A Message from the Dean

Welcome!

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 vision I have outlined for the SOE has emphasized professionalism, scholarship, teaching, collaboration, partnerships, and service. These pillars guide our vision for graduate degree programs we offer on campus and the site-based programs in Canada.

This year the SOE has been “connecting.” Our achievements in both provinces are innovative and progressive and emphasize the excellence of our faculty and their commitment to your success and future. We are about energy and being the source that attracts others to collaborate, partner, share, and work in ways that have not been tried before or at least not in a long time. In my mind, it is via energy—mental, physical, and spiritual that connects us.

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 and 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 Alberta by the Ministry of Advanced Education and Technology, and the Master of Education in Leadership and Administration is offered under consent by the British Columbia 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
Application Requirements

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

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 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. Box 25
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@gnzaga.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/soc/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.

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.
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.
Dear Referee,

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**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
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Recommendation Form Guide

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/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.
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 soegrad@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.

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**Gonzaga University Reference Form**

**Recommendation Guide:**
Based on your observations, please offer your opinion of the applicant’s professional dispositions related to the statements below.

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**SOCIAL RESPONSIBILITY:** The candidate demonstrates social responsibility by seeking opportunity to:

- Actively engage in promoting justice in the resolution of problems in the school community.
- Promote diversity and equity to improve student learning.
- Engage in activities that promote the common good.

**COMPETENCE:** The candidate demonstrates professional competence by seeking opportunity to:

- Self-assess and reflect about ways to improve higher professional practice to improve student learning.
- Engage in professional development for purposes of improving higher professional practice to improve student learning.
- Collaborate with the school community to solve complex problems related to school improvement.

**COMMITMENT:** The candidate demonstrates professional commitment by seeking opportunity to:

- Engage families in supporting their child’s learning.
- Support activities that improve the profession.
- Reflect on and model high standards of ethical behavior.

**CARE:** The candidate demonstrates professional care by seeking opportunity to:

- Relate to students outside of the classroom.
- Support and advocate for the well-being of the organization.
- Provide students with personalized attention.

Please indicate your overall level of endorsement of this applicant for graduate work:

- STRONGLY RECOMMEND
- RECOMMEND
- RECOMMEND WITH SOME RESERVATION
- DO NOT RECOMMEND

Please upload your letter of recommendation below:

-ỡ tro file selected.

*In your letter of recommendation, please use the following prompts: It is crucial that you address all of the items, we score the candidate’s likelihood of success in graduate work and “fit” in our program against all of these criteria. 1) Describe and give explicit examples of the candidate’s ability to lead or leadership experiences in a school setting; 2) Describe and give explicit examples of the candidate’s teaching ability; 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.*

Please enter your name:

Please enter your title:

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Gonzaga University School of Education
Office of Graduate Admissions

**OFFICE OF GRADUATE ADMISSIONS**
502 E. Boone Avenue
Spokane, WA  99258-0025
Tel: 509-313-3481
email: soegrad@gonzaga.edu
www.gonzaga.edu/soe
Directions for
Letter of Reference #2

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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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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
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 in Leadership and Administration 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 two years.
- 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 receive significant tax benefits.
- We offer a 24-month payment plan.

Questions?

Please contact our Graduate Admissions office at soegrad@gonzaga.edu. Apply online today at www.gonzaga.edu/gradapply.
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 grants, bursaries and scholarships through the Educational Trust. Many Gonzaga grads have benefited from this source of funds.

• 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.

• 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/
British Columbia - 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 offers a 24-month payment plan that allows 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
Department of Educational Leadership & Administration

Purpose Statement

The purpose of the 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.

Department of Educational Leadership & Administration Conceptual Framework Statement

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 or administrative leaders. 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 perspectives of both teachers and administrators, with coursework differentiated depending on the career goals of participants.

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 the 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 held in the evenings or on weekends, 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: 34 credits

**EDLA 525**
Educational Leadership and Inquiry (3)
This course creates opportunity for personal reflection upon one’s role as a leader in the classroom and in the broader culture. Because schools are centers of inquiry, candidates develop the capacities to lead a process of evidence informed decision-making. Candidates will examine leadership theory, practice, and the communication skills associated with professional inquiry.

**EDLA 633**
Organizations and Educational Leadership (3)
This course is designed to enhance candidates’ understanding of organizations and to build their capacities as leaders, with and without authority, to help the organization achieve its goals.

