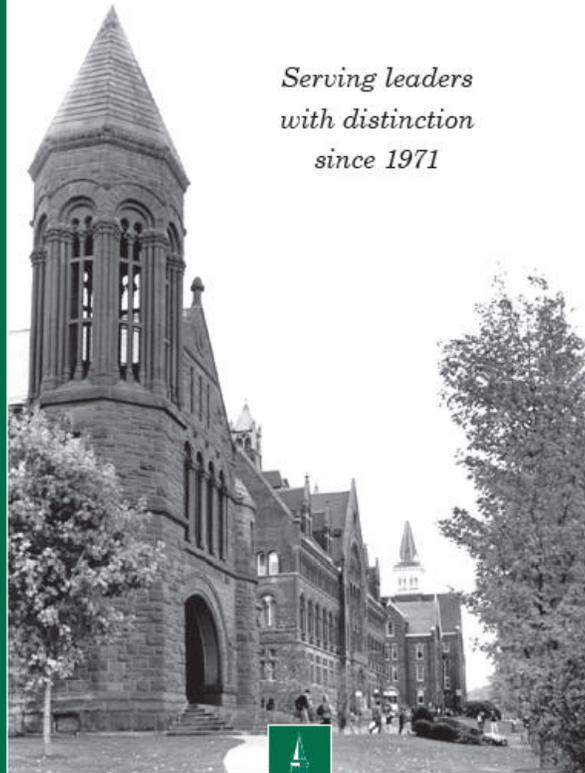


The UNIVERSITY of VERMONT

Master's Degree Program in
EDUCATIONAL LEADERSHIP

*Serving leaders
with distinction
since 1971*



EDLP Student Handbook

Table of Contents

I.	EDLP Program Overview	2
II.	Core Course Descriptions	5
III.	Program Core Themes	6
IV.	Candidate Advisement	11
V.	Credit Policies	17

Appendix A

Program Plan Licensure	12
Program Non-Licensure	15

I. INTRODUCTION

The Master's Degree Program in Educational Leadership at the University of Vermont is designed to prepare students for leadership roles in public schools, social and human service agencies, and other educationally related institutions. Although our program is specifically accredited for educators to earn the *Vermont Administrative Endorsement*, which allows them to serve as school administrators, we also prepare individuals for roles as vice-principals, department chairs, curriculum coordinators, and leaders in the Vermont Department of Education and a variety of roles in other agencies and programs. Our goal is to cultivate committed reflective leaders who will make a positive difference in the schools or agencies where they work, and who will influence the lives of all learners and all they work with in a positive way. Our hope is to prepare leaders who can empower all members of our learning communities toward high standards and levels of personal achievement, mutual respect, and social responsibility.

The Master's Degree in Educational Leadership is located within the Department of Leadership and Developmental Sciences in the College of Education and Social Services at UVM. The program typically enrolls 30-50 students, each of whom is assigned an advisor to support them with program planning, career goal assessments, internship development, portfolio defense, and other issues related to their successful completion of their degree or certificate program.

A. Program Mission

Our mission is to prepare educational leaders who can apply knowledge toward building a leading and learning community to make a positive difference in the lives of children, youth, families, adults, and communities. We strive to prepare a committed, reflective practitioner, instructional leader and change agent, who can collaborate with other professionals, families, and colleagues to contribute to the successful learning for all.

Specifically, we aim to structure our preparation program in a manner that will ensure our graduates are grounded in; (a) deep knowledge that is socially constructed through dialogue, research, and field-based practice; (b) collaborative problem-solving capabilities; (c) knowledge of human development and empowerment; (d) multiculturalism and culturally-responsive leadership; (e) intelligent action and social change; (f) dispositions toward social justice and equity; and (g) values that support inclusion in all contexts.

B. Program Philosophy

At the graduate level of study, we believe that program candidates come to us who already possess knowledge, skills, and dispositions that enable them to serve as critical thinkers, problem-solvers, instructional leaders, student advocates, and reflective practitioners. Through advanced study, candidates are required to adapt and apply learning in more complex situations and expanded environments beyond the classroom, to include the school, community, and state. We view our graduate-level candidates as individuals who can demonstrate and apply the conceptual base of leadership practice and engage in research and scholarship that informs practice.

