



**College of Education and Human Services**

**Educational Leadership and Policy  
Graduate Student Handbook**

A Guide to Degree, Licensure and Certificate  
Programs in Educational Leadership and Policy

**October 2015**

**Updated May 2018, June 2019, Feb. 2021**

## Table of Contents

Welcome .....	3
The Graduate Learning Environment .....	4
Program Array .....	5
Registering for Classes .....	10
Portfolio Requirements by Program/License	
MS degree seeking students.....	11
Principal Licensure (with or without MS degree) .....	14
Completion of Forms/Preparing to Graduate .....	18
Applying for a DPI License .....	20
Appendices	
A: Administrator Licensure Portfolio Rubric.....	21
B: MS Educational Leadership and Policy Portfolio Rubric.....	22
C: Library Media 902 with MS degree Portfolio Rubric.....	23

## Welcome

Welcome to the Educational Leadership and Policy Program. We are pleased that you chose one of our programs to help you meet your educational/career goals. Navigating a graduate program of any kind can be confusing. This handbook has been prepared to assist you in alleviating that confusion.

The Educational Leadership and Policy Department is comprised of internationally and nationally recognized faculty members eager to work with you as you complete your program of study. In addition, practitioners are brought in as instructors to further enhance your learning experience.

We are proud to offer an array of learning opportunities. In addition to the Master of Science in Educational Leadership and Policy Degree, we offer the Athletics Leadership and Sports Management Certificate; Leadership for Social Justice Certificate; Post-Secondary, Technical and Adult Education (PTAE) Certificate; Pk-12 Principal Licensure Certificate; and Director of Instruction Licensure Certificate.

In addition to the required courses for the above programs, students often have additional options to consider toward program completion, including independent studies, which allow for the opportunity to delve more deeply into an area of interest with the support of a knowledgeable faculty member, and internships, which often open doors for future career opportunities for students.

Regardless of the path you have chosen, we look forward to the opportunity to help you develop your knowledge and skills base. We are here to encourage and support—and lean on you to work harder if necessary—as you develop the leader in you.

Let us know how we can be of assistance on your exciting new journey.

--The Faculty and Staff of Educational Leadership and Policy

## **The Graduate Learning Environment**

The Graduate learning environment is distinctly different from that of the undergraduate level. It is characterized as advanced, focused and scholarly in nature.

- It is advanced because it builds upon an undergraduate education.
- It is focused because the emphasis in graduate studies is on depth.
- It is scholarly because it is concerned not simply with the acquisition of knowledge and skills, but with the critical analysis of existing knowledge and the creation of new knowledge. Graduate students are expected to acquire and apply advanced analytical and interpretive skills, as well as understanding and/or producing research.

### **Goals of the Program**

Throughout the Educational Leadership and Policy Graduate program, you will develop the capacity to:

- Envision and guide organizational change.
- Communicate effectively, engage constituents, develop people and build community.
- Advocate and promote equity for diverse populations and respect for individuals.
- Integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

### **Dispositions**

Throughout our program, we actively encourage individuals in developing the capacity to:

- Value change as the source of opportunity for improvement.
- Display the ability to understand people and relations and be receptive to the ideas of others.
- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Regularly reflect upon the philosophical assumptions, ethical principles, and rationale that guide one's practice.
- Understand oneself as a learner, and value learning as a core capacity.

## Program Array

Whether working toward a degree, license, or certificate, you will find meaningful coursework to help meet your academic goals. All Educational Leadership and Policy students are advised by the Graduate Program Coordinator. By working closely with the Program Coordinator/Advisor and following the matrix of course offerings, you should be able to finish their program of study in a timeline that meets their needs.