**EDLA 564**
Art and Science of Teaching (3)
This course focuses on a comprehensive framework for enhancing student learning. The course perspective will build on the educational applications of brain research and on strategies for creating and sustaining safe, effective, learning environments. Candidates will apply what they are learning to their own classrooms and schools.

**EDLA 548**
Educational Leadership and School Improvement (3)
This course will examine the beliefs, knowledge, and skills that promote collaboration with all stakeholders working toward creating a school improvement plan that promotes students success. The course will address practical elements of dynamic school leadership applied to researched-based practices regarding change, team building, staff development models, and supervisory processes that foster the improvement of schools.
EDLA 698
Research and Data Analysis (3)

The research course continues from the Educational Leadership and Inquiry course and focuses on helping candidates understand and apply methodological, ethical, writing and formatting issues related to the research process. The course is designed to prepare candidates for planning and reporting on self-selected research projects.

EDLA 565
Assessment and Learning (3)

This course is designed to help candidates extend their expertise in educational measurement, assessment and evaluation of student learning at the classroom, building, district, state, provincial, and national levels. Candidates will study the philosophical, cultural, ethical, and political issues surrounding the measurement, assessment and evaluation of student learning, then design and apply valid and reliable ways of integrating student learning goals with a variety of assessment methods in order to improve their students’ learning.

EDLA 653
Curriculum Development (3)

This course includes the basic approaches to planning and modifying school curricula and places them in historical, ideological, and political contexts. Topics include the diagnosis of needs, selection and organization of learning experiences, evaluating curricular systems and the elements of change that promote equity and access to learning.

EDLA 641
Educational Leadership and Community (3)

This course will explore the multiple, complex ways that our schools and society shape each other, with special attention devoted to school leadership issues. Theory, research, and models of effective practice will inform the educational leader’s role as a bridge between school and community. This bridging role includes being actively involved in building reciprocal relations within and between the school and community, facilitating understanding and communication among and between various interest groups as they impinge on the school, and developing mutually beneficial linkages and partnerships for the benefit of the school, particularly as they enhance the mission of promoting powerful and equitable learning for students, professionals, and the organization.

EDLA 690
Professional Literature Review (1)

This course is intended to develop candidates’ skills for finding, summarizing, and synthesizing academic literature in preparation for writing their capstone project. Candidates will read academic sources (e.g., journal articles or books) about a topic of their choosing and write a literature review according to department and APA guidelines.

EDLA 626
Culture, Diversity, and Human Rights (3)

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and life style, sexual orientation, religious perspective, or ability levels. Candidates will address cultural competence from a global perspective and will explore various life/world views. Candidates will explore diversity from a global perspective.

EDLA TBD
Cohort Elective (3)

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 699
Comprehensive Oral Exam (0)

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 and research. Candidates are required to expand on the topic in a thorough review of professional literature, followed by the planning and implementation of an action research project designed to improve their students’ learning or learning environments. Candidates are guided through the research process by their advisor and prepare a 5 chapter, written report of their work at the end of the program. A comprehensive review, including a portfolio presentation of work examples demonstrating how they have met the program outcomes, is completed and concludes the capstone experience.
General Program Description

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

Thank you for your interest in Gonzaga University’s Master of Education Programs. The Master of Education in Leadership and Administration - BC – and the Master of Education (School Administration) - AB – are 34 credit degree programs. Gonzaga University is a fully approved program for TQS purposes.

The programs are designated as full-time graduate programs and feature a cohort model in which candidates remain with the same participants throughout the two years.

There are three semesters each year. The fall semester runs from September through December while the spring semester runs from January through April. The summer semester begins 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 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.

All candidates complete a capstone project that features three elements:
1. an action research undertaking or alternative defined with the cohort’s academic advisor
2. a professional seminar in which each candidate presents the results of the capstone undertaking and receives response from the other members of the cohort and advisor
3. an oral exam regarding how you met the Program Outcomes
Financial Matters

Canadian students often request documentation for bursaries, tribal authority sponsors, Student Aid BC, Student Aid Alberta, and for other reasons. The registrar furnishes “verification of enrollment” letters upon request.

The total cost of the program is dependent upon the exchange rate and falls under the provisions of the Canadian Revenue Agency. We recommend that you consult a Canadian tax expert to fully understand the tax implications of participation in these programs.

