA 99220  
Phone: (509) 313-6812  
Toll Free: (800) 440-5392  
Fax: (509) 313-6399  
Email: studentaccounts@gonzaga.edu  
www.gonzaga.edu/studentaccounts
The purpose of our Master of Education Degree Program is to prepare reflective educational leaders who promote student, professional and organizational learning to address challenges and opportunities inherent in a changing world.

The Department of Educational Leadership and Administration develops reflective leaders who are committed to a spirit of inquiry and social justice and who guide their communities toward a rich, equitable, and comprehensive education for all students.
Welcome and thank you for your interest in the Gonzaga Master of Education Program. The program is designed for educators who aspire to be effective teacher leaders or administrative leaders, formally or informally. We believe that educational teams become stronger when greater understanding exists about the roles of each of the team members. Topics are explored from the perspective as to how leadership can promote a culture for learning that supports improved teaching and student learning.

The program is designed for working educators and uses the practical issues in teaching and leadership in local districts as the contexts for study. Applicants are admitted into a cohort of educators from local areas and experience the benefits of a collaborative learning community close to their own schools and districts. University faculty come to the cohort location.

Courses are typically held on weekends but may be adjusted depending on the needs of the cohort. As candidates work on assignments for each of the program courses, they have the opportunity to explore issues important to them in their own classrooms, schools, and districts. Each cohort is assigned a faculty advisor who works with cohort members throughout the entire program. Currently, the program is accredited in the state of Washington, approved in Alberta and offered under the written consent of the Ministry in British Columbia.

Program Overview: 30 credits

**EDLA 618**
Professional Literature Review (3)
This course will guide candidates through the first steps in the process of the evidence-informed decision making. Candidates will learn how to articulate a topic that is specific to their problem of professional practice, access research-based literature specific to the problem of practice that guides their action research project, analyze and critique the relevant literature, marshal the relevant literature into a coherent whole, learn and practice skills in graduate level writing, and then write a professional review of the literature according to APA and Departmental guidelines.

**EDLA 626**
Cultural Competence Development (3)
This course addresses culture and diversity, from local and global perspectives and explores various life/world views with practical application for educators. Candidates will develop cultural competencies that support effective and appropriate interaction in a variety of educational and community cultural contexts. These competencies involve developing knowledge, skills, and attitudes that promote human rights, celebrate human differences, and accommodate students from diverse cultural backgrounds.

**EDLA 628**
Educational Leadership and Inquiry (3)
This course creates opportunity for personal reflection on one’s role as a leader in the classroom and the broader educational culture. Because schools are centers of inquiry, candidates will develop the capabilities to lead a process of evidence-informed decision-making. Candidates will examine leadership theory, practice, and the skills associated with professional inquiry.

**EDLA 548**
Educational Leadership and Organizations (3)
This course is designed to enhance candidates’ understanding of organizations and to build their capacities as leaders with and without authority to help their organization achieve its goals. Candidates will apply leadership theories in an analysis of their problems of practice.
EDLA 638  
Educational Leadership: Change, Management, and Supervision (3)  
This course is designed to provide an overview of the school leader’s role in developing a shared vision, mission and set of core values for continuous school improvement. Candidates will study fundamental leadership and management principles and skills to explore methods of effective school operations such as financial, human resources, and technology. Candidates will also study and describe the processes and practices of effective school supervision and evaluation methods embedded in trust and professional growth.

EDLA 653  
Educational Leadership: Curriculum, Instruction, and Assessment (3)  
This course addresses how formal and informal leaders can promote alignment between curricular design, pedagogical decisions and assessment methods while attending to historical, ideological and political contexts. Emphasis will be placed on promoting equity and access to learning through classroom-based diagnosis of student needs, student involvement and through school-based tiers of support.

EDLA 689  
Professional Seminar (3)  
This seminar is intended to be a culminating experience in the Master of Education Program. Candidates work with the academic advisor to complete the research paper. The final paper is presented to a group of peers in a seminar setting.