We expect that our candidates will acquire the necessary knowledge, skills, and dispositions that will enable them to act as autonomous and self-directed learners, to communicate with multiple stakeholders through collaborative partnerships, and to demonstrate ability to reflect more critically on leadership practices and how these practices can improve student and adult learning and performance.

Based on these goals and aspirations, our program has endeavored to meet the standards as set forth by the Vermont Department of Education and as outlined in the *Vermont Results Oriented Program*

Approval (ROPA) standards for teaching and leadership, the Council for the Accreditation of Educator Preparation (CAEP) and Educational Leadership Constituent Council (ELCC). In addition, the program endeavors to provide a sound basis for becoming a successful leader in a variety of settings.

C. Program Framework

The program themes are embedded in the following required components:

- Five Core Courses that include the knowledge base for Educational Leadership
- Course work that meets the requirement for a Vermont Administrative Endorsement, which includes five additional courses
- Course work that supports program outcomes and students' personal learning plans and/or career paths
- A robust Internship under the supervision of a field mentor and university supervisor
- Completion of an Action Research Project, a successful Program Completion Oral Comprehensive Examination and Portfolio Defense

D. Program Faculty

The program is represented by five core faculty who teach in the Educational Leadership Program, as well as faculty from other programs such as Special Education, Higher Education and Student Affairs, and Educational Foundations. Our program is also supported with several core adjunct field faculty who teach both core and licensure courses. Adjunct faculty also hold doctoral degrees and typically serve as leaders in public education, higher education, and human services. Program faculty also provide extended service on behalf of students, teachers, human service professionals, and families throughout Vermont.

Core Faculty:

Judith Aiken, Ed.D., Rutgers University
Kelly Clark-Keefe, Ed.D., University of Vermont
Sean Hurley, Ph.D., Vanderbilt University
Kieran M. Killeen, Ph.D., Cornell University
Tammy Kolbe, Ed.D., University of Vermont

Associated Faculty:

Bernice Garnett, ScD., Harvard University
Cynthia Gerstl-Pepin, Ph.D., University of North Carolina-Chapel Hill
Deborah Hunter, Ph.D., Indiana University
Vijay Kanagala, Ph.D., Iowa State University
Maureen Neumann, Ph.D., University of Washington
Katharine Shepherd, Ed.D., University of Vermont
Sherwood Smith, Ed.D., Ball State University

Program Staff:

Roman Vogel, M.Ed., University of Massachusetts-Boston

For more information about the program, please contact the Education Leadership offices at 656-2936 or contact education.leadership@uvm.edu.

II. CORE COURSE DESCRIPTIONS

EDLP 300 Leading Learning Organizations

This course is an introduction to and examination of leadership in education and social services agencies. Participants will investigate topics related to roles, functions, relationships and responsibilities in organizations that value human growth and development. Participants will construct personal leadership development plans and engage in a self-designed action research project in relationship to their area of professional leadership practice.

EDLP 310 Effecting and Managing Change in Education and Social Services Agencies

This course focuses on exploring and understanding the dimensions of change within educational and social services organizations. Topics related to the meaning of change, planning for change, organizational culture, and leadership will be addressed. Participants will select issues related to their own areas of professional practice and develop a change project.

EDLP 320 Collaborative Consultation

This course applies leadership, adult development, and action research theory to the practice of collaborative consultation in school, home, agency, and community settings. Participants use a case study approach to address problems and issues related to providing integrated services for children and families. This course is a requirement for the M.ED. degree and is required for administrative licensure.

EDFS 322 The Challenge of Multiculturalism for Educational and Social Institutions

A critical analysis of social, historical, and philosophical dimensions of multiculturalism. Examination of identity, empowerment, and justice and their relationships to educational/social policies and practices.

EDFS 340 Applied Data Analysis for Decision Making (Required for Licensure)

The course emphasizes developing organizational capacity and processes to support collaborative data use for problem solving and improvement. Students will develop the skills necessary to: organize for collaborative work with data; access, analyze and utilize data in their decision making; link data and data analysis with decision making; and effectively organize, display, and write about data in ways that communicate and support decision making.

