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General Information

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Introduction and Program Overview

The Educational Leadership Program offers a variety of degree and licensure programs as part of its mission. The Master of Education (M.Ed.) degree in Educational Leadership contains two areas of concentration, principal development and certification and principal development and certification with special education emphasis. The degree is offered through the University of Cincinnati as an entirely online program. The master’s degree qualifies graduates for principal licensure in the State of Ohio and in many other states nationwide.

The Educational Leadership Program is accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) and is nationally recognized by the Educational Leadership Constituent Council (ELCC), a part of the National Policy Board for Educational Administration (NPBEA) that evaluates programs in educational leadership.

The Educational Leadership Program is dedicated to serving the diverse, pluralistic leadership needs of all schools, throughout the State of Ohio and nationwide. We welcome applications from those who would like to be a part of our learning community.

Mission Statement and Guiding Principles

The mission of the University of Cincinnati Educational Leadership Program is to prepare excellent leaders for excellent schools and to seek, generate, test, and share new knowledge for the transformation and improvement of the profession. We seek to embody the principles of Social Justice, Advocacy, Diversity, and Collaboration in authentic tangible ways in all aspects of our practice.

Our goals, mission, and service, as described above, are strongly reflective of the College mission and the University’s goals. Our central tenets of preparation and pedagogy, illustrate the alignments.

1. Problems of Practice. The instructional program links an expanding knowledge base with practice. Students become familiar with problems of practice through problem-based learning, in which they construct and test theories in context.

2. Partnerships. Partnerships between schools in the greater Cincinnati region and the university and partnerships among candidates and faculty create a rich learning community for the development of educational leaders. In this learning community, candidates are viewed as learners and active, collaborative problem solvers, and faculty members are viewed as learners and facilitators to candidates who take responsibility for their growth. Accommodations are made for on line students, both in the country and around the world, to develop rich experiences to support learning communities and problem-based learning activities.

3. Diversity. Diversity creates a dynamic learning context for developing educational leaders. Education settings are diverse. They are composed of different types of people with different backgrounds and lived experiences. Schools are challenged to meet the learning needs of students who are diverse in many ways, including race, gender, socio-
The program helps students explore knowledge of self, acquire social and cultural knowledge of others, and develop strategies they can use to create inclusive learning communities.

4. **Democratic Transformational Leadership.** A primary purpose of schools is to provide opportunities for individual and collective growth and well-being. Schools must not be governed by a few; they must be governed by many, including students, teachers, parents, community members, and administrators. The aim of transformational leadership is to elevate a community to an improved condition. The work of transformational educational leadership is intellectual, ethical, and reflective.

5. **Inquiry.** Research can contribute to the continuous improvement of education and is a key element in the development of educational leaders. Educational leaders should be knowledgeable and skilled in research in order to conduct systematic inquiry, to use appropriately the results of systematic inquiry in solving the problems of education, and to create a mechanism for continuous learning. The program emphasizes modes of inquiry which focus on problems identified in the field and which are conducted in the field. As true partners, the university and schools work closely together in developing educational leaders who can formulate important and relevant research questions and who can use systematic inquiry in seeking the answers.

6. **Embedded Field Experiences.** To help students better understand the promises and challenges of leadership in a variety of school settings, opportunities for work in schools and with school and community partners are an integral part of both coursework and internship experiences.

**ELCC Standards**

The University of Cincinnati Educational Leadership Program is guided by the revised standards set forth by the Educational Leadership Constituent Council (ELCC). In November 2011, the National Policy Board For Educational Administration (NPBEA) released revised, *Educational Leadership Program Recognition Standards: Building Level* (NPBEA, 2011). These revised standards were intended specifically to inform NCATE (now CAEP) reviews of principal preparation programs. The standards were written to guide programs in developing future school leaders. The standards address three questions:

1. What do our P-12 students need to know, understand, and do?
2. What do our teachers and related staff need to know, understand, and do to increase student learning?
3. What do our school building leaders need to know, understand, and do to support teachers and building-level personnel to increase student learning?