## Degree Requirements

The Master of Science in Educational Leadership and Policy degree requires a total of 30 credits. Of these, 18 are core credits focused on leadership knowledge and skills critical for success:

EDL 714 The Influence of Curriculum: Perspectives on Power and Position

EDL 729 Dialogues in Social Justice

EDL 730 Introduction to Leadership in Educational Systems [Should be taken early in program]

EDL 755 Technology, Culture and Learning

EDL 786 Applied Research in Educational Leadership

EDL 794 Seminar in Educational Leadership [Capstone course; must be taken in final semester]

[EDL 795 Thesis is also an option for students who wish to write a master's thesis as the culminating experience. See the Office of Graduate Studies website for Thesis Requirements: [www.uwosh.edu/gradstudies](http://www.uwosh.edu/gradstudies)]

Unless you are seeking a DPI license as your certificate, the remaining 12 credits of the program are considered your **Emphasis**. The emphasis can be a combination of courses that will help you to meet your specific goals and interests or it can be a specific certificate program. All of the previously noted certificate options can be applied toward the degree. A certificate will be noted on the transcript as a focus. If you choose a variety of classes not connected to a certificate, you will not see any transcribed emphasis.

Emphasis credits do not have to be selected from the Educational Leadership and Policy course array. You can choose courses from any of the on-campus graduate programs as long as you seek the permission of that department prior to enrolling and seek acknowledgment from the Graduate Program Coordinator that the course will be accepted toward emphasis area credits.

Core Courses are offered on an every-other-semester basis. All other courses are offered just once per year. Work closely with your advisor and follow the matrix of course offerings to plan your program of study: [https://uwosh.edu/coehs/wp-content/uploads/sites/114/2018/12/Ed-Leadership-Matrix\\_updated-10-8-2021.xls](https://uwosh.edu/coehs/wp-content/uploads/sites/114/2018/12/Ed-Leadership-Matrix_updated-10-8-2021.xls)

Students seeking Wisconsin Department of Public Instruction (DPI) licensure must follow the course requirement list explicitly. Graduate level licensure programs include Pk-12 Principal and Director of Instruction. Library Media Specialist licensure can now be earned as a post-baccalaureate student.

### **Administrative Licensure Opportunities: Principal & Director of Instruction licensure**

**General Administration Core Courses** – 24 credits required of all licensure students

- EDL 714 The Influence of Curriculum: Perspectives on Power and Position
  - EDL 720 Supervision of Instruction
  - EDL 729 Dialogues in Social Justice
  - EDL 730 Introduction to Leadership in Educational Systems
  - EDL 735 Legal Aspects in K-12 Education
  - EDL 750 Data-Driven Decision-Making in a Learning Community
  - EDL 755 Technology, Culture and Learning
  - EDL 783 Political and Financial Issues in Education
- [All 3 credits unless noted]

#### **Principal Licensure**

Students seeking licensure as a principal will complete the following courses in addition to the above core courses:

- EDL 737 The Principalship
- EDL 793 (3 credits, 1<sup>st</sup> license) OR EDL 790 (2 credits, 2<sup>nd</sup> license)

#### **Director of Instruction licensure**

Students seeking director licensure will complete the following courses in addition to the above core courses:

- EDL 764 Community Engagement for Education Institutions
- EDL 793 (3 credits, 1<sup>st</sup> license) OR EDL 790 (2 credits, 2<sup>nd</sup> license)

Licensure eligibility requires that a candidate hold or concurrently complete a master's degree. If entering the program without a master's degree, you must also complete **EDL 786 Applied Research** to earn the Master of Science in Educational Leadership and Policy degree concurrently with licensure completion.

Students completing **BOTH** licensure programs will take the Core Courses as well as the additional separate licensure courses (EDL 737 and EDL 764). Two internships are required. Students will determine an emphasis. If principal licensure is the emphasis, the 3-credit internship focused on the Principalship will be completed first with a 2-credit internship focused on Director of Instruction completed as a secondary internship. If a director licensure is the emphasis, the 3-credit internship focused on the Director of Instruction will be completed first with a 2-credit internship focused on the Principalship completed as a secondary internship.

Additional requirements for licensure:

- Three years of successful, full-time classroom teaching or work as a school counselor, school psychologist, or school social worker, with at least 540 hours of successful classroom experience.
- Must have moved from initial to professional licensure status

Students who already hold a master's degree in an education related field do not have to complete an additional degree. The student should request a review of transcripts to avoid repetition of competencies that may have already been met through previous coursework. Students who do not have any courses from the master's degree transfer to the licensure program will be required to take the 30-credit program that includes all of the above noted courses except EDL 786 Applied Research.