EDFS 209 Introduction to Research Methods in Education and Social Services (Optional for Licensure)

An introduction to research methods for use in an educational or social service organization. Both qualitative and quantitative methods will be examined. Students will learn how to use technology to conduct library searches, how to apply action research for local problem solving, and how to read and interpret research data.

III. Core Themes

Course work and experiences associated with the program including action research, applied projects, field experiences, and internships are organized around seven major themes. Themes are designed to be integrated across core courses, and those courses or experiences that best prepare leaders. Each major theme is listed, followed by a set of competencies – the knowledge, skills, and understandings – one needs to meet State competencies related to the Vermont Administrative Endorsement. The themes have also been cross-referenced against the *Five Standards for Vermont Educators and the ISLLC Standards*. Students who are not seeking licensure develop the competencies relevant to their leadership goals. Throughout the program, students will be expected to document the ways in which they have acquired these competencies and to present a summary of that as part of their final Master's Degree/CAS Orals Portfolio.

A. Professional and Ethical Leadership

- Helps articulate, define, and implement the vision for the school community
- Understands, affirms, and builds common understanding of community values
- Implements plans and strategies to achieve the school's vision
- Acts with integrity, fairness, and courage, and brings ethical principles into all decision making
- Understands and influences the larger political, social, economic, legal, and cultural context of the school community
- Models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the school community
- Models and encourages collaboration among diverse groups
- Promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support school vision for student learning
- Critically examines one's own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one's capacity as a caring, effective, and ethical leader
- Advocates for local, regional, and state educational policy for the advancement of Vermont learners
- Demonstrates shared leadership practices and empowers others in fulfillment of the school's mission and vision
- Understands and has knowledge of a professional code of ethics

B. Inquiry, Reflection, and Action

- Analyzes and evaluates qualitative and quantitative research to inform practices
- Designs and implements research study to address identified problems or challenges within a specific organization/school
- Understands multiple assessment strategies to assess student learning
- Uses outcomes of research study to develop strategies to effect program and instructional improvement toward great student achievement
- Understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans
- Participates in the planning and implementation of an assessment/evaluation project and identifies areas of potential change
- Understands and facilitates the use of technology in the collection and analysis of data as well as managerial operations.

C. Communication and Relationships

- Fosters and develops effective communication and interpersonal skills that encourage problem identification, problem solving, and evaluation of outcomes
- Understands the effective use of communication and interpersonal skills related to conflict resolution, crisis management, stress management, and consensus building
- Builds purposeful collaborative networks and partnerships among all members of the school/organizational community
- Develops a plan to promote a vision and outcomes associated with the organization and engages public dialogue and support for continual renewal
- Recognizes and respects diverse perspectives within and external to the school for purposes of enriching the context and relationships
- Understands and uses the nature and theories of adult learning and career stage development as they apply to leadership, interpersonal communication, and professional learning
- Supports and sustains caring and collaborative relationships among students, faculty, and community members
- Models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups

D. Organization Renewal, Culture, and Change

- Understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices
- Understands human resources management and relates how human resource functions support attainment of school goals
- Identifies the need for systemic change and serves as an agent for that change
- Understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the school/organization
- Develops an understanding of social and political forces and trends as they relate to strategic planning and purposeful change
- Uses knowledge of organizational renewal and change to support the school vision and to advocate for equity and justice within the organization
- Develops and monitors long-range plans for school and district change supported by technology and information systems
- Understands how to meet student, faculty, and school needs in dynamic cultures
- Understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that support school renewal and change
- Knows how to build partnerships, coalitions, and networks among diverse interest groups and competing priorities toward common vision
- Understands and expands partnerships with all educational personnel who support student learning, including guidance and counseling, special education, student activities, and facility management
- Develops an effective community public relations program with multiple communication applications and technology applications.