The seven ELCC standards, all of which are woven into the University of Cincinnati’s Principal Preparation curriculum follow:

1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

7. A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

For a listing of standards and supporting research, please visit

http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676
Application Requirements and Procedures

Master’s Degree

Candidates who wish to apply to the EDLD Master’s program must meet the following requirements:

1. **Prerequisite Degree** - The applicant must possess a Baccalaureate degree from an accredited college or university if applying for a Master’s Degree.

2. **Minimum GPA** - The applicant must have a minimum cumulative grade point average of 3.0 at the undergraduate level leading to the Bachelor Degree. An applicant who possesses a Master’s Degree or has undertaken any graduate level work before applying must have an average of at least 3.0 in their graduate work. All calculations are based on a 4.0 scale.

3. **GRE or MAT Requirements** – The Educational Leadership Program requires a GRE or MAT score for admission.

4. **Letters of Recommendation** - All applicants must submit three letters of recommendation. One of the three letters must be from an immediate supervisor that can address the applicant’s formal teaching evaluations.

Admission decisions may not be made on the basis of race, age, sex, color, religion, sexual orientation or handicap.

Candidates who are not accepted for admission into a Master’s Degree program may not apply to the same program for at least one academic semester. During that period, such applicants may be encouraged by the program to enroll in appropriate course work to develop the knowledge, skills, and values deemed necessary for admission into the program, or to demonstrate that the applicant already possesses such qualifications. Whether such course work may apply to the degree program is left to the discretion of the program. Completion of this course work does not guarantee admission into the program.

Advanced standing for a limited amount of course work taken prior to admittance to the program is possible. Graduate course work completed 5 or more years prior to admission will not be applied to the requirements.

Requirements of graduate study, as found in the University of Cincinnati Graduate Handbook (http://www.grad.uc.edu/).

Background check for students (Needed for any school field experience). For initial licenses, it is suggested that in June prior to the Internship year, an electronic copy should be requested to be sent to ODE and the student should pick up their copy at the WebCheck facility. Current results (valid 365 days from check completed date) of your Ohio criminal background check by the Bureau of Criminal Identification and Investigation (BCI) AND Federal Bureau of Investigation (FBI) background check must be on file at the Ohio Department of Education (ODE). These must be submitted to ODE electronically through WebCheck. Your application will remain on hold for 180 days if no background reports are on file electronically with ODE.
The UC Public Safety Office is a WebCheck facility located in Four Edwards Center. With a valid student ID, Public Safety will administer background checks. Contact them for scheduling, administrative costs and payment options at 513-556-4925. For information about WebCheck and a listing of additional locations to obtain background checks go to the WebCheck Facility Locator:

If the link above does not work past the following into the address bar on our browser: http://www.ohioattorneygeneral.gov/Services/Business/WebCheck/Webcheck-Community-Listing

Principal Licensure

It is not necessary to be admitted to a master’s degree program to work toward and earn a principal’s license. Acceptance to these programs does not imply acceptance to a master’s degree program; however, candidates enrolled in a certificate or endorsement program may apply to the master’s degree program.

Application Deadline and Procedures

Prospective students will complete the on-line application for the Educational Leadership Master’s degree:

Fall Semester: Application Deadline July 1. Notification by August 1.
Summer Semester: Application Deadline April 1. Notification by April 15

It is the applicant’s responsibility to ensure that all required materials and support documents are successfully submitted. Incomplete applications will not be processed or reviewed.

Transcripts:

Providing academic records during the application process. All applicants are required to upload their unofficial transcripts during the application process. The university defines “unofficial” transcripts as transcripts that have been in the hands of students, are typically printed on plain paper, and do not have a college seal or registrar's signature. Applicants should NOT send official transcripts as part of the application process.

Providing academic records after admission. Once an applicant has been extended an offer of admission to the University of Cincinnati and has accepted the offer, s/he must submit an official transcript showing conferral of a baccalaureate degree or higher as soon as possible to the address below. The university defines “official” transcripts as transcripts that have been received from a secure, authenticated issuing institution and bears validation (e.g., a seal, logo, or watermark), including a date, and an appropriate signature. Official transcripts MUST be sent forward in their original, sealed envelope. The absolute final deadline for submission of official transcripts is one week before the start of the student’s first semester. Students will NOT be allowed to complete a full semester without providing verification of an earned baccalaureate degree or higher. Any discrepancy later found between student-provided unofficial transcripts and official transcripts will be grounds for dismissal. Official Transcripts should be sent to one of the following addresses:
UC Alumni
Students who have received degrees from the University of Cincinnati do not need to submit official paper copies of their UC transcripts.