## **Post-Secondary, Technical and Adult Education Certificate (18 Credits)**

The PTAE Certificate Program is designed especially for postsecondary professionals in instructional and non-instructional roles, including academic support, advising, recruitment, admissions, student services, career services, residence/campus life, nontraditional programs and services, continuing education, outreach, community engagement, service learning, administrative services, financial aid, and instructional staff.

- **Required Core Courses**

- EDL 730 Introduction to Leadership in Educational Systems

- EDL 763 Understanding and Facilitating Learning in Adulthood

- EDL 765 Introduction to Postsecondary Education in the United States

**Options:** Choose 3 courses from the following, based on your individual career goals:

- EDL 733 Effective Communication for Leaders

- EDL 738 Legal Aspects of Higher Education

- EDL 764 Community Engagement for Educational Institutions

- EDL 793 Internship in Educational Leadership

- PRF CNS 709 Student Affairs and College Counseling

- PRF CNS 745 Student Development and the College Environment

## **Athletics Leadership and Sports Management (15 Credits)**

Required coursework includes:

- EDL 730 Introduction to Leadership in Educational Systems

- EDL 735 Legal Aspects in K-12 Education OR EDL 738 Legal Aspects of Higher Education

- EDL 764 Community Engagement for Educational Institutions OR EDL 766 Program Development and Evaluation in Postsecondary Education

- PE 760 Organization and Administration of Athletics and Physical Education

- EDL 793 Internship OR EDL EDL 796 Independent Study



## **Social Justice Leadership Certificate (15 Credits) [updated fall 2018]**

Required coursework includes:

- EDL 714 The Influence of Curriculum: Perspectives on Power and Position
- EDL 729 Dialogues in Social Justice
- EDL 730 Introduction to Leadership in Educational Systems
- EDL 736 The Politics of Poverty

Choose **ONE** of the following (with advisor approval)

- EDL 719 Issues in Professional Leadership (must be a SJ focused issue)  
OR
- EDL 793 Internship in Educational Leadership (must include a SJ focus)  
OR
- EDL 796 Independent Study (must be developed with a SJ focus)

## **Library Media Specialist**

A master's degree is no longer required for licensure as a Library Media Specialist. Students can take licensure coursework as post-baccalaureate students. Graduate level coursework taken through the UWSSLEC can be counted as emphasis credits toward the MS degree.

## Registering for Courses/Before Classes Begin

All course offerings can be viewed on Titan Web. Scheduling for the upcoming semester begins early in the current semester. It is the student's responsibility to keep track of all registration dates. Some classes will fill while others may be in danger of being dropped due to low enrollments. The sooner a student registers, the better it is for the student and the program for planning purposes.

If a course is dropped due to low enrollments, the student should work closely with the Program Coordinator/Advisor in order to establish appropriate alternatives if needed. Curriculum modifications can be made when courses must be substituted due to availability. Another option students have available to them is registering for a course at another institution. Specific rules must be followed in order for this to occur so it is again important to work closely with the Program Coordinator/Advisor.

Graduate Courses can run as 14-week semester courses, first 7-week courses, second 7-week courses, 8-week summer courses, first 4-week summer courses or second 4-week summer courses. All of this detail is noted on Titan Web. Instructors will generally post syllabi on Canvas prior to the start of the semester. If your class does not meet in the first week of the semester, you probably have an online assignment due prior to the first meeting date. It is your responsibility to check Canvas for details such as this.

It is also important to remember that your UW Oshkosh email is the **official communication tool** that UW Oshkosh administration and faculty will use to communicate with you. Make it a habit to check your campus email account frequently.

Familiarize yourself with Canvas if you are in your first semester on campus. It is a very useful platform used for discussion, providing additional content such as readings and handouts, and submitting papers and projects. Any difficulties with the technology need to be addressed with the Helpdesk. Call 920-424-3020, email [helpdesk@uwosh.edu](mailto:helpdesk@uwosh.edu) or stop in Dempsey 207 for support.

## **Portfolio Requirements by Program/License**

A portfolio is required if you are seeking the MS degree and if you are seeking Licensure (Principal/Director of Instruction). The content differs for each of these programs. It is imperative that you follow the expectations/requirements specific to the program you are completing. Also important are the submission dates. All questions about the portfolio should be addressed to the Program Coordinator/Advisor.

