



College of Education and Human Services

Educational Leadership and Policy

**Graduate Student Handbook
Online Program**

A Guide to the Master of Science in
Educational Leadership and Policy
&
Principal Licensure
Potential for Director of Instruction Licensure

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Welcome

Welcome to the Educational Leadership and Policy Online Master of Science Program that leads to Pk-12 Principal Licensure. Students may also add licensure for the Director of Instruction. 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 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 in 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.

Advising

All Educational Leadership and Policy students are advised by the Graduate Program Coordinator.

Program Array

Degree Requirements

The online Master of Science in Educational Leadership and Policy degree leading to Pk-12 principal licensure requires a total of 30 credits. Foundation core courses focus on leadership knowledge and skills critical for success:

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

EdLdrsp 729 Dialogues in Social Justice

EdLdrsp 730 Introduction to Leadership in Educational Systems

EdLdrsp 786 Applied Research in Educational Leadership

Students seeking Wisconsin Department of Public Instruction (DPI) licensure must follow the course requirement list. The following courses focus on school leadership for principal licensure:

EdLdrsp 720 Supervision of Instruction

EdLdrsp 737 The Principalship

EdLdrsp 783 Political and Financial Issues in Education

EdLdrsp 750 Data-Driven Decision-Making

EdLdrsp 735 Legal Aspects in Education

EdLdrsp 793 Internship (3 credits)

Students who also wish to seek the Director of Instruction license must take the following two classes in addition to those listed above:

EdLdrsp 764 Community Engagement

EdLdrsp 790 2nd Internship (2 credits)

Licensure eligibility requires that a candidate holds or concurrently completes a master's degree. Additional requirements needed prior to endorsement for licensure include:

- 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. This can be done while working on the licensure requirements.
- 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 that 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.

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. The sooner a student

registers, the better it is for the student and the program for planning purposes.

The online MS/Principal/DOI licensure program courses are 7 weeks each. Typically, students will take two classes every semester or summer session. Instructors will post syllabi on Canvas before the semester starts. If your class does not meet in the first 7 weeks of the semester, the syllabi will be posted at least one week prior to the start of the 2nd 7 weeks. In the summer, the courses will be 4 weeks long.

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 or email helpdesk@uwosh.edu.

Portfolio Requirements by Program/License

A portfolio is required if you are seeking the MS degree and if you are seeking Licensure (for Principal and/or Director of Instruction). The content differs for each of these programs, so it is important to read through thoroughly.

NOTE: There is an initial submission and a final submission.

Initial submissions are due upon completion of 9 credits. Students are encouraged to submit the link to soehsgrad@uwosh.edu for the portfolio shortly after the completion of 9 credits so that the structural frame is in place as progress is made toward program completion.

Final submissions are due at the end of your graduate program while enrolled in EdLdrsp 793 for your first license/internship or EdLdrsp 790 if it is your second license/internship.

Portfolio Requirement

All students seeking an initial licensure, either Principal or Director of Instruction Licensure, must complete a 150-hour internship as part of EdLdrsp 793 and a portfolio. Students completing a second license must complete a 100-hour internship as part of EdLdrsp 790 and a portfolio. The portfolio is a requirement that shows evidence of growth and achievement throughout the internship experience. It is recommended that students

create the portfolio in Google Sites as it is a program supported by the university's computing system.

Student interns who previously completed a Master of Science in Educational Leadership from UW Oshkosh may have submitted a portfolio as a requirement for graduation. These student interns may continue to use the same portfolio site to further develop a licensure portfolio.

Additionally, if a student is proceeding to earn a second licensure within one year, this same portfolio can be used with the addition of an area for artifacts to evidence Director of Instruction knowledge and skills.

Portfolio Content

It is recommended that students create the portfolio in Google Sites as it is a program supported by the university's computing system.

Include the following:

- Brief introduction of yourself (Due as part of initial portfolio submission at the end of 9 credits)
- Statement of leadership philosophy (Due as part of initial portfolio submission at the end of 9 credits and reflected on throughout the program)
- Self-assessment of program disposition (Due as part of initial portfolio submission at the end of 9 credits)
- Statement of goals
- Artifacts created during the internship to evidence knowledge and skills related to each Wisconsin Administrator Standard

Brief introduction

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

Statement of Leadership Philosophy

Explain the philosophy that guides your leadership. This philosophy was initially developed in EdLdrsp 730 *Introduction to Leadership in Educational Systems*. After your original submission, please refine and expand upon this draft throughout your internship experience, making sure to date each update along the way.

If you did not take EdLdrsp 730 at UW Oshkosh, here are the basic guidelines for that assignment: Your leadership philosophy statement should describe what you believe to be effective leadership, incorporating ideas and information from readings, an interview with a current leader, as well as ideas from your own experience base. You should include your

perspectives as to how an effective leader can and should impact your organization. Please use headings throughout to facilitate the organizational structure of your philosophy statement. The Wisconsin Administrator Standards are good examples of headings to use.

Self-Assessment of Program Dispositions

Dispositions are attitudes and/or beliefs. Include a reflective statement on each of the six dispositions. Discuss how each disposition impacts your leadership.

Throughout the program, students are actively encouraged to:

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

Statement of Goals

Goal setting is vital to professional growth. It fosters an attitude and culture of lifelong learning. Reflect on your experiences in the program. Develop and share your goals. Explain how your goals have evolved throughout the program and internship experience.

Artifacts to Evidence Knowledge and Skills

The portfolio is a vehicle for documenting and presenting evidence of continuous professional learning. Each activity completed throughout the internship should be aligned to a Wisconsin Administrator Standard. Artifacts will be selected to serve as a product of your work and evidence of reflective practice.

Expectations

- List each Wisconsin Administrator Standard.
- Choose at least two artifacts representative of activities completed in your internship that align with each administrator standard. Note that if it is for a principal licensure, the artifacts should show building level leadership and if it is for a director of instruction license, the artifacts should show district level leadership.
- Complete a brief reflection for each standard that includes your understanding of the standard and why the chosen artifacts demonstrate knowledge of the standard.

- As you set up this section of the portfolio, it should be structured so that you are listing the standard, providing the narrative, and attaching the artifacts.
- Be certain your Google Site (portfolio) and all artifacts are accessible to everyone who has the link.

Quality of Artifacts

Identify and share artifacts generated as part of your internship. Avoid the use of course assignments as artifacts as these are generally theory-based. A strong artifact may be used for no more than 2 standards. Quality artifacts demonstrate your best work, growth, and reflection. These samples will be accessed and revised as you proceed through your leadership journey.

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.

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 (email to the EDLP Graduate Program Director at edldrsp@uwosh.edu).

Admission to Candidacy [Update: Do not need to submit after Spring 2025]

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 [Update: Do not need to submit after Spring 2025]

Students who have applied for a certificate/licensure program must also submit a GAP/Certificate-Verification of Program Study form. One form for each certificate/licensure program is required. This means if a student is earning a principal license and a director of instruction license, a form must be completed for each license. Failure to 1) apply as a certificate/license 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 to the Admission to Candidacy, then scrolling 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 in TitanWeb the semester before the student will finish their program[s] and graduate. Only degree-seeking students apply to graduate, and 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. Students also earning a certificate need to apply for completion in TitanWeb, and note that students earning a certificate only without the degree do not attend commencement. **Importantly, if you apply for graduation/completion in TitanWeb and then need to change the date for any reason, you must notify Graduate Studies of the new date.**

<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) have slightly differing portfolio requirements as described above. 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, along with all other program courses completed, 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/February 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.