EDLA 641  
Educational Leadership and Community (3)  
The purpose of this course is to advance understanding of school and community relationships by applying and promoting a culture of learning that is respectful of all stakeholders. The course will address the significant aspects of developing school and community partnerships that create supports for the academic, social, and emotional needs of students.

EDLA 641  
Evidence-Informed Decision Making (3)  
In this course, candidates will create an action plan specific to their problem of professional practice. This action plan will apply leadership practices to promote school growth by addressing systemic change. Strategies that enhance educators’ collaborative school improvement processes will be explored.

EDLA 698  
Research & Data Analysis (3)  
This course will address research processes and system-wide data collection. Emphasis will be placed on critically evaluating educational research and on analyzing data as a way to mobilize action steps towards improved student learning or school environments. Data from a variety of sources will be summarized in graphs, tables and oral or written narrative.

EDLA 699  
Comprehensive Oral Exam (0)  
This is the second of two culminating experiences for the Master of Education Degree program. Candidates will present evidence documenting how they have met all program outcomes.

Note: Research / Capstone Experience  
During the first semester, candidates identify a relevant topic of interest related to educational leadership and throughout the program, will develop and extend a line of inquiry on the topic. This line of inquiry is fully developed and integrated into their coursework. At the end of the program candidates will present their inquiries and articulate the translation of theory into continuous improvement of professional practice.
General Program Information

**Master of Education (School Administration) - Alberta**
**Master of Education in Leadership and Administration – British Columbia**

Thank you for your interest in Gonzaga University’s Master of Education Programs. The Master of Education (School Administration) – AB and the Master of Education in Leadership and Administration – BC are 30 credit degree programs and are accepted for TQS purposes.

The programs are full-time graduate programs and feature a cohort model in which candidates remain with the same participants throughout the 5 semester programs. There are three semesters the first year: Fall, Spring and Summer. The second year consists of Fall and Spring Semesters only.

The fall semester runs from September through December while the spring semester runs from January through April. The summer semester begins after the second weekend in May, following the Commencement Ceremony on campus. It concludes at the end of the second full week in July.

Classes are typically held on Friday Evenings/Saturdays, twice per month, from 5 pm to 9 pm on Fridays and from 8 am to 2 pm on the Saturdays.

During the first semester candidates identify a relevant topic of interest related to educational leadership and throughout the program develop and extend a line of inquiry on the topic. This line of inquiry is fully developed and integrated into their coursework. At the end of the program candidates will present their inquiries and articulate their translation of theory into continuous improvement of professional practice.

Further, in a comprehensive review, candidates will respond to a series of guided questions to describe how the program has shaped their professional practices and align to the program outcomes. Finally, candidates will provide evidence from the field as to how their experiences have shaped their abilities to lead.
Financial Matters

Some Canadian students request documentation for bursaries, tribal authority sponsors, Student Aid Alberta, Student Aid B.C or for other reasons. The registrar furnishes “verification of enrollment” letters upon request.

As tuition is to be paid in US Funds, the exchange rate will come into play. That may be offset somewhat by tax benefits of full time attendance at university. We recommend that you download a copy of Students and Income Tax from the Canada Revenue Agency website at Canada.ca and maybe even consult a Canadian tax expert to ensure full understanding of the tax benefits available. You might also download a copy of the Lifelong Learning Plan to see if and how you might draw upon your RRSP to help in paying your tuition and fees.

As there are some fees involved, please see the list of fees.

The University accepts semester-by-semester payments but also provides a number of interest-free payment plans. You are advised to contact Student Accounts for details and/or to make arrangements.

To Prospective Candidates and the Public in Alberta

The Master of Education - School Administration Program is offered pursuant to the written approval of the Minister of Advanced Education and Technology effective September 2009, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, TQS or other education institutions).

