

EDUCATIONAL LEADERSHIP AMP

All students must meet the Requirements for the Accelerated Master's Degree Programs (<http://catalogue.uvm.edu/graduate/degree/requirements/requirementsforacceleratedmastersdegreeprograms/>)

OVERVIEW

An accelerated entry pathway into the Master's Program in Educational Leadership affords opportunities for UVM undergraduates interested in the efficient linkage of their undergraduate and graduate degree programs. The Accelerated Masters Program in Educational Leadership (AMPEL) seeks to build upon an institutional goal that stresses career alignment in disciplines and academic areas, across the undergraduate to graduate degree experience. In essence, the accelerated pathway allows UVM juniors in their Spring semester to apply for admission to the graduate program. After acceptance into the M.Ed., students may take up to 9 credits of graduate-level courses at UVM toward both their Bachelor's and M.Ed. The targeted audience are those undergraduates who seek advanced training and experiences towards the leadership of learning organizations and programs. The accelerated program is restricted to the non-licensure Master's Program track. Students completing this pathway through the Master's degree will be unable to be recommended for licensure.

Recruitment of students into AMPEL would stem from five types of affiliated undergraduate programs:

1. Students interested in leadership positions in youth and adult recreation programs, intermural sports leagues, K-12 athletic program administration, and/or sports team management. Programs targeted include:

- a. Coaching-(CESS)-Undergraduate Minor
- b. Sports Management (CESS/Rubenstein)-Undergraduate Minor

2. Students interested in leading youth or adult groups through environmental curricula housed in state or national parks, curating educational exhibits in cultural or science museums, and/or administering youth camps. Programs targeted include:

- a. Parks, Recreation and Tourism (Rubenstein)-Undergraduate Major
- b. Environmental Studies (UVM)-Undergraduate Major/Minor

3. Students interested the pairing of outdoor or environmentally based recreation programs with occupational, physical, or mental health therapies. These students have worked or envision working for organizations that lead youth or adults into wilderness or related environments in the pursuit of therapeutic goals. Programs targeted include:

a. Human Development and Family Studies (CESS)-Undergraduate Major/Minor

b. Social Work (CESS)-Undergraduate Major

4. Students interested in the leadership of and programming for community based learning centers. These centers might provide a range of educational, family, literacy and related support services for refugees, English language learners, and adult populations.

a. English Language Learners (CESS)-Undergraduate Concentration/Minor

b. Social Work (CESS)-Undergraduate Major

c. Community Development and App. Economics (CALS)-Undergraduate Major/minor

5. Students from social science fields like political science, economics, sociology and community development who seek foundational training at the graduate level towards careers in educational policy studies, administration, and analysis. Students who have partially completed or completed teaching Majors, but seek alternatives upon graduation will also be welcomed. Programs targeted would include:

a. Social science Majors (CAS)—Undergraduate Majors/Minors

b. Teaching degrees (CESS)-Undergraduate Majors

c. HDFS Program (CESS)

SPECIFIC REQUIREMENTS

Requirements for Admission to Graduate Studies for the Degree of Master of education for Accelerated Students

Admissions to the accelerated entry program requires the following:

1. Students must have earned a cumulative grade point average of 3.25 at the beginning of the 2nd semester of his/her junior year to be considered for possible admission to the AMPEL program.
2. Completion of the Graduate College Accelerated Master's Degree Permission Form
3. Completion of the EL Graduate College Application Form online, which includes a written essay that matches their undergraduate program of study, professional experience and professional goals with the M.Ed. in Educational Leadership; Three letters of recommendation, including a letter of support from a faculty member who agrees to serve as a primary advisor during enrollment into the M.Ed. Program.
4. Applications will be reviewed by program faculty and finalists will be interviewed.

Minimum Degree Requirements for the Degree of Master of education

- Completion of the graduate program focusing on general educational leadership studies requires 33 credit hours of study distributed among courses, summer seminars, independent study, clinical field experiences, and internships.
- Through close faculty mentoring, approximately half of all courses taken comprise of the core curriculum, with the remainder making up the students individual subject area concentrations.
- An action research project and a leadership portfolio mark the final requirements of the program. Portfolios are presented at each student's culminating oral examination. Students interested in AMPEL should review M.Ed. Program Requirements as specified in the Catalogue.

Following admission, and working with the Program Coordinator, accelerated students shall complete the Program Plan of Study. This study plan shall indicate which courses in the Educational Leadership program will be taken during their undergraduate studies and also count towards the M.Ed. Participation in the accelerated program requires the satisfactory completion of the undergraduate course of study.

AMPEL students may take courses limited to those offered in the Core Curriculum of the Master's program prior to the completion of the bachelor's, inclusive of:

- EDLP 300: Leading Learning Organization and any one or two of the following:
- EDFS 355: Data Analysis for Decision Making
- EDLP 380: Inequality in Education
- EDLP 310: Effecting and Managing Change
- EDLP 320: Collaborative Consultation.

In summary, AMPEL students are expected to take 6 credit hours of EDLP core coursework during their senior year, but may take a total of 9. A culminating total of 33 credit hours are needed to earn the Master's. The remaining core courses will be taken after completion of the bachelor's degree.

Thesis Option

The EDLP program has a thesis option in which 6 credits of EDLP 391, Master's Thesis Research, replaces the equivalent number of elective course credits. The thesis option may replace the leadership portfolio at the completion of each student's degree program. A thesis is developed in collaboration with a supervising EDLP faculty member and adheres to policies and procedures of the Graduate College. Thesis research may only be pursued after the completion of the bachelor's degree and full-time graduate student status begins.

Comprehensive Examination

The comprehensive examination is taken in the last semester prior to graduation. The examination consists of an oral presentation of a portfolio built throughout the program.

Requirements for Advancement to Candidacy for the Degree of Master of education

Students in the accelerated program are expected to maintain a high degree of academic and professional standing. A minimum cumulative undergraduate GPA of 3.25 is required for continuation in the M.Ed. program, through the completion of the undergraduate degree. Once fully enrolled as a graduate student, AMPEL participants must adhere to the same standards defined in the Catalogue as other students in the Master of Education Program in Educational Leadership.