NOTE: Initial submissions are due upon completion of 9 credits and prior to completion of the Admission to Candidacy form. Students are encouraged to submit the link to the portfolio shortly after the completion of 9 credits so that the structural frame is in place as progress is made toward program completion.

### **Portfolio Content**

#### **Master of Science in Educational Leadership and Policy Degree**

**(This content is Not for Licensure-Seeking Students)**

**Initial Entries Due: After completion of 9 credits and before applying for Admission to Candidacy**

#### **Electronic Portfolio Requirement**

Create a portfolio that will show your growth during your degree program. (Most students find Google Sites to be easy to navigate). You are to create two levels of entries: (I) Initial Portfolio (generally started during EDL 730) and (II) End of Program (during EDL 794). The portfolio is started at the beginning of your program of study and should be added to throughout your program. You will submit a completed portfolio at the end of your graduate program while enrolled in EDL 794. By the end of your degree you should have collected a variety of artifacts that show growth in knowledge of the program goals, dispositions and expectations.

#### Step 1: Create the space

Set up your space so that it is easy to navigate. Consider the overall content you will have by the end of your program. You should have a clear labeling of your initial entries and upon completion in EDL 794 a clear labeling of your final entries.

### Step 2: Introduce yourself

Include a bit of text sharing with the reader who you are and why you are pursuing this degree. Include ideas on what you need to do to grow in your leadership capacity.

### Step 3: Include your Statement of Leadership Philosophy

The Statement of Leadership Philosophy is developed in EDL 730 Introduction to Leadership in Educational Systems.

### Step 4: Set up a space for your analysis of program dispositions

The analysis should be a reflective statement on each disposition. (Dispositions are the attitudes and beliefs you hold). The reflections should include such things as your understanding of that disposition, your experience with it, your plan for growing in that area. NOTE: The dispositions are noted on page 4 of this Handbook.

**Submit the link to your initial portfolio to Dr. Penick sometime after completing 9 credits and before completing your Admission to Candidacy application (prior to 21 credits being completed).**

### **Final Portfolio Requirement (Due as part of EDL 794 coursework)**

As indicated under Step One of the Initial Portfolio, a space should be created for the End of Program Entries. Do not delete the Initial Portfolio Entries. This is meant to show growth and development during the program of study.

### Submission Requirements

1. A reflective statement and artifacts demonstrating achievement of each program goal (include real world examples and class assignments as evidence of your knowledge/understanding of each goal).
2. A reflective statement and artifacts demonstrating achievement of each program disposition (include real world examples as evidence of your knowledge/understanding of each disposition).

3. A philosophy of leadership statement including how this statement has changed since you began the program. (Do not delete the initial submission. Label it as End of Program Philosophy Statement to differentiate it from the Initial Entry).
4. Summary of Research. Include a summary of the research conducted in EDL 786. This summary should include the topic researched (including the research question(s), the methodology employed, major findings, pitfalls and problems encountered, and at least one idea for future research.
5. Program Learnings Documentation (as described below).

### **Program Learnings Documentation**

#### Purpose:

- \* Review program learnings and how you have used them.
- \* Compile important program/course concepts from courses.
- \* Include appropriate artifacts as evidence of your knowledge of the competencies in each course. Artifacts can be from coursework or from your “real world” work experiences as evidence of your learning.

#### Structure:

1. Include a cover page with your name, date you started and ended program, current job (if applicable), and program emphasis (MS Degree, PTAE Certificate, etc.)
2. Create a list of courses taken by semester. (Course title, Semester/Year taken, Instructor name.
3. Identify in chart format the important program learnings from each specific course. It might look something like this:

Course and Instructor	Main idea(s)/concept(s) taken from course	Author/theorist/designer associated with this idea or concept	Reflection/Commentary: How is this important? How has it impacted you as a learner and leader? How has it impacted how you work with others in your organization? How has it helped you meet the program goals? [attach artifact as evidence of application of learning]

**Final Overall Reflective comments to be included:**

4. Tell what leadership roles you have assumed while in the program and how you have used program information in these roles.
5. Tell where you are going next professionally. (Statement of Professional Goals/Pathway)

The Final Portfolio will be due in the final week of the EDL 794 Capstone Course. The syllabus for the course will include the specifics in regard to submission. If you are not completing EDL 794 as your capstone, you are still required to submit a portfolio prior to program completion.