E. Social Institutions, Diversity, and Equity

- Critically analyze societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity
- Understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom
- Manifests and promotes policies and programs based on principles of equity and social justice
- Understands the historical, philosophical, and ideological evolution of public education and how these impact schooling
- Creates learning environments that encourage respect and membership for all students, faculty, parents, and community members
- Promotes freedom from discrimination in the school community and demonstrates commitment to the benefits that diversity brings to the school community
- Understands and influences policies, programs, and contexts that support safe and effective learning environments to promote student/faculty health and welfare

F. Systems Context, Management, and Educational Law

- Articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation
- Develops skills and knowledge relative to fiscal planning and management
- Applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision
- Develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel
- Understands staff utilization according to student achievement and efficiency, cost, and quality
- Understands labor relations, collaborative negotiations, and contract management
- Understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective student learning
- Understands and implements professional development systems that result in improved student learning consistent with school vision and action plans
- Develops and monitors long range plans for school and organizational technology and information systems applications
- Understands and applies current and future technologies for school management and business procedures
- Understands principles and issues related to school facilities, use of space, and operational procedures at the school/organizational level
- Understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice
- Understands the impact of quality components of the Equal Education Act of 1997
- Applies principles of Federal and Vermont school law, state regulations, and local school board policies to school operations

G. Teaching and Learning

- Understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation
- Understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations
- Understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning
- Understands local, state, and federal policies and mandates and implications for curriculum and assessment
- Understands and encourages use of multiple techniques for student assessment
- Uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes
- Understands diversity and its meaning for curriculum, instruction, and assessment
- Has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge
- Engages the community in dialogue around curriculum priorities, needs, and student performance results which leads to action planning
- Understands and supports co-curricular programs as integral to student well-being and development
- Assesses the school culture and climate in relationship to curriculum and instructional improvement
- Develops a comprehensive system of teaching and learning that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels
- Implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes
- Uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access
- Engages in activities that incorporate technologies in teaching and learning

IV. Candidate Advisement

At the outset of the M.Ed. program, each student will be assigned a faculty advisor. Students in the program and their advisors are expected to meet during the candidate's first semester following acceptance into the program, and no less than each semester thereafter. The purpose of this first meeting is to get acquainted and to discuss the candidates' learning goals and career goals toward the degree or certificate. At the same time, the advisor will explain the program requirements and expectations and complete a Program Plan of Study (see below the licensure and non licensure program plan documents). This plan outlines the proposed courses the candidate will take as well as initial ideas related to the required action research project and the clinical field internship. This program draft is to be completed prior to the end of the first semester enrollment in the program and needs to be filed in the candidate's program file and with the advisor. Students are responsible for establishing advising meetings and securing an updated Program Plan each semester.

Candidates are expected to contact their advisors on a regular basis so that the two can check progress, plan courses, and address any issues that may arise as the student progresses through the program. Students are encouraged to become familiar with the policies both of the Graduate College and of the Educational Leadership Program and to contact their advisors when they have questions.

It is important to know that each candidate's program advisor is here to assist them in ways to promote a successful and productive graduate school experience. Please find out the best ways to stay in touch with your advisor outside of regularly scheduled meetings, such as e-mail or phone contact.

Appendix A contains copies of the updated Program Planning documents for students seeking licensure and non-licensure pathways through the Masters Program.

V. Credit Policies for Graduate Programs

General Policy

Credit Hours

Most Master's degrees require a minimum of 30 hours of credit; The Graduate Program in Educational Leadership requires 33-36 hours depending on the degree track. A minimum of 15 graded credits used in compilation of the graduate GPA must be taken in residence at UVM. With the prior approval of their department and the Graduate College, students may apply one 100/200 level, three-credit undergraduate course towards their graduate program. A student's advisor must petition the Graduate College for approval *before the student enrolls in the course*. Consult individual programs for further limitations. Under no circumstances will a course numbered below 100 be applicable to a Master's program.

Transfer Credit

A limited number of graduate course credits acquired elsewhere or at UVM prior to admission to a graduate program, may be included as part of a student's program of study with approval of the program faculty and the Dean of the Graduate College. If credit is approved for transfer, only the credit is transferred, not the grade. Graduate Credit earned at UVM after completion of the Bachelor's degree but prior to admission to a graduate program is transfer credit and is subject to the requirements and limits that follow.

Approval of credit: Approval of credit is granted by the graduate program based on the specific program requirements described in the Graduate College Catalogue, as well as (1) the number of credits requested, (2) the appropriateness of credit for inclusion in the degree program, and (3) the currency of the credit. These criteria are described below. Any exceptions must be approved by the program faculty and the Dean of the Graduate College.

