

EDUCATIONAL LEADERSHIP, ED.S. (PENDING DISCONTINUATION)

The Ed.S. in Educational Leadership is being discontinued pending SACSCOC approval and is not accepting applications for admission.

The Ed.S. in Educational Leadership is 33 credit hour degree program intended for students with a previous Master of School Administration degree and/or P licensure who seek preparation for advanced building-level administrator, district-level administrator, and superintendent positions. The degree leads to eligibility for specialist-level principal licensure and superintendent licensure (AP and AS licensure).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions (<https://grs.uncg.edu/prospective/guide/>).

In addition to the application materials required by The Graduate School, the applicant must submit a resume or curriculum vitae and a personal statement (see departmental web site for topic and details).

Degree Program Requirements

Required: 33 credit hours

Code	Title	Credit Hours
Administration and Leadership Courses (21 credits)		
Select 21 credits from the following: ¹		21
ELC 700	Critical Perspectives in Education, Leadership, and Culture	
ELC 701	The School Superintendency ²	
ELC 702	School District Leadership	
ELC 732	Advanced Seminar in School Law Research	
ELC 733	Cases and Concepts in Educational Leadership	
ELC 790	Internship in Educational Leadership ²	
Organizational & Instructional Leadership and Social & Cultural Foundations (9 credits)		
Select 9 credits from the following: ³		9
ELC 709	Introduction to Critical Pedagogy	
ELC 711	Ethics and Education	
ELC 713	Passionate Pedagogies	
ELC 714	Curriculum Theory	
ELC 715	Foundations of Curriculum	
ELC 716	Culturally Responsive Leadership	
ELC 717	Technology and Administrative Leadership	
ELC 719	Schools as Centers of Inquiry	
ELC 734	Theories in Educational Administration	
ELC 742	Engaging the Public in Education	
ELC 745	Contemporary Problems Seminar	
ELC 754	Personal Leadership Assessment and Enhancement	
Research (3 credits)		

ELC 710	Data Literacy and Structured Inquiry ⁴	3
Total Credit Hours		33

¹ Or additional courses as approved by the student's advisor.

² ELC 701 to be taken in conjunction with ELC 790.

³ Or from other courses in curriculum and instructional leadership or social and cultural foundations.

⁴ Or from other courses in research.

Capstone Experience

The Ed.S. Capstone Experience consists of an essay and hearing.

Essay

The student will write a paper that responds to the following:

- Reflect on the ways in which your approach to leadership practice in schools (or other contexts) has changed as a result of your learning experiences in the Specialist in Education program.
- Reflecting on your course work and the literature on education, leadership, and culture, describe the core values you want to promote in your professional practice, and discuss how they would be reflected in your response to several challenges you expect to face in your work.
- Discuss some of the lingering questions you still have about education, leadership, and culture and society, questions that may frame your personal and professional learning in the future.
- The capstone essay should be both reflective and scholarly. It should include reference citations to works that were influential in the student's development, and a properly-formatted reference list (that is, using APA format, as detailed in the 6th edition of the Publication Manual of the American Psychological Association). The essay should reflect growth beyond the student's master's degree work. A copy of the capstone paper is due to each of the two faculty members participating in the student's capstone hearing two weeks prior to the capstone hearing.
- The discussion of the capstone essay prompts (see above) should be thoroughly grounded in the professional literature. The essay should provide evidence not only of the student's professional growth in the Ed.S. program, but it should also document how the professional literature contributed to that growth. It is likely that in order to adequately address the prompts and to ground them in the professional literature, the capstone essay will be 15-20 double-spaced pages in length, plus references.

Hearing

The capstone hearing may be an individual hearing with the student's advisor, or a group hearing with multiple students and faculty members participating in each hearing. During individual CAP hearings, the student will discuss the essay with the advisor. During group CAP hearings, each student will have ten minutes to make a presentation about the content in their CAP essay. The student will answer questions specific to his/her presentation and dialogue about it with fellow students and faculty members. Students are welcome to use PowerPoint or other media for their individual presentations, but they are not obligated to do so.

Capstone hearings will take place during late October/November (Fall semester) or March/April (Spring semester). Students will typically be notified of the date and time for their capstone hearing by early October Fall or mid-to-late February Spring.

Applying for the Ed.S. Capstone

The student should provide notice of intent to complete the Capstone Experience at the beginning of the semester in which they intend to do so by submitting a written memo to their advisor and to the Coordinator of the Ed.S. program.