It is highly recommended that you store assignments from courses, examples of work completed within your organization, presentations you have done, etc., as the artifacts you will use in your final portfolio. If you store these in one place, you will have an easier time completing your final portfolio as all of your evidence of learning will be at your fingertips!

**Principal/Director of Instruction Licensure Portfolio**

**(For Students completing Licensure only**

**OR Concurrently completing the degree and license)**

**Initial Entries Due: Upon completion of 9 credits/Prior to completion of 21 credits**

Create a portfolio that will show your growth during your degree program. (Most students find Google Sites to be easy to navigate). You are to create two levels of entries: (I) Initial Portfolio (generally started during EDL 730) and (II) End of Program (during EDL 793). The portfolio is started at the beginning of your program of study and should be added to throughout your program. You will submit a completed portfolio at the end of your graduate program while enrolled in EDL 793. By the end of your degree/licensure program, you should have collected a variety of artifacts that show growth in knowledge of the program goals, dispositions and expectations.

**Initial Portfolio Submission (Due upon completion of 9 credits/before completion of 21 credits)**

Step 1: Create the space

Set up your space so that it is easy to navigate. Consider the overall content you will have by the end of your program. You should have a clear labeling of your initial entries and upon completion in EDL 793 a clear labeling of your final entries. (And again in EDL 790 if earning a second license).

### Step 2: Introduce yourself

Include a bit of text sharing with the reader who you are and why you are pursuing this degree. Include ideas on what you need to do to grow in your leadership capacity.

### Step 3: Include your Statement of Leadership Philosophy

The Statement of Leadership Philosophy is developed in EDL 730 Introduction to Leadership in Educational Systems.

### Step 4: Program Dispositions Reflections

Include a reflective statement on each disposition. (Dispositions are the attitudes and beliefs you hold). The reflections should include such things as your understanding of that disposition, your experience with it, your plan for growing in that area. NOTE: The dispositions are noted on page 4 of this Handbook.

**Submit the link to your initial portfolio to Dr. Penick sometime after completing 9 credits and before completing 21 credits.**

### **Final Portfolio Requirement (Due as part of EDL 793 for first administrative license/EDL 790 for a second license)**

As indicated under Step One of the Initial Portfolio, a space should be created for the End of Program Entries. Do not delete the Initial Portfolio Entries. This is meant to show growth and development during the program of study.

### **Self-Assessment of Program dispositions**

Briefly address your capacity to do each of the six dispositions stated. No artifacts are needed but may certainly be included if you wish.

### **Statement of future goals**

State the goals you have set for yourself. What is it you intend to do with your license? It is common to look at both your short term and long term goals.

### **Statement of Leadership Philosophy**

State your leadership philosophy. What is the philosophy that guides your leadership? You initially developed this philosophy in EDL 730. It is expected that you expanded upon that during your coursework and internship.

### **Artifacts to evidence knowledge and skills related to each Administrator Standard**

It is your responsibility to demonstrate your knowledge and skills related to each Administrative Standard. Much of this demonstration will be accomplished during the internship experience. Artifacts and other means of demonstrating this should be attached to the portfolio. Provide a variety of artifacts for each standard, making sure you are providing a reflection on the standard itself, and an explanation as to how each artifact evidences your working knowledge of that standard.

On-site administrators serving as mentors to the licensure interns are instructed to provide feedback to the intern in regard to the level of knowledge demonstrated and/or the standard to which the knowledge was demonstrated. If your on-site administrator is unable to provide feedback or feels you need additional work in understanding a specific standard, it will be imperative that you represent that knowledge through a means other than or in addition to the internship experience. This might be in the form of conference or workshop attendance, Professional Development sessions, course assignments, etc.