Number of credits: Master's degree students are allowed nine hours of transfer credit, and an additional six credits acquired from appropriate courses taken at UVM prior to admission to a degree program may also be transferred. a

Appropriateness of credit: Transfer credit and credit by examination must be approved by the program faculty as appropriate for inclusion as part of the student's degree requirements. Credit cannot be awarded for (1) courses taken prior to completion of an undergraduate degree program, (2) courses that would not receive graduate credit if taken at The University of Vermont, (3) courses with a grade lower than B (3.00), (4) thesis or dissertation research credits received at another institution, and (5) credit by examination given by another institution.

Currency of credit: Transfer credit and credit by examination must be taken within seven years of completion of the Master's degree. Students wishing to apply for readmission to a program after deactivation must demonstrate currency of knowledge in the field of study to which they are applying. Currency of knowledge must be formally evaluated by the program faculty. In addition, the returning student must complete a program of study including at least two courses in the current program.

Summary of Graduate Policies

The following is a summary of M.Ed./CAS program policies as well as some of the policies applicable to all graduate students attending the University of Vermont. For a complete listing of UVM policies, please refer to the current issue of the Graduate College catalog.

<http://catalogue.uvm.edu/graduate/>

Advisement

Upon acceptance into the program, students will be assigned a faculty advisor. The advisor and student will work together to 1) develop a program of studies, to include the five core courses; 2) determine how requirements of the action research project will be met through the program; 3) coordinate internship experiences and independent studies; and 4) monitor the student's progress through the program and revise the program plan as needed. Please see also the section on advisement.

Continuous Registration

Students who have completed the minimum of 33 credits required for the degree (to include at least 30 credits of course work and at least three credits of internship) but have not yet completed all graduation requirements (i.e., action research project, portfolio, orals) and/or removed incomplete grades must enroll each semester for Continuous Registration (GRAD 901, 901, or 903) for each semester until all graduation requirements are completed satisfactorily.

Degree Completion

The maximum time limit for completion of the M.Ed. degree five years for part-time students.

Incomplete Grades and Extended Credit

Grades of "incomplete" will be given only when work of acceptable quality is not completed because of illness or emergency. Incomplete grades can be awarded only with prior permission of the Dean of the Graduate College. The Dean may establish the limit of time for course work to be completed. In all cases, this work must be completed by the corresponding semester of the next academic year.

Leave of Absence

A leave of absence may be granted when a student wishes to extend the time limit for degree completion for the duration of the leave. The maximum leave is one year. It does not suspend the time limit for completion of individual courses. Leaves of absence are granted only to students who have not enrolled for all course credits. Leaves are not granted to students who have completed course credits but have not completed other graduation requirements, such as the action research process or orals. A letter requesting a leave should be submitted to the Program Director and will be considered and voted on by the Leadership Program Faculty.

Appendix A (Program Plans)

General Student Information—Non-Licensure Candidate

Name	UVM Network ID
Date of Matriculation	Date of Completion
Preferred and Emergency Phone:	Degree Sought:
Other Phone:	Program Strand:
Preferred E-mail:	Advisor:

Coursework

Core Courses (15 credits)	Offered*	Plan to take	Notes
EDLP 300: Leading Learning Organizations	Fall		
EDLP 310: Effecting & Managing Change	Spring		
EDLP 320: Collaborative Consultation	Spring		
EDFS 340: Applied Data Analysis for Decision Making OR EDFS 209: Intro to Research	Fall/Spring		
EDFS 322: Challenge of Multiculturalism	Spring		

EDLP 390: Internship (Scheduled sem. ahead of time)	All		
---	-----	--	--

• **Course Offering dates are subject to change based on faculty availability and program needs.**

Internship (3 credits). Students must submit an “Intent to Complete Internship” form to their advisor for approval the semester prior to beginning their internship. A signed copy must be on file. A blank form is in the *Educational Leadership Student Handbook*. In addition, guidelines for completing the Internship are in the *Educational Leadership Internship Manual* found in the *EDLP Student Handbook*.