Students with degrees received in China
Applicants who have received degrees in China will upload their unofficial transcripts during the application process. The university defines “unofficial” transcripts as transcripts that have been in the hands of students, are typically printed on plain paper, and do not have a college seal or registrar's signature. Unofficial transcripts do NOT need to be verified at this stage of the application process.

After being accepted to join a graduate program
Applicants who have earned a degree in China must submit an English-version verification report from the China Academic Degrees and Graduate Education Development Center (CDGDC) of their final transcripts and degree certificates. All verification reports must be sent to the University of Cincinnati directly by the CDGDC to be considered official. No other verification will be accepted. Applicants with Chinese transcripts must contact the CDGDC after their degree is completed and request that their degree verification report be submitted directly to the University of Cincinnati. Students who request a verification report prior to degree conferral will be required to submit a second report after conferral.

Verification reports can be ordered at the following websites:
- English: http://www.chinadegrees.cn/en/

Verification reports are due to the Graduate School one week prior to the start of the student’s first semester. Failure to submit verification reports on time will result in a student being placed in non-matriculated status and loss of his/her student visa status. Verification reports should be sent to one of the following addresses:
Student Support

Disability Services

Students with disabilities needing academic accommodation should:
1. Register with and provide documentation to the Disability Services Office; and
2. Bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class.
This handbook, syllabi and other class materials are available in alternative format upon request.
For more information about services available to UC students with disabilities, contact the:
DISABILITY SERVICES  http://www.uc.edu/aess/disability.html
210 University Pavilion
PH: 513 556-6823
TTY: 513 556-3277; FAX 513 556-1383
Contact via relay by dialing 711

Financial Assistance and UGS

The University of Cincinnati provides some support for Master’s students. Students who have
questions about financial aid should contact UC’s financial aid office directly at:
http://grad.uc.edu/admissions/Funding.html.

Information about University of Cincinnati tuition and fees is available at
http://financialaid.uc.edu/fees/costs.html

Advising

Once a decision has been made to admit a Masters candidate, the candidate is assigned an
official advisor. The assignment of an advisor is based primarily on the personal and professional
goals shared in the Personal Goal Statement submitted with the application materials and on the
track option being pursued. The program tries to match candidates with faculty who share similar
interests and have the expertise to guide candidates in their programs of study.

Candidates must take the initiative in the advisor-advisee relationship. Candidates should take
the lead in managing their program, establishing appointments to confer regularly with their
advisor for updates and program progress, and gain advisor approval for course choices
throughout the graduate program. Although candidates are responsible for their own education
and conferring with friends and other candidates can be helpful, be careful not to rely totally on
self-advisement or the advisement of other candidates. In addition to providing guidance
throughout the program, advisor holds the ultimately responsibility for officially determining
completion of the candidate’s program of study at graduation.

Changing Advisors. Although an initial advisor is assigned to each candidate at the time
of admission, once a candidate begins taking courses he or she may discover that another faculty
member shares similar interests. Masters candidates may request a change of advisors any time
prior to the completion of 30 credits in the program.
Candidates interested in changing advisors, should: 1) ask the particular faculty member if he or she is willing to serve as the new advisor; 2) inform the assigned advisor and the EDLD Program Coordinator of the requested change; and 3) submit a written request to the Graduate Director for the School of Education. Although in most cases a request for a change in advisors will be honored, the Graduate Director has the right to deny a request. If a request is denied, an explanation will be provided.
Student Policies

Transfer Credits and Advanced Graduate Standing

Students who have completed graduate work may petition their graduate program director for transfer of credits earned either at UC or elsewhere to be applied towards a master’s or doctoral degree at the University of Cincinnati. This petition is evaluated by the program that has been petitioned by the student. Should the program choose to accept the credits, they will forward an Advanced Standing form to the Graduate School on behalf of the student to initiate processing of the transfer of credits. The number of credit hours transferred from a course taken at another institution into a program at the University of Cincinnati cannot exceed the number of credit hours given for a University of Cincinnati course that covers equivalent material, UC graduate Student Handbook, p. 17.