List each standard. Complete a brief reflection for each standard, explaining your understanding of the standard and why the chosen artifact(s) demonstrates knowledge of the standard. You should include a minimum of two artifacts for each standard. Avoid the use of course assignments as artifacts as these are generally theory-based. Instead, use those generated as part of your internship, which is a practical, hands-on experience with the standards. If you are unable to provide an artifact make sure you have a clear narrative about how you feel you have worked to meet the standard. As you set up your portfolio content for this section, it should be structured so that you are listing the standard, providing the narrative and attaching artifacts. There must be an ease of navigation to the site. (Avoid using course assignments as artifacts. Artifacts should come from your practical experience as an intern).

Deadlines will be provided at the beginning of the semester. Prior to submitting to Dr. Penick for review (penickm@uwosh.edu), make sure you provide appropriate permissions for viewing.

All interns receive an Internship Handbook which provides detailed information about the experience and the portfolio.

### **Wisconsin Department of Public Instruction Administrator Standards:**



- 1. Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
- 2. Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
- 3. Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
- 4. Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
- 5. Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
- 6. Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
- 7. Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
- 8. Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
- 9. Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
- 10. School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
- 11. Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002. Specific Skills and Knowledge

The skills and knowledge expectations differ for the two administrator licenses. For specific details on each license, go to <https://dpi.wi.gov/tepd/programs/standards/administrator>

Principal licensure requires students to demonstrate skills and knowledge as a building leader while Director of Instruction licensure requires students to demonstrate skills and knowledge as a district level leader.

## **Completion of Forms/Preparing to Graduate**

All forms noted below can be accessed through the Office of Graduate Studies website:

[www.uwosh.edu/gradstudies](http://www.uwosh.edu/gradstudies).

Note: All forms must be completed and signed by the student and then sent to the Educational Leadership and Policy Department for review and processing. (Drop off in Clow 434 or email to [penickm@uwosh.edu](mailto:penickm@uwosh.edu)).

### **Admission to Candidacy**

This form is required of any student working on the Master of Science in Educational Leadership and Policy degree. The form requires the student to list all courses already taken and all courses that will be taken to complete the program of study. It is recommended that this form be completed around the time the candidate has completed 18-21 credits. Once submitted, this form serves as the official contract between the student and the Office of Graduate Studies for program completion. If a student must take a course other than one that is noted on the Admission to Candidacy form then a Program Modification form will also have to be completed.

<https://uwosh.edu/gradstudies/current-students/admission-to-candidacy/>

### **GAP/Certificate-Verification of Program Study**

Students who have applied for a certificate program must also submit a GAP/Certificate-Verification of Program Study form. Failure to 1) apply as a certificate student or 2) submit a GAP form will result in the certificate not showing up on the official transcript. When in doubt, check with your advisor. The GAP form can be found by following the link above (scroll to the bottom of that page).

ONLY courses required for the Certificate are to be listed on the GAP form.

### **Application to Graduate/Complete**

The Application to Graduate should be completed early in the semester the student will complete the program. It is completed in Titan Web and the forms above must first be processed. Only degree-seeking students apply to graduate. You must apply even if you do not plan to attend the commencement ceremony. The application to graduate is not an indication that you will attend

graduation. It is the official verification that you will complete your program of study. Note that students earning a certificate apply for completion and that certificate **only** students—who are not also earning the degree—do not attend commencement.

<https://uwosh.edu/gradstudies/current-students/applying-for-graduation/>

Commencement information:

<https://uwosh.edu/commencement/>

## **Applying for a DPI license**

Licensure candidates (Principal, Director of Instruction, Library Media) have slightly differing portfolio requirements. Work closely with your Advisor and Practicum/Internship Supervisor regarding content and deadlines. Once all internship/practicum hours have been fully documented and approved and your portfolio has been successfully submitted, your name will be added to the UWO licensure completer list. At the end of the semester, that list will be verified by our UWO certifying officer and forwarded to DPI. DPI will add all names on that completer list to their database of program completers. When you complete your online licensure application you will reach a place on the document asking for your institutional verification. The system will automatically search the DPI website for your program completer information and drop that information into your application.

Please be aware that even if we submit your name immediately upon the completion of a semester (June for Spring completers and January for Fall completers), it could potentially take DPI months to get caught up with their data entry. Do not attempt to apply for your license too early or the information will not be available on the database.