Focus and Plan for Action Research Inquiry: The Action Research Project may be incorporated into course material, internships, or taken as an independent study course. Detailed guidelines for completing your A.R.P. are included in your *Student Handbook*.

Focus of Project:
Plan for Completion (e.g. main activities and anticipated timeline):

<i>A Sample of Elective Courses (15 credits)</i>	Plan to take	Notes
EDLP 268: Education Law		
EDLP 333: Education Finance & Policy		
EDLP 335: Staff Evaluation & Dev.		
EDLP 336: Curriculum Development		
EDLP 340: Applied Data Analysis for Decision Making		
EDLP 350: Survey Research Methods		
EDLP 365: Policy to Practice		
EDLP 380: Educational Economics		
EDLP 370: Incident Analysis		
EDLP 397: Independent Study		
EDFS 209: Introduction to Research Methods		
EDFS 353: Program Eval. & Assessment		
EDFS 347: Qualitative Research Methods		
EDLP 459: Mixed Methods (Pre-requisites)		

Independent Study: Students consult with their advisor and individual program faculty to develop the Independent Study. Proposals must be submitted one semester ahead of starting the Independent Study course, and Independent Study forms must be on file before registering for credits. Guidelines for proposal development are in the *EDLP Student Handbook*.

Transfer Courses: Students must petition to their program advisor for approval of all transfer credits. All transfer credits must abide by Graduate College requirements, including obtaining an official transcript. A copy of the transfer policy is in the *EDLP Student Handbook*.

Advisor’s Meeting Notes:

Please draft meeting notes here for the student’s record. Licensure students must complete all core and elective classes (30 hours), as well as the 3 credit hour internship prior to the defense of their portfolio.

Signatures Required

Student

Date

Advisor

Date

General Student Information—LICENSURE CANDIDATE

Name	UVM Network ID
Date of Matriculation	Date of Completion
Preferred and Emergency Phone:	Degree Sought:
Other Phone:	Program Strand:
Preferred E-mail:	Advisor:

Coursework

Core Courses (15 credits)	Offered*	Plan to take	Notes
EDLP 300: Leading Learning Organizations	Fall		
EDLP 310: Effecting & Managing Change	Fall		
EDLP 320: Collaborative Consultation	Spring		
EDFS 340: Applied Data Analysis for Decision Making	Fall/Sum		
EDFS 322: Challenge of Multiculturalism	Spring/Sum		

EDLP 390: Internship (Scheduled sem. ahead of time)	All		
---	-----	--	--

• **Course Offering dates are subject to change based on faculty availability and program needs.**

Internship (6 credits). Students must submit an “Intent to Complete Internship” form to their advisor for approval the semester prior to beginning their internship. A signed copy must be on file. A blank form is in the *Educational Leadership Student Handbook*. In addition, guidelines for completing the Internship are in the *Educational Leadership Internship Manual* found in the *EDLP Student Handbook*.

Focus and Plan for Action Research Inquiry: The Action Research Project may be incorporated into course material, internships, or taken as an independent study course. Detailed guidelines for completing your A.R.P. are included in your *Student Handbook*.

Focus of Project:
Plan for Completion:

Required Licensure Courses (15 credits)	Plan to Take	Notes
These courses are required for administrative licensure		
EDLP 268: Education Law		
EDLP 333: Education Finance & Policy		
EDLP 335: Staff Evaluation & Development		
EDLP 336: Curriculum Leadership		
EDLP 365: Policy to Practice		

Elective Courses (Not-Required)	Plan to Take	Notes

Independent Study: Students consult with their advisor and individual program faculty to develop the Independent Study. Proposals must be submitted one semester ahead of starting the Independent Study course, and Independent Study forms must be on file before registering for credits. Guidelines for proposal development are in the *EDLP Student Handbook*.

Transfer Courses (up to 9 credits)	Sem/Year	College

Transfer Courses: Students must petition to their program advisor for approval of all transfer credits. All transfer credits must abide by Graduate College requirements, including obtaining an official transcript. A copy of the transfer policy is in the *EDLP Student Handbook*.

Please draft meeting notes here for the student's record. Licensure students must complete all core and licensure classes, as well as the 6 credit hour internship prior to the defense of their portfolio.

Advisors Meeting Notes:

Signatures Required

Student

Date