If the student requests the transfer of course credit from another institution to be applied to his/her plan of study (Only coursework earned within five years), the student should present the course syllabus and transcript to the advisor for review. (At the discretion of the graduate program director, a student can transfer up to 12 graduate credits from unclassified, undeclared major, or non-matriculated status at UC to a specific degree program as part of the 50% allowable transfer credit, UC Graduate Student Handbook, p29). If the advisor believes that the course(s) is equivalent, the student and advisor fill out, sign and date the planned program of study form and an Advanced Standing Form. A copy of the course syllabus and a copy of the student’s transcript from the other institution must be attached to the completed Advanced Standing Form. The advisor should forward the completed program of study form and the completed Advanced Standing Form with the attached syllabus(i) and transcript(s) to the Program Coordinator. The completed and approved Advanced Standing Form will be forwarded to the Office of Graduate Studies for final approval.

If the student requests the transfer of UC graduate credit to be applied to his/her plan of study, the student should present the course syllabus and a copy of his/her UC transcript to the advisor. Note that the number of credit hours transferred from a course taken at another institution into a program at the University of Cincinnati cannot exceed the number of credit hours given for a University of Cincinnati course that covers equivalent material, UC graduate Student Handbook, p. 17.

If the advisor believes that the course(s) should be applied to the planned program of study, the student and advisor fill out, sign, and date the planned program of study form and a Transfer of University of Cincinnati Credit form. A copy of the course syllabus and a UC transcript must be attached to the completed Transfer of Cincinnati Credit form. The advisor should forward the completed program of study form and the completed Transfer of University of Cincinnati Credit Form with the attached syllabus and a copy of the UC transcript to the Program Coordinator. The completed and approved Advanced Standing Form will be forwarded to the Office of Graduate Studies for final approval.

A University of Cincinnati graduate program can accept transfer credit up to 50% of the total credit hours for program completion at its own discretion, regardless of the graduate degree program or discipline in which they were earned. Normally, credits are not transferred if they...
were earned more than five years prior to the date of the student’s application into the University of Cincinnati program accepting the transferred credits.

In order to change from one UC degree program to another, a student must submit a complete application to the new program. If the degrees are housed in the same department, and the change is made over consecutive term enrollments, the application fee is waived. If the new degree program is in a different administrative program, the student is responsible for paying the application fee, *UC graduate Student Handbook, p. 17*. At the discretion of the graduate program director, a student can transfer up to 12 graduate credits from unclassified, undeclared major, or non-matriculated status at UC to a specific degree program as part of the 50% allowable transfer credit.

**Full-time Status**

Students must be registered for 10 or more graduate credits each semester to be considered full-time students, 12 if holding a university sponsored graduate assistantship or fellowship. Audit credits do not count toward full-time status and may not be supported by a University Graduate Award

**Maintaining Graduate Student Status**

In order to maintain active status in the graduate program, you must register for at least 1 graduate credit during every academic year (fall, spring, summer). (See UC Graduate Student Handbook, p. 34).

If you have not registered for at least one graduate credit hour in your program during an academic year and wish to continue in your program, you must complete a reinstatement request and submit it to your graduate program director in order to be reinstated to active status. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu). Petitions for reinstatement must be received in the Office of Research and Advanced Studies no later than three weeks prior to graduation in order for the candidate to be certified for graduation in that semester. The completed Petition for Reinstatement Form must include a timeline for program completion, a reason for the delay, signatures of the candidate’s program director and college dean, and the candidate’s signature. If reinstatement is approved, the candidate must pay a reinstatement fee equal to the current tuition for one graduate credit for each of the unregistered years up to a maximum of three credits. (This is a reinstatement fee – no credit is awarded.)

Candidates who have not been enrolled in classes for more than three years are not eligible for reinstatement and must reapply for readmission to the University. Reapplication does not change the candidate’s original entry date. Time to degree will be calculated from his or her first entry date. To reapply, the candidate must submit a completed Reapplication Form with the application fee to his or her graduate director. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu). If readmission is approved, the candidate must pay a readmission fee equal to the current tuition for three graduate credits. (This is a readmission fee – no credits are awarded.)