**Appendix A**  
**Administrator Licensure Certificate Portfolio Review and Assessment**  
**Final Portfolio Review Rubric**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

1 Unacceptable	2 Emergent	3 Progressing	4 Proficient	5 Advanced
<p>The Administrative Licensure Candidate:</p> <p>*does not demonstrate an understanding of the Educational Leadership Program Dispositions</p> <p>*does not include artifacts that demonstrate an understanding of the WI Administrative Standards</p> <p>*does not address the application of new knowledge</p> <p>*does not articulate future goals</p> <p>*does not develop a Statement of Leadership Philosophy</p> <p>*produces content that is difficult to read because of frequent errors in conventions of writing. Lacks organizational structure</p>	<p>The Administrative Licensure Candidate:</p> <p>*does not clearly demonstrate an understanding of the Educational Leadership Program Dispositions</p> <p>*does not include artifacts that clearly demonstrate an understanding of the WI Administrative Standards</p> <p>*does not clearly address the application of new knowledge</p> <p>*does not clearly articulate future goals</p> <p>*does not clearly develop a Statement of Leadership Philosophy</p> <p>*produces content that contains major errors in the conventions of writing and/or that lacks appropriate professional style. Weak organizational structure</p>	<p>The Administrative Licensure Candidate:</p> <p>* demonstrates an understanding of the Educational Leadership Program Dispositions</p> <p>* includes artifacts that demonstrate an understanding of the WI Administrative Standards</p> <p>*addresses the application of new knowledge</p> <p>*articulates future goals</p> <p>*develops a Statement of Leadership Philosophy</p> <p>*produces content that contains several errors in the conventions of writing. Shows some skill in professional writing. Organizational structure somewhat weak or cumbersome</p>	<p>The Administrative Licensure Candidate:</p> <p>* competently demonstrates an understanding of the Educational Leadership Program Dispositions</p> <p>* includes artifacts that competently demonstrate an understanding of the WI Administrative Standards</p> <p>*clearly addresses the application of new knowledge</p> <p>*capably articulates future goals</p> <p>*develops a clear Statement of Leadership Philosophy</p> <p>*produces content that contains some errors in the conventions of writing. Shows competent use of appropriate professional writing. Some problems with ease of navigation of site</p>	<p>The Administrative Licensure Candidate:</p> <p>* expertly demonstrates an understanding of the Educational Leadership Program Dispositions</p> <p>* shows superior ability to include artifacts that demonstrate an understanding of the WI Administrative Standards</p> <p>*skillfully addresses the application of new knowledge</p> <p>* articulates future goals that demonstrate a visionary approach to leadership</p> <p>*develops a visionary statement of Leadership Philosophy</p> <p>*produces content that is clear, well-organized and free from errors. Professional style is evident. Organizational structure clear/effective with ease of navigation throughout site</p>

Overall Rubric Score (whole numbers only) \_\_\_\_\_

Portfolio Reviewer's Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
**Principal Licensure**  
**Director of Instruction Licensure**

**Appendix B**  
**Educational Leadership and Policy MS Degree**  
**Final Portfolio Review Rubric**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

