EDUCATIONAL LEADERSHIP
https://www.uvm.edu/cess/doe

OVERVIEW
The master’s degree program in Educational Leadership is guided by its Conceptual Framework which is grounded in respect for diversity, social justice, and democratic community. The program is committed to the preparation of leaders who are reflective practitioners, instructional leaders, and change agents who can collaborate with other professionals to make a positive difference in schools, human service agencies, communities and in the lives of all learners. The program is directed toward preparing competent and caring professionals who:

- have the knowledge, skills, and professional dispositions to promote the success of all students and/or members of their educational and human service organizations
- understand alternative perspectives on leadership that support the development of more just, humane, and diverse organizations
- construct effective ways to demonstrate caring and collaborative leadership and understand how to partner with families and other community members, responding to diverse community interests, needs and assets
- create networks which support leadership and change, and cultures of learning
- advance educational and human environments that advance social justice, equity, and democracy

The program’s Conceptual Framework is guided by several principles which are aligned with the Vermont Standards for Professional Educators and the Interstate School Leaders Licensure Consortium (ISLLC) created by the National Policy Board for Educational Administration and the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership. The program is grounded in:

- Constructivism - Knowledge is socially constructed through dialogue and community-based practice (constructivism).
- Collaboration - Teachers and other school professionals work collaboratively to problem-solve with stakeholders (collaboration, interprofessional practice, reflective practice, excellence).
- Human Development and Empowerment - Education facilitates development of human potential (developmentally appropriate practice, strengths perspective, empowerment).
- Inclusion - All students can learn and have value in their communities (inclusion).
- Multiculturalism/Culturally Responsible Pedagogy - Learning communities demonstrate respect for and honor diversity; pursue knowledge and affirmation of diverse cultures (multiculturalism, culturally responsive pedagogy, equity).
- Equity and Justice - Education should advance social justice and democracy (equity).

DEGREES
- Educational Leadership AMP (http://catalogue.uvm.edu/graduate/edleadership/edleadershipamp/)
- Educational Leadership M.Ed. (http://catalogue.uvm.edu/graduate/edleadership/educationalleadershipmed/)

FACULTY
Clark/Keefe, Kelly; Associate Professor; Department of Education; EDD, University of Vermont
Hurley, Sean M.; Assistant Professor, Department of Education; PHD, Vanderbilt University
Kileen, Kieran M.; Associate Professor; Department of Education; PHD, Cornell University
Kolbe, Tammy G; Assistant Professor; Department of Education; EDD, University of Vermont

Courses
EDLP 295. Internship. 1-18 Credits.
On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDLP 300. Leading Learning Organizations. 3 Credits.
Course topics include the roles, functions, relationships and responsibilities in creating learning communities; leadership values, styles and behavior; trends and issues that impact organizations. Prerequisites: Graduate standing or Instructor permission.

EDLP 310. Effecting & Managing Change. 3 Credits.
Change processes and models, the dynamics of change within the organization, and external factors affecting change. Prerequisite: Twelve hours of Graduate study.

EDLP 320. Collaborative Consultation. 3 Credits.
Adult development and group dynamics theory provide the knowledge base for collaborating with parents and teachers to meet the diverse needs of students with disabilities. Cross-listed with: EDSP 387.

EDLP 333. Education Finance & Policy. 3 Credits.
Course examines national, state and local policies of educational financing, measurement of equity, state aid to schools, taxation, school finance litigation and cost-effectiveness analysis. Prerequisites: Twelve hours in Education or Instructor permission.

EDLP 335. Staff Evaluation & Development. 3 Credits.
Supervisory roles, behavior, responsibilities, and relationships in educational and social service organizations; processes for evaluating the performance, promoting the development of staff, and increasing organization effectiveness.
EDLP 336. Curr Mgmt in Ed & Soc Srv Org. 3 Credits.
Approaches to coordinating and managing curriculum or programs
at the classroom, department, or organizational level; examination
of factors effecting design and delivery of curriculum; developing
curriculum guides and assessment methods. Prerequisite: Eighteen
hours of education and related areas or appropriate professional
certification.

EDLP 350. Survey Research Methods. 3 Credits.
This course introduces survey research design, implementation and
planning processes.

EDLP 365. Policy to Practice. 3 Credits.
Education policy development and governance; frameworks for
understanding and assessing education policy implementation by
agencies, districts, schools, and classroom teachers.

EDLP 372. Leadership & Creative Imaginatn. 3 Credits.
Leadership in societal organizations as presented in literature, other
media. Students will demonstrate abilities to integrate leadership
theory, principles, personal beliefs, practices with literary and other
media models. Prerequisite: Ed.D. students have priority.

EDLP 380. Professional Problems in Educ. 0-3 Credits.
Designed to cover selected educational problems in depth. The major
emphasis will be on intensive and critical analysis of the literature and
practice in a given area.

EDLP 390. Internship. 1-6 Credits.
Students will undertake an approved internship in an institution
which reflects the particular area of interest and needs of the student.
Prerequisite: Instructor permission.

EDLP 391. Master’s Thesis Research. 1-12 Credits.
Theiss topic must be approved by a faculty committee.

EDLP 392. Independent Study. 1-18 Credits.
A course which is tailored to fit the interests of a specific student,
which occurs outside the traditional classroom/laboratory setting
under the supervision of a faculty member, for which credit is
awarded. Offered at department discretion.

EDLP 396. Advanced Special Topics. 1-18 Credits.
See Schedule of Courses for specific titles.

EDLP 397. Problems in Education. 1-6 Credits.
Individual work on a research problem selected by the student in
consultation with a staff member. Prerequisites: Twelve hours in
education and related areas; endorsement by a sponsoring faculty
member.

EDLP 409. Applied Educational Research. 3 Credits.
Introduction to philosophical and methodological foundations of
interpretive and empirical-analytic research with emphasis on systems
change. Preparation of critical readers and synthesizers of research
studies. Prerequisite: Doctoral level standing.

EDLP 419. Quantitative Research Methods. 3 Credits.
This course provides knowledge and skill in conducting quantitative
research studies for education and social services. Students apply
social science research methods in a laboratory setting and produce a

EDLP 429. Adv Quantitative Rsch Methods. 3 Credits.
This course covers advanced statistical techniques that are commonly
used in education and social sciences. Pre/co-requisite: EDLP 419.

EDLP 431. Adv Sem Organizational Ldrshp. 3 Credits.
Students inquire into new theories on leadership and the cognitive
processes that define the intentions, values, beliefs, and future
perspectives of themselves as leaders. Prerequisite: Doctoral level
standing.

EDLP 437. Sem on Educational Policy. 3 Credits.
An examination of the nature and function of education policy,
emphasizing the structure and processes in education policy
formulation and implementation. Prerequisite: Doctoral level
standing.

EDLP 439. Hierarchical Linear Modeling. 3 Credits.
This course serves as an introduction to the concepts and applications
of Hierarchical Linear Modeling. Pre/co-requisites: EDLP 419 and
EDLP 429.

EDLP 449. Dissertation Writing Seminar. 3 Credits.
This seminar is designed for Graduate students working on their
dissertation proposals or dissertations.

EDLP 459. Mixed Method Research. 3 Credits.
An advanced research seminar designed to introduce students to
mixed methods research, which integrate qualitative and quantitative
approaches, inquiries, and data collection and analysis strategies
into a single study or research project. Prerequisite: Documented
completion of basic quantitative and qualitative research methods
courses.

EDLP 491. Doctoral Dissertation Research. 1-12 Credits.
EDLP 496. Advanced Special Topics. 1-18 Credits.
See Schedule of Courses for specific titles.