All master’s requirements must be completed no later than five academic years from the date of matriculation into the degree program for students beginning their program Autumn 2007 or thereafter.
Time to Degree
The minimum requirement for the master’s degree is the equivalent of one academic year of full-time graduate study, consisting of at least 30 graduate credits completed to the satisfaction of the student’s program.

All master’s requirements must be completed no later than five academic years from the date of matriculation into the degree program for students beginning their program Autumn 2007 or thereafter.

Academic Performance
A student must accumulate a grade point average (GPA) of at least 3.0 to obtain a master’s degree at the University of Cincinnati. At least 20 of the graduate semester credit hours applied toward a master’s degree must be derived from formal course work. A doctoral student must maintain a grade point average (GPA) of at least 3.0 in all doctoral course work.

A student must accumulate a grade point average (GPA) of at least 3.0 to obtain a master’s degree at the University of Cincinnati. At least 20 of the graduate semester credit hours applied toward a master’s degree must be derived from formal course work. (UC Graduate Student Handbook p 36).

Action Plan
If a candidate is not making satisfactory progress in the program, the candidate and advisor should create a problem-solving Action Plan to remediate the areas of concern. The Action Plan becomes an agreed upon contract for the candidate. Failure to create an Action Plan or to meet the requirements of an Action Plan can result in the loss of satisfactory standing in the program and lead to dismissal. If a student has failed more than one class, he/she will be dismissed from the program.

Withdrawal from Program
Students must notify their departments in writing and copy the Graduate School regarding their intent to withdraw from their programs

Communication
Each student is expected to use his or her UC email account for all email associated with the university. Students should check this email account at least twice per week.

Dismissal from Program
Students must consult with individual programs concerning dismissal policies. If a program dismisses a student, the program must copy the Graduate School on the notification to the student (UC Graduate Student Handbook p. 39).

Independent Studies
Students may wish to study a specific topic, or focus on an in-depth topic not offered in regular course offerings. These students may choose to participate in an independent study with an
appropriate faculty member. Independent studies are graded at the discretion of the instructor, and cannot be used as a replacement for required program courses. Additionally, no student can elect to engage in an independent study for courses that are regularly offered.

Course Incomplete
Course incompletes should be used only for unusual or unavoidable circumstances such as an extended illness. Incompletes must not be used for make-up of unsatisfactory or delinquent work. It is the student’s responsibility to request an incomplete contract, complete the form, and return it to his/her course instructor. It is also the student’s responsibility to submit the completed work to the course instructor and request a grade change. The incomplete must be resolved no later than one year from the time of the course or the grade will turn to an F.

Academic Integrity
All work completed throughout the program is expected to be the original work of the student. Students are expected to follow the UC Student Code of Conduct guidelines related to cheating and plagiarism. The UC Code of Conduct defines plagiarism as:

- Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations or bibliographical reference.
- Submitting as one’s own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
- Submitting as one’s own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators. Plagiarism may result in dismissal from the program and the university.

Resources on Plagiarism. Go to the following UC websites for more information on the Academic Integrity

Student Code Of Conduct: http://www.uc.edu/content/dam/uc/conduct/docs/SCOC.pdf

Quick Flyer: What is Plagiarism and How to Avoid It: http://ceas.uc.edu/content/dam/ceas/documents/currentstudents/WHATISPLAGIARISM.pdf

For a more complete discussion on how to avoid plagiarism: http://www.uc.edu/conduct/Academic_Integrity.html
Program Stages and Key Information

Program Outline
Students who have been admitted to the program have had their application materials reviewed thoroughly and are judged to have potential as good educational leaders and students. The following outlines the stages of the Educational Leadership Program from admissions through completion:

- Admission to Program
  ([https://webapps.uc.edu/DegreePrograms/Program.aspx?ProgramQuickFactsID=1944&ProgramOutlineID=883](https://webapps.uc.edu/DegreePrograms/Program.aspx?ProgramQuickFactsID=1944&ProgramOutlineID=883))
- Program of Study Development
- Course Structure and Clinical Experiences
- Application for Graduation
- Completion of the Electronic Portfolio
- Exit Interviews
- Graduation Ceremonies/Completion
- Licensure