1 Unacceptable	2 Emergent	3 Progressing	4 Proficient	5 Advanced
<p>The MS degree Candidate:</p> <p>*does not demonstrate an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>*does not include artifacts that demonstrate an understanding of the Program goals and competencies</p> <p>*does not address the application of new knowledge</p> <p>*does not articulate future goals</p> <p>*does not develop a Statement of Leadership Philosophy</p> <p>*produces content that is difficult to read because of frequent errors in conventions of writing. Lacks organizational structure</p>	<p>The MS degree Candidate:</p> <p>*does not clearly demonstrate an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>*does not include artifacts that clearly demonstrate an understanding of the Program goals and competencies</p> <p>*does not clearly address the application of new knowledge</p> <p>*does not clearly articulate future goals</p> <p>*does not clearly develop a Statement of Leadership Philosophy</p> <p>*produces content that contains major errors in the conventions of writing and/or that lacks appropriate professional style. Weak organizational structure</p>	<p>The MS degree Candidate:</p> <p>* demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* includes artifacts that demonstrate an understanding of the Program goals and competencies</p> <p>*addresses the application of new knowledge</p> <p>*articulates future goals</p> <p>*develops a Statement of Leadership Philosophy</p> <p>*produces content that contains several errors in the conventions of writing. Shows some skill in professional writing. Organizational structure somewhat weak or cumbersome</p>	<p>The MS degree Candidate:</p> <p>* competently demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* includes artifacts that competently demonstrate an understanding of the Program goals and competencies</p> <p>*clearly addresses the application of new knowledge</p> <p>*capably articulates future goals</p> <p>*develops a clear Statement of Leadership Philosophy</p> <p>*produces content that contains some errors in the conventions of writing. Shows competent use of appropriate professional writing. Some problems with ease of navigation of site</p>	<p>The MS degree Candidate:</p> <p>* expertly demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* shows superior ability to include artifacts that demonstrate an understanding of the Program goals and competencies</p> <p>*skillfully addresses the application of new knowledge</p> <p>* articulates future goals that demonstrate a visionary approach to leadership</p> <p>*develops a visionary statement of Leadership Philosophy</p> <p>*produces content that is clear, well-organized and free from errors. Professional style is evident. Organizational structure clear/effective with ease of navigation throughout site</p>

Overall Rubric Score (whole numbers only) \_\_\_\_\_

Portfolio Reviewer's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Appendix C**  
**Library Media Specialist/MS Degree**  
**Final Portfolio Review Rubric [obsolete as of Fall 2018]**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

1 Unacceptable	2 Emergent	3 Progressing	4 Proficient	5 Advanced
<p>The MS degree Candidate:</p> <p>*does not demonstrate an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>*does not include artifacts that demonstrate an understanding of the Program/LMC goals and competencies</p> <p>*does not address the application of new knowledge</p> <p>*does not articulate future goals</p> <p>*does not develop a Statement of Leadership Philosophy</p> <p>*produces content that is difficult to read because of frequent errors in conventions of writing. Lacks organizational structure</p>	<p>The MS degree Candidate:</p> <p>*does not clearly demonstrate an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>*does not include artifacts that clearly demonstrate an understanding of the Program/LMS goals and competencies</p> <p>*does not clearly address the application of new knowledge</p> <p>*does not clearly articulate future goals</p> <p>*does not clearly develop a Statement of Leadership Philosophy</p> <p>*produces content that contains major errors in the conventions of writing and/or that lacks appropriate professional style. Weak organizational structure</p>	<p>The MS degree Candidate:</p> <p>* demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* includes artifacts that demonstrate an understanding of the Program/LMS goals and competencies</p> <p>*addresses the application of new knowledge</p> <p>*articulates future goals</p> <p>*develops a Statement of Leadership Philosophy</p> <p>*produces content that contains several errors in the conventions of writing. Shows some skill in professional writing. Organizational structure somewhat weak or cumbersome</p>	<p>The MS degree Candidate:</p> <p>* competently demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* includes artifacts that competently demonstrate an understanding of the Program/LMS goals and competencies</p> <p>*clearly addresses the application of new knowledge</p> <p>*capably articulates future goals</p> <p>*develops a clear Statement of Leadership Philosophy</p> <p>*produces content that contains some errors in the conventions of writing. Shows competent use of appropriate professional writing. Some problems with ease of navigation of site</p>	<p>The MS degree Candidate:</p> <p>* expertly demonstrates an understanding of the Educational Leadership and Policy Program Dispositions</p> <p>* shows superior ability to include artifacts that demonstrate an understanding of the Program/LMS goals and competencies</p> <p>*skillfully addresses the application of new knowledge</p> <p>* articulates future goals that demonstrate a visionary approach to leadership</p> <p>*develops a visionary statement of Leadership Philosophy</p> <p>*produces content that is clear, well-organized and free from errors. Professional style is evident. Organizational structure clear/effective with ease of navigation throughout site</p>

Overall Rubric Score (whole numbers only) \_\_\_\_\_

Portfolio Reviewer's Signature \_\_\_\_\_

Date \_\_\_\_\_