SIXTH-YEAR DIPLOMA IN EDUCATIONAL LEADERSHIP

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The purpose of Quinnipiac University’s Sixth-Year Diploma in Educational Leadership is to prepare graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes that the concept of educational leader is three-dimensional, and that successful educational leaders must be teachers, learners and leaders. Therefore, graduates of the Sixth-Year Diploma in Educational Leadership program are master teachers who have a deep understanding of the teaching and learning process, learners who continue to learn as they continue to lead, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the leadership standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education. The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

General Information

The Sixth-Year Diploma in Educational Leadership program offers Quinnipiac students a post-master’s credential, which prepares them to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the first 18 credits of the 30-credit program, the internship, and pass the Connecticut Administrator Test (#6412) to fulfill the Connecticut State Department of Education certification requirements as an Intermediate Administrator/Supervisor (092).

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Sixth-Year Diploma in Educational Leadership Curriculum

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDL 601</td>
<td>Leading and Managing the Contemporary School</td>
<td>6</td>
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<tr>
<td>EDL 603</td>
<td>Leading and Managing the Instructional Program</td>
<td>6</td>
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<tr>
<td>EDL 605</td>
<td>Leading and Managing School Improvement</td>
<td>6</td>
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<tr>
<td>EDL 607</td>
<td>Internship in Educational Leadership</td>
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<td>EDL 609</td>
<td>Educational Program Evaluation</td>
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<td>EDL 613</td>
<td>Public School Finance</td>
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Total Credits: 30

Student Learning Outcomes

Upon completion of the Sixth-Year Diploma in Educational Leadership, candidates will be able to demonstrate and sustain the following competencies:

1. Vision, Mission and Goals: Guide the development and implementation of a shared vision and mission of high quality and equitable education that is shared and supported by all stakeholders.

2. Ethics and Professional Norms: Model the leadership and ethical behaviors that promote equity and social justice.

3. Culture and Relationship Building: Advocate, nurture and sustain a school culture and climate that supports educators and meets the needs of diverse learners by guiding academic, social, developmental and emotional needs.

4. Managing Organizational Systems and Safety: Ensure school management, operation and resources to promote a safe, efficient and effective learning environment.

5. Teaching and Learning: Monitor and continuously improve teaching and learning by providing instructional programs conducive to student learning and staff professional development.

6. Collaborating with Families and Stakeholders: Promote and sustain collaboration with families and other stakeholders to respond to diverse communities, interests and needs, and to mobilize community resources.

7. Change Agent: Understand, advocate and respond to the change process to influence the political, social, economic, legal and cultural context affecting education.

8. Systems Thinking: Align the school improvement plan with the district theory of action drivers for coherence, efficacy and building capacity.

Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:
1. A master's degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
2. Evidence of four years of full-time teaching experience in a PK–12 setting;
3. Completion of at least 36 hours (equivalent to 3 credits), of a special education course;
4. A record of excellent teaching as evidenced by recommendations of supervisors;
5. Satisfactory writing skills as evidenced by a written essay; and
6. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

1Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

Retention
To remain in the program, students must maintain academic standards and honor and follow Connecticut’s Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion
To fulfill all requirements of the Sixth-Year Diploma in Educational Leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks including passing the Connecticut Administrator Test (#6412).

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.