Professional Commitments and Expectations
By committing to the program, students are agreeing to make a professional commitment to themselves and to the program. This commitment includes:

- Attending class or engaging in on-line courses regularly and arriving on time
- Coming to class prepared by having read course materials, engaging in course assignments and activities, and thinking reflectively about course content
- Demonstrating leadership by becoming an important part of each class such as a contributor, group leader, peer supporter, or study organizer.
- Showing personal initiative by connecting professional experience to class activities, providing additional resources to support class learning goals, or sharing opportunities for professional growth with the classmates.
- Communicating with his or her advisor on a regular basis
- Adhering to program and university requirements
- Participating in the professional community

Faculty members of the program expect that students will commit and engage in the program to the best of their ability, and strive to achieve the high expectations of the program. It is also expected that faculty members will treat students fairly, respectfully, and justly.

School of Education Social Media Statement
Please be aware of photos, comments or group memberships on Facebook or other internet sites that could be embarrassing to the school or employer in which you are to be placed may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, and acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district or students’ parents would find
objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at Facebook pages and search for names of their teachers. You are considered a role model for students and your behavior must be exemplary at all times. Granting access to any Pre-K-12 students to your personal social media pages is not advisable in any instance. Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in a cohort and other placements/recommendations may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.

Program Objectives

- **Leadership** – Facilitate the development and articulation of a vision of learning that is supported by the school community.
- **Community Connections** – Learn to collaborate with families and the community by responding to diverse interests and needs.
- **Ethics & Integrity** – Pursue ethical decisions by leading with integrity and a commitment to personal learning and growth.
- **Learning & Teaching** – Create and maintain a safe and positive school environment that motivates high levels of student learning.
- **Contexts of Education** – Teach students to understand, respond and influence the political, social, economic, legal, and cultural contexts of their learning communities.
- **Managing Resources** – Learn to obtain and manage the use of resources to effectively and efficiently meet educational needs and apply technology for effective decision making.
Master’s in Educational Leadership  
(Includes Principle Licensure)

The M.Ed. Program in Educational Leadership – A sample of an Online Program of Study could be as follows:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 EDLD 8034</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>18 EDLD 8036</td>
<td>Curriculum Development and Data Analysis</td>
<td>3</td>
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**Spring of Academic Year #1**

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<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>18 EDLD 8032</td>
<td>Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>18 EDLD 7035</td>
<td>Educational Leadership Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer #1**

<table>
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<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 EDLD 8035</td>
<td>School Law</td>
<td>3</td>
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<tr>
<td>18 EDLD 7038</td>
<td>Leadership for Social Justice</td>
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**Fall of Academic Year #2**

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<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>18 EDLD 8037</td>
<td>School and Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>18 EDLD 8038</td>
<td>Instructional Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Academic Year #2**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 EDLD 2050</td>
<td>Principal Clinical Internship</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Elective Course Title</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours**  30

Principle Licensure Only

The principal licensure seven course sequence program of study varies by student but would be no more than the following required courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 7035</td>
<td>Educational Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8032</td>
<td>Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8034</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8036</td>
<td>Curriculum Development &amp; Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8038</td>
<td>Instructional Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8035</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 7050</td>
<td>Principal Clinical Internship I</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**  21

A student may register for no more than 16 credit hours per semester.
M.Ed. in Educational Leadership with a Special Education Focus  
(Includes Principal Licensure)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above principle licensure courses (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 7035</td>
<td>Educational Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8032</td>
<td>Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8034</td>
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<tr>
<td>EDLD 8038</td>
<td>Instructional Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 8035</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 7050</td>
<td>Principal Clinical Internship I</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education Courses (21)  

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 7000 or CI 7001</td>
<td>Educational Research &amp; Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 7092</td>
<td>Master’s Project I</td>
<td>2</td>
</tr>
<tr>
<td>SPED 7093</td>
<td>Master’s Project II</td>
<td>1</td>
</tr>
<tr>
<td>SPED 7056</td>
<td>Foundations, Trends &amp; Issues in SPED Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Clinical Experiences

**Principal Clinical Internship.** The clinical experience for the principalship at the University of Cincinnati is embedded in the program coursework. All students preparing to become licensed educational administrators through the University of Cincinnati Educational Leadership Program participate in a clinical internship experience referred to as the Principal Clinical Internship (PCI). The internship is a part of the university preparation program and is offered through collaborative efforts between the university and field sites. Through the internship, the developing administrator has the opportunity to learn-in-doing. The primary goal of the principal clinical internship is to provide the student a quality learning experience which engages the student in the guided practice of educational administration and reflection on that practice.