The University accepts semester-by-semester payments but also provides an interest-free 24-month plan or a 3-month payment plan, which ever is most convenient for the student. In addition to tuition, there are some fees involved. Please see the list of fees.

To Prospective Candidates 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, or other educational institutions).

To Prospective Candidates and the Public in Alberta

The Master of Education in 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, or other education institutions).
Example of Program Schedule

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

34 Credit Program

Fall Semester 1
EDLA 525: Educational Leadership and Inquiry / 3 credits
EDLA 633: Organizations and Educational Leadership / 3 credits
EDLA 690: Professional Literature Review / 1 credit

Spring Semester 1
EDLA 564: Art and Science of Teaching / 3 credits
EDLA 565: Assessment and Learning / 3 credits

Summer Semester 1
EDLA 698: Research and Data Analysis / 3 credits

Fall Semester 2
EDLA 626: Culture, Diversity, and Human Rights / 3 credits
EDLA 653: Curriculum Development / 3 credits

Spring Semester 2
EDLA 641: Educational Leadership and Community / 3 credits
EDLA xxx: Elective / 3 credits. (Cohort Advisor will provide a menu of options)

Summer Semester 2
EDLA 689: Professional seminar / 3 credits
EDLA 699: Oral Exams / 0 credits
EDLA 648: Educational Leadership and School Improvement / 3 credits

Preparing socially responsible professionals who serve with care, competence, and commitment.
# 2-year Calendar for Cohorts Beginning Fall 2017

## 2017 – 2018

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<td>27 &amp; 28</td>
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<tr>
<td><strong>Summer 2018</strong></td>
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<td>Begins after Commencement May 12 ends July 14</td>
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<td>Dates to be determined by Advisor and Cohort</td>
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## 2018 – 2019

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<td><strong>Summer 2019</strong></td>
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<td>Begins after Commencement May ends 2nd week of July</td>
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<td>Dates to be determined by Advisor and Cohort</td>
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SOE Tuition and Fees for Alberta and British Columbia

Fall 2017

Tuition for cohorts beginning in the fall 2017 will be $525 US per credit.

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

<table>
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<th>Fee</th>
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<tr>
<td>Application Fee</td>
<td>$50.00</td>
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<tr>
<td>Technology Fee</td>
<td>$130.00 per semester</td>
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<td></td>
<td>$64.00 (in Summer Semesters)</td>
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<tr>
<td>Pro Sem / Orals Fee</td>
<td>$125.00</td>
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<tr>
<td>Graduation Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Payment Plan Fee</td>
<td>$150.00 (optional)</td>
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Note:
Late course registration fee, if necessary $ 50.00
Transcript fee $ 5.00

Fees may be subject to change
Tuition and Fee Payment Options

Fall 2017

Tuition

34 credits x $525 US per credit = $ 17,850.00 US

Payment Option Illustrations

A. By Semester

1st of six semesters

2 three-credit courses + Lit Review Readings = 7 credits

7 x $525 US per credit = $ 3,675.00 US (plus Technology fee)

2nd semester

2 three-credit courses = 6 credits

6 x $525 US per credit = $ 3,150.00 US (plus Technology fee)

3rd semester

1 three-credit course = 3 credits

3 x $525 US per credit = $ 1,575.00 US (plus Technology fee)

4th semester

2 three-credit courses = 6 credits

6 x $525 US per credit = $ 3,150.00 US (plus Technology fee)

5th semester

2 three-credit courses = 6 credits

6 x $525 US per credit = $ 3,150.00 US (plus Technology fee)

6th semester

2 three-credit courses = 6 credits

6 x $525 US per credit = $ 3,150.00 US (plus Technology, Pro-Sem/Orals & Grad fees)

B. By Payment Plan

$17,850.00 US over 24 installments

17,850/24 = $ 743.75 US per month

(plus Payment Plan Fee, Tech Fee each semester)
Students and Income Tax
(including apprenticeships)
Lifelong Learning Plan (LLP)
Includes Form RC96
Gonzaga University Offers Quality, Personalized Learning

Here is what some of our graduates have to say:

“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.

“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 would highly recommend.”

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

“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
Penticton, B.C.

“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
Salmon Arm, B.C.

“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
Salmon Arm, B.C.

“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.