

Educational Leadership Studies

College of Education

The Department of Educational Leadership Studies offers programs leading to the Master of Education (M.Ed) degree, the Specialist in Education (Ed.S) degree, and the Doctor of Education (Ed.D) degree in Educational Leadership Studies. These programs are designed to prepare candidates for leadership positions in P-12 schools and other educational agencies or for the professorship in educational administration. The department has participated in a Cooperative Doctoral Program with four regional comprehensive universities and may continue as needed.

Admission to Programs

The Department of Educational Leadership Studies delivers its programs through cohorts that begin in the fall semester. Prospective students must complete two applications—one to the department, one to the UK Graduate School. Instructions and application forms are posted on the [department's website](#). All applicants must submit to the department (a) official transcripts for all previous coursework completed at any institution of higher education and (b) official scores on all three sections of the Graduate Record Examination (GRE). All programs require students to have access to and use information technology. Deadline for application submission to any program is April 1.

Master of Education

The Master of Education (MEd) in Educational Leadership Studies is a degree program with an option for certification as a school principal in Kentucky. The certification program requires 33 hours of coursework and leads to a letter of eligibility for the Instructional Leader, School Principalship, All Grades professional certificate. Students may achieve Rank II (initial master's degree) or Rank I (30 credit hours beyond initial master's degree) designations through this MEd program. Courses in the MEd program may require students to complete field-based assignments in schools or with the support of a practicing administrator.

Admission Requirements

Admission to the M.Ed. program follows the basic requirements of the Department of Educational Leadership Studies and the UK Graduate School as specified above. Those seeking admission to the M.Ed. tied to principal certification must meet the following additional requirements established by the Educational Professional Standards Board:

1. A cumulative 2.75 GPA on a 4.0 scale for all collegiate work;
2. Eligibility for a Kentucky classroom teaching certificate;
3. Successful completion of the Kentucky Teacher Internship Program (KTIP) or two years documented teaching experience outside Kentucky;
4. Successful completion of three years full-time teaching; and
5. Passing score on the national examination required for Kentucky teacher certification.

Program exit requirements for the M.Ed. include:

1. A cumulative 3.0 GPA on a 4.0 scale for coursework completed in the program;
2. Successful completion of the Level I and II portfolio reviews; and
3. Successful defense of the Level II portfolio or other capstone project during a formal oral examination.

Graduates of the M.Ed. program tied to principal certification must meet the following additional requirements before a letter of eligibility can be sent to the Educational Professional Standards Board:

1. Master's degree in education from an accredited institution;

2. Three years full-time teaching experience;
3. Successful completion of all program requirements; and
4. Passing scores on national and state tests as specified by the Kentucky Education Professional Standards Board.

Specialist in Education

The Specialist in Education (Ed.S.) degree in Educational Leadership Studies offers a practice-oriented, academic program intended to serve two interrelated and complementary purposes:

1. To provide professional educators with an opportunity to develop specialized expertise in the area of educational leadership with a focus on school administration and instructional supervision; and
2. To provide those professional educators who desire it, a bridge from their master's-level academic work to doctoral-level study in a specialized area of educational administration and supervision.

Ed.S. Curriculum

The Ed.S. program is divided into two segments. The first consists of 33 credit hours of formal coursework that can be structured to meet the subject-matter requirements for Kentucky certification as a school principal, as an instructional supervisor, or as a district superintendent or to meet the professional development needs of the student. Many courses in the Ed.S. program require candidates to complete field-based assignments in schools, district offices, or other education-oriented settings.

The second segment of the EdS program requires the design, implementation, and submission of a formal written report of a field-based inquiry project. The research component of the Ed.S. program requires candidates to enroll in EDL 785 Independent Work in School Administration for at least 3 credit hours or for a maximum of 6 credit hours. EdS candidates must successfully defend their field-based inquiry project during a formal oral examination.

Admission Requirements

Admission to the EdS program requires a master's degree from an accredited institution of higher education and follows the basic requirements of the Department of Educational Leadership Studies and the UK Graduate School as specified above. Applicants who plan to apply EdS courses toward administrator certification (e.g., school principal, instructional supervisor) must meet all additional requirements imposed by the Kentucky Educational Professional Standards Board. Contact the Director of Graduate Studies in the Department of Education Leadership Studies for information about entry and exit requirements for the specific advanced certification sought.

Doctor of Education

The Department of Educational Leadership Studies offers the Doctor of Education (EdD) with emphasis on preparing scholar-practitioners to assume leadership in diverse educational settings. Each student develops a program of study with three essential elements: (1) the core curriculum; (2) a program major emphasis; and (3) a research sequence. Program content and experiences integrate leadership theory and its application, learning organizations, educational improvement and innovation, educational technology, comparison of educational leadership practiced locally and internationally, economics of education, law and policy, research methods for educational leader, and leadership development of self and others.

EdD Curriculum

The EdD program consists of a minimum of 42 credit hours of graduate-level coursework and a minimum of 4 credit hours (two semesters) of EDL 767 Dissertation Residency Credit as required by the UK Graduate School. Students must remain enrolled in EDL 767 from the semester they sit for their Qualifying Examination through semester they defend their dissertation. Internships for graduate students can be arranged with public school systems and other educational agencies.

A limited number of graduate assistantships are available for EdD students. These involve up to 20 hours per week of service to the department or some other unit of the University, designed in such a way that the work contributes to the educational or leadership development of the student. A modest stipend is paid for this service. The University also provides some financial aid in the form of loans and fellowships.

Admission Requirements

Admission to the EdD program requires a master's degree from an accredited institution of higher education and follows the basic requirements of the Department of Educational Leadership Studies and the UK Graduate School as specified above. Applicants who plan to use courses for administrator certification (e.g., school principal, instructional supervisor, district administrator) as their major program emphasis must meet all additional requirements imposed by the Kentucky Educational Professional Standards Board. Applicants should contact the Director of Graduate Studies in the Department of Education Leadership Studies for information about entry and exit requirements for the specific advanced certification sought.

Course Descriptions

EDL 601 INTRODUCTION TO SCHOOL LEADERSHIP AND ADMINISTRATION. (3)

Study of school leadership and administrative responsibilities, with emphases on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning.

EDL 610 SCHOOL LEADERSHIP PRACTICUM I. (1)

Study and observation of the role and responsibilities of the school principal in practice. Practicum students are required to spend time at school site locations. Prereq: Twelve hours of program course work completed, or consent of instructor.

EDL 611 SCHOOL LEADERSHIP PRACTICUM II. (1)

Study and observation of the role and responsibilities of the school principal in practice. Practicum students are required to spend time at school site locations. Prereq: Twelve hours of program course work completed