EDUCATIONAL LEADERSHIP, ED.S. (ADMISSION SUSPENDED)

The Ed.S. in Educational Leadership is currently not accepting applications for admission.

The Ed.S. in Educational Leadership is a 33-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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Leadership Courses</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Select 21 credits from the following or additional courses as approved by the student’s advisor:

- ELC 700 Critical Perspectives in Education, Leadership, and Culture
- ELC 701 The School Superintendency
- ELC 702 School District Leadership
- ELC 750 Advanced Seminar in School Law Research
- ELC 751 Cases and Concepts in Educational Leadership
- ELC 790 Internship in Educational Leadership

| Organizational & Instructional Leadership and Social & Cultural Foundations | | 9 |

Select 9 credits from the following:

- ELC 615 Foundations of Curriculum
- ELC 616 Culturally Responsive Leadership
- ELC 661 Ethics and Education
- ELC 672 Technology and Administrative Leadership
- ELC 675 Schools as Centers of Inquiry
- ELC 683 Engaging the Public in Education
- ELC 685 Passionate Pedagogies
- ELC 686 Curriculum Theory
- ELC 688 Contemporary Problems Seminar
- ELC 709 Introduction to Critical Pedagogy
- ELC 752 Theories in Educational Administration
- ELC 754 Personal Leadership Assessment and Enhancement
- ELC 755 Law and Policy in Special Education

<table>
<thead>
<tr>
<th>Research</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 710 Data Literacy and Structured Inquiry ***</td>
<td></td>
</tr>
<tr>
<td>* ELC 701 The School Superintendency to be taken in conjunction with ELC 790 Internship in Educational Leadership.</td>
<td></td>
</tr>
<tr>
<td>** Or from other courses in curriculum &amp; instructional leadership and social &amp; cultural foundations.</td>
<td></td>
</tr>
<tr>
<td>*** Or from other courses in research.</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Experience

The EdS 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, 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 2 faculty members participating in the student's capstone hearing 2 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 10 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.