

# SIXTH-YEAR DIPLOMA IN EDUCATIONAL LEADERSHIP

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Quinnipiac University's Sixth-Year Diploma in Educational Leadership prepares graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes an educational leader as three-dimensional, and that successful educational leaders must be teachers and learners as well as leaders. Graduates of the Sixth-Year Diploma in Educational Leadership program develop a deeper understanding of the teaching and learning process through a lens of equity, a fuller understanding of diverse learners through a lens of cultural relevance, and a stance of advocacy as leaders, who influence the culture of their schools in ways that support best practices in teaching and learning. Addressing the challenges of contemporary school leadership while supporting school change toward a more inclusive and equitable model is at the forefront of all we do.

## General Information

The **Sixth-Year Diploma in Educational Leadership** program is an online post-master's credential which is provided in an asynchronous delivery model. The program prepares graduates 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 required 21 credits of the 33-credit program and pass the Connecticut Administrator Test (#6412) are able to obtain initial certification by the Connecticut State Department of Education certification for Intermediate Administrator/Supervisor (092). (Completion of the full degree program is required for the professional level license.)

While 27 credits are requirements for the program (see course outline), the remaining 6 credits to complete the degree allow candidates to choose areas of interest or desired expertise. Courses in Program Evaluation and Conflict Resolution are offered. Additionally, candidates are allowed to enroll in courses offered within the Social & Emotional Learning Certificate (<http://catalog.qu.edu/graduate-studies/education/certificate-social-emotional-learning/>).

The **Sixth-Year Diploma in Educational Leadership with Social and Emotional Learning Concentration**. Current leaders in educational administration understand the critical importance of addressing the social and emotional needs of students, teachers, and staff. The Sixth-Year Diploma in Educational Leadership offers enrolled candidates a unique opportunity to pursue a concentration area in Social and Emotional Learning. To complete the concentration while obtaining the Sixth-Year Diploma degree, candidates are required to successfully complete nine credits (three courses) chosen from the Social and Emotional Learning and School Climate Certificate program, as well as one EDL elective (3 credits) within the Sixth-Year Diploma program (for a total of 39 program credits). The total of 9 credits in Social and Emotional Learning fulfills the concentration area, and the candidate's transcript will reflect this additional expertise. Please see the attached programs of study that outline the concentration option. The concentration option is fully online and asynchronous.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract, and CAEP, the Council for the Accreditation of Educator Preparation.

*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 National Educational Leadership Preparation (NELP) standards, which arose from 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 NELP 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 is 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

Code	Title	Credits
<b>Required Courses</b>		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program for Equitable Outcomes	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Administrative Internship in Educational Leadership	3
EDL 700	Connecticut Administrators Test	
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
<b>Choose 6 credits from the following</b>		<b>6</b>
EDL 609	Educational Program Evaluation	
EDL 615	Conflict Resolution and Transformational Leadership	
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	
SEL 602	Self-Care and Resiliency for Practitioners	
SEL 603	Transforming Instruction with SEL Insights	

SEL 604 Leadership for SEL School  
Communities

**Total Credits** 33

## Sixth-Year Diploma in Educational Leadership with Social and Emotional Learning Concentration Curriculum

Code	Title	Credits
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program for Equitable Outcomes	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Administrative Internship in Educational Leadership	3
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
EDL 700	Connecticut Administrators Test	
Choose one of the following		3
EDL 609	Educational Program Evaluation	
EDL 615	Conflict Resolution and Transformational Leadership	
Choose three of the following		9
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	
SEL 602	Self-Care and Resiliency for Practitioners	
SEL 603	Transforming Instruction with SEL Insights	
SEL 604	Leadership for SEL School Communities	

**Total Credits** 39

## Student Learning Outcomes

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

- 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.
- Ethics and Professional Norms:** Model the leadership and ethical behaviors that promote equity and social justice.
- 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.
- Managing Organizational Systems and Safety:** Ensure school management, operation and resources to promote a safe, efficient and effective learning environment.
- Teaching and Learning:** Monitor and continuously improve teaching and learning by providing instructional programs conducive to student learning and staff professional development.
- 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.
- Change Agent:** Understand, advocate and respond to the change process to influence the political, social, economic, legal and cultural context affecting education.
- 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:

- A master's degree in education or a related field from an accredited institution with a minimum GPA of 3.00;
- Evidence of four years of full-time teaching experience in a PK–12 setting;
- Completion of at least 36 hours (equivalent to 3 credits) of a special education course, completed within ten years<sup>1</sup>;
- A record of excellent teaching as evidenced by recommendations of supervisors;
- Satisfactory writing skills as evidenced by a written essay; and
- Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

<sup>1</sup> Applicants 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 3.00 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 coursework, 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 Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

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