Students are expected to (1) become familiar with the roles and responsibilities of educational administrators, (2) lead the planning, implementation, and evaluation of a project designed to improve education in schools, and (3) reflect upon her/his leadership, seeking meaningful improvement as an administrator.

Culminating Experience

The Education Leadership Program requires students to maintain and submit evidence resulting in a culminating experience. This evidence will be demonstrated to the faculty through a portfolio-like experience that will be displayed in writing and in presentation.
M.Ed. Faculty

Carlee Escue Simon, Master’s Program Coordinator: Carlee.escue@uc.edu
UC Phone: 513-566-2006

Sean McCauley, Licensure Coordinator: Sean.Mccauley@uc.edu

Yvette Pennington, SPED Leadership Coordinator: Yvette.Pennington@uc.edu

Amy Farley: Amy.Farley@uc.edu

Samuel Stringfield: Samuel.Stringfield@uc.edu

Program Policies

Posting of Syllabi
Syllabi are developed by individual course instructors, and are intended to serve as a guide for each course. Content of the syllabus can be changed at the discretion of the instructor. All syllabi should include:

- Primary Professor’s Name, Email Address, Office Number and Office Hours
- Titles and Authors of Textbooks
- Course Description
- ELCC Standards Covered in Course Content
- Assessment and Grade Assignment
- Information on Academic Integrity and Plagiarism policies
- Class Attendance, Late Assignments, Make-up Tests, Withdrawal, Audit, and Work Policies
- Academic Integrity Policy
- Accommodations Policy

All course syllabi should be made available to students on the Blackboard system.

Blackboard
All courses use the Blackboard Course Management System. It is at the discretion of the individual faculty members how Blackboard is used, however assignments and materials will be posted regularly within courses in Blackboard.

Textbook(s)
Textbooks used for each individual course are determined by that course instructor. Therefore, textbooks may vary from each section of a given course. Textbook purchase is the responsibility of the student. Textbooks are available at the University of Cincinnati Bookstore unless otherwise noted by the instructor. Specific communication regarding purchase of books for distance learning will be done on individual course basis and through the distance site.
Grading Policies
Grading policies for this program are consistent with the University of Cincinnati Graduate School. Grading of a student for individual courses is at the judgment of the instructor. Students who receive an Incomplete (I) for any course, must complete the agreed upon expectations by the time set forth by the instructor, yet no later than the following semester. In order to remain in good standing within the program, students must maintain a 3.0 cumulative grade point average. At least two-thirds of the minimum graduate credits for the degree must be at a level of “B” or higher.

Writing Style (APA)
Students will be expected to use the American Psychological Association (APA) style of writing for all courses in the M.Ed. program. APA is the standard editorial style accepted in our profession to present written material. Please refer to the APA manual, a requirement for the program, when preparing your written assignments.


Exit Interviews
Students have multiple opportunities to provide feedback to the program in a structured, formal manner through course evaluations, student satisfaction surveys, and other mechanisms as necessary. Exit Interviews are conducted at the end of the student’s program.

Graduation and Licensure information
In their final semester, students must officially apply for graduation through the Graduate School via the online graduation application process. There is a deadline for this process each semester. No late applications will be accepted, and no paper applications will be accepted. You must complete this in the semester you plan to graduate, even if you are not planning to participate in the graduation ceremonies. Be sure to visit online application for graduation at: [http://www.grad.uc.edu/graduation.aspx](http://www.grad.uc.edu/graduation.aspx), early in your program to assure you meet any deadlines.

Licensure
The Educational Leadership Program offers coursework applicable to the Ohio administrative principal license. Students can obtain licensure as part of their degree coursework or can pursue licensure only. For more information on the Principal License: [http://ceech.uc.edu/education/Academics/continuing/Principal.html](http://ceech.uc.edu/education/Academics/continuing/Principal.html)