

M.Ed. in Educational Policy and Leadership Program Handbook

Welcome

Mission Statement(s)

The Educational Policy & Leadership program is designed to develop educational leaders who understand the urban environment and the community in which schools exist. Program participants receive a firm foundation of knowledge and skills in order to meet the demands and expectations of school administrators - all within a systems approach for transforming schools within an urban community.

Purpose

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: valarie.burke@unlv.edu or kendall.hartley@unlv.edu.

Department Graduate Faculty

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold either associate or full graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

Program Information

M.Ed. in Educational Leadership

Contact Information

<http://education.unlv.edu/ephe/programs/med-education-policy-leadership/>

Coordinator

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Program Requirements

Program requirements regarding [admission](#), [coursework](#) and [culminating experience](#) are found in the graduate catalog.

Degree Program Benchmarks

Field-based, performance benchmarks include the following:

1. Field Experience (over one full academic year): ULD students will work at their school site, under the guidance of their site administrator and university supervisor, to identify a targeted group of students and provide leadership for teachers, parents, and other stakeholders to

- develop a plan and implement strategies directed at increasing achievement for these students.
2. **Capstone Seminar & Poster Presentation:** Students will complete a Capstone Seminar (ULD 780) for 2 credits and complete a poster presentation as a culminating degree experience. The poster presentation will serve as a portfolio and oral comprehensive examination. This presentation will demonstrate candidates' proficiency in meeting program standards and connecting theory to practice.

Program Timeline

The Specialization in Educational Leadership is cohorted and all students will enroll in the following courses:

Spring I

Introduction to Leadership and Organizations

EPL 720 (3 credits)

Introduction to general theories of educational leadership and organizational systems.

Leadership in a Digital Age

EPL 731 (3 credits)

The role of educational leaders in creating and sustaining systems and processes to align curriculum, instruction, and assessment with 21st century skills for college and career readiness, including the use of appropriate digital technologies to support learning and organizational goals.

School and Community Leadership

EPL 732 (2 credits)

How to work effectively with diverse families and community members by assessing and responding to diverse community interests and needs; sharing leadership with stakeholders; motivating and mobilizing community resources; and examining relationships between schools and communities from demographic and political perspectives, all to promote student achievement.

Summer

Special Topics in Educational Policy and Leadership: Conflict Resolution

EPL 700 (1 credit)

Leadership applications for resolving conflicts among students, teachers, parents, and other stakeholders. Students learn win-win strategies to find solutions and create opportunities for growth.

Educational Research Methods

EPL 722 (3 credits)

Introduction to research for school leaders, including an overview of quantitative and qualitative research methods. The role of research in organizational change and strategic planning will be emphasized. Specific applications of research in terms of school improvement and student achievement will be addressed.

Education Law and Policy Seminar: Student Issues

EPL 751 (1 credit)

Applicable federal, state, and local requirements and public policy related to student rights and responsibilities through case studies intended to develop the student's capacity to create a safe and productive school culture. Emphasis is placed on legal protections and due process relative to student discipline issues.

Financial Entrepreneurship and Educational Innovation

EPL 758 (3 credits)

Exploration of educational leaders' roles as entrepreneurs within existing organizational structures as well as how educational leaders can develop partnerships with various community, government, and business entities to augment financial and human resources toward increasing student learning.

Human and Fiscal Resource Management

EPL 753 (2 credits)

The management of fiscal and human resources in PK-12 schools in order to achieve greater student performance. Case studies and simulations will be employed to develop the necessary resource management knowledge and skills.

Fall

Leadership for School Improvement

EPL 735 (3 credits)

Application of evidence-based decision-making methods aimed at creating a culture of continuous school improvement including: 1) the collection, analysis, and interpretation of multiple measures, 2) the inter-relationships between evidence-based interventions and educational outcomes, 3) commonly used analytic strategies and processes, and (4) a step-by-step approach to evidence-based decisions.

Law for Exceptional Students

EPL 755 (1 credit)

Seminar addressing applicable federal, state, and local requirements and public policy for providing services to exceptional and at-risk student populations through study of contemporary case law, case study analysis, and evidence-based program design and supervision.

Special Topics Seminar: Leadership to Support English Learners

EPL 700 (1 credit)

This seminar will address how school leaders can support the needs of English Learners. The seminar will explore the importance of cultural awareness and the diverse needs of English Learners. In addition, the seminar will address how school leaders can support teachers' efforts to address the various levels of language acquisition through staffing, scheduling, and the effective use of assessments such as WIDA as well as provide information about effective instructional strategies and resources that support English Learners.

Educational Systems

EPL 740 (1 credit)

Seminar emphasizing the development of systems to guide instructional supervision through the use of research-based instructional frameworks.

Leadership Field Experience

EPL 742 (3 credits)

Supervised field experience in PK-12 schools.