To Prospective Candidates and the Public in British Columbia

The Master of Education in Leadership and Administration Degree Program is offered under the written consent of the Ministry of Advanced Education effective April 11, 2007 having undergone a Quality Assessment Process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for determining that the Program and the Degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, TQS or other educational institutions).
Example of Program Schedule

Master of Education (School Administration) Degree – (Alberta)
Master of Education in Leadership and Administration Degree – (British Columbia)

30 Credit Program

Fall Semester I
EDLA 628 Educational Leadership and Inquiry 3 credits
EDLA 618 Professional Literature Review 3 credits

Spring Semester I
EDLA 698 Research and Data Analysis 3 credits
EDLA 633 Educational Leadership and Organizations 3 credits

Summer Semester I
EDLA 653 Educational Leadership: Curriculum, Instruction and Assessment 3 credits
EDLA 641 Educational Leadership and Community 3 credits

Fall Semester II
EDLA 638 Educational Leadership: Change, Management and Supervision 3 credits
EDLA 626 Educational Leadership: Cultural Competence Development 3 credits

Spring Semester II
EDLA 641 Evidence Informed Decision Making 3 credits
EDLA 689 Professional Seminar 3 credits
EDLA 699 Oral Exams 0 credits

Preparing socially responsible professionals who serve with care, competence, and commitment.
# 2-year Calendar for Cohorts Beginning Fall 2018

## 2018 – 2019

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<th>Alberta FRI – SAT</th>
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<td>Begins after Commencement May 11 ends July 13</td>
<td>Dates to be determined by Advisor and Cohort</td>
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## 2019 – 2020

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Prepared by Gonzaga University Department of Educational Leadership & Administration

Preparing socially responsible professionals who serve with care, competence, and commitment.
SOE Tuition and Fees for Alberta and British Columbia

2018 – 2020

The tuition for Alberta and British Columbia Cohorts beginning in 2018 will be $535 US per credit and will not increase over the duration of your program.

Fees will include the following, are in US Funds, and are billed separately from tuition.

- **Application Fee** $ 50.00
- **Lit Review Fee** $ 50.00
- **Technology Fee** $ 85.00 per semester
  - $ 65.00 (in summer)
- **Orals Fee** $ 100.00
- **Graduation Fee** $ 75.00
- **Payment Plan Fee** $ 125.00 (optional)

Note:
- Late course registration fee, if necessary $ 50.00
- Transcript fee $ 5.00

Fees are subject to change and are reviewed annually.

For 2018, the Department has been able to eliminate both the Lit Review Fee and Orals Fee.
Tuition and Fee Payment Options
For Cohorts Beginning in 2018

Tuition
30 credits x $535 US per credit =  $ 16,050.00 USD

Fees
App Fee $ 50.00
Technology Fee $ 85.00 per semester (65.00 for Summer Semester)
Lit Review Fee $ 50.00 *
Orals Fee $ 100.00 *
Grad Fee $ 75.00
Payment Plan Fee $ 150.00 (Optional)

Payment Options

A. By Semester Illustration
Each of 5 Semesters
2 Three Credit Courses = 6 Credits
6 x $535 US per credit =  $ 3,210.00 US (plus fees)

B. By Payment Plan Illustration
$16,050.00 US over 19 Monthly Installments
$16,200/19 = $844.74 US per Month (plus fees)
Or
$16,200.00 US Monthly
Semesters 1 & 2 $ 802.50 US per month (plus fees)
Semester 3 $ 1,070.00 US per month (plus fees)
Semesters 4 & 5 $ 802.00 US per month (plus fees)

Schedule of Fees:

| Semester 1 | Payment Plan | $ 150.00 US |
| Semester 2 | Technology | $ 85.00 US |
| Semester 3 | Technology | $ 65.00 US |
| Semester 4 | Technology | $ 85.00 US |
| Semester 5 | Technology | $ 85.00 US |

Lit Review $ 50.00 *
Orals $ 100.00 *
Grad $ 75.00 US

* Lit Review and Orals Fees will be waived for 2018
Students and income tax

2016
Lifelong Learning Plan (LLP)

Includes Form RC96