Spring II

Systematic Professional Development and Instructional Supervision

EPL 737 (3 credits)

The practice of teacher supervision with emphases on instructional leadership and professional development. The course addresses coaching, adult learning, and distributive leadership to support the culture of learning and equity in the organization.

Education Law and Public Policy Seminar: Teacher/Staff Evaluation

EPL 757 (1 credit)

Introduction of applicable federal, state, and local requirements and public policy for high stakes assessment of teachers emphasizing continuous improvement through carefully designed personnel supervision and evaluation. Contract management, employee discipline and recognition, and procedural expectations for insuring fairness and equity will be addressed.

Capstone Seminar: Educational Leadership

EPL 780 (2 credits)

The capstone seminar provides students with the opportunity to synthesize core and major coursework completed during the program of graduate study culminating in a portfolio or poster presentation demonstrating competencies in educational leadership as evidenced by field-based experiences.

Leadership Field Experience

EPL 742 (3 credits)

Supervised field experience in PK-12 schools.

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog.

Annual Review Procedures

Each spring term, graduate students are required to complete the Graduate Student Annual Review survey. This survey will be sent by the Graduate College to the student's Rebelmail account. The review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

Additional Program Information

The M.Ed. in Educational Policy and Leadership meets the requirements for the Nevada Endorsement as Administrator of a School and the Nevada Endorsement as Administrator of a Program.

Program Features:

Integrated Field Experiences: Field-based experiences are central to the program, offering participants the opportunity to immediately apply course-based knowledge and skills to real-world situations. During the third and fourth semesters, aspiring educational leaders will be engaged in the real work of leading school improvement. Aspiring leaders will work at their school sites, under the guidance of their site administrators and university supervisor, to identify a targeted group of students and provide leadership for teachers, parents, and other stakeholders to develop a plan and implement strategies directed at increasing achievement for these students. In addition, aspiring leaders will participate in shadowing experiences at two schools other than their own.

Mentoring/Coaching: In addition to working with the site-based supervisor, each student will be assigned an experienced school leader who will serve as mentor and coach. UNLV is working with Clark County School District (CCSD) to identify mentors for their teachers admitted to this program. In addition, UNLV and CCSD are working together regarding additional leadership development for program participants relative to the specific district requirements of leadership. For participants employed in schools outside CCSD, university faculty will work with administrators in their schools to develop similar mentoring opportunities.

Cohort Approach: The program is designed so that students participate in a sequence of classes in which students stay together as a cohort. The cohort approach provides a system of support and network for students as well as other school and district personnel involved in the program.

Standards-Based: The specialization in educational leadership was developed based on the newly adopted Nevada Educator Performance Framework and standards for school administrators. Thus, program participants will be learning the content and skills that will be expected of their performance as entry-level school administrators and upon which they will be evaluated.

Scheduling Designed for the Working Professional: The educational leadership specialization has been designed for professionals currently employed as teachers or other school professionals. The program is designed around four modules (one per semester) starting in a spring semester with continuous course work in the subsequent summer, fall, and final spring semesters. Thus, students will complete the program in less than 18 months. Classes will be offered one evening per week and some weekends (no more than once/month). Each major course will meet for eight weeks, thus allowing students to focus on one course at a time. In addition, some one-credit courses addressing specific topics will be offered as weekend seminars.

Discipline Resources

Professional Organizations:

National Association of Secondary School Principals (<http://www.nassp.org/>)

National Association of Elementary School Principals (<http://www.naesp.org/>)

American Association of School Administrators (<http://www.aasa.org/>)

Association for Middle Level Education (<http://www.amle.org/>)

Association for Supervision and Curriculum Development (<http://www.ascd.org/>)

Learning Forward: The Professional Learning Organization (<http://learningforward.org/>)

University Council of Educational Administration (<http://www.ucea.org/>)

Journals:

Educational Administration Quarterly

Journal of School Leadership

Journal of Cases in Educational Leadership

Journal of Research on Leadership Education

Style Sheet:

Publication Manual of the American Psychological Association (APA), 6th edition.

University Resources

Academic Success Center

The goal of the Academic Success Center is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

Alumni Association

With an alumni base 90,000 strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Commencement Office

Located in the UNLV Registrar's Office, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College.

Office of Diversity Initiatives

The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and

support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

Disability Resource Center (DRC)

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

Office of International Student and Scholars

International Students and Scholars (ISS) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

Jean Nidetch Women's Center

The Jean Nidetch Women's Center is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

UNLV Libraries

UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

Graduate & Professional Student Association (GPSA)

The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

Office of Student Conduct

The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

Office of Veteran Services

The UNLV Office of Veteran Services is staffed with veterans and GI Bill-experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

The Financial Aid & Scholarships Office

The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the Online Writing Lab (OWL) page.

University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jeanne Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.

Handbook Information

Last revised	Revised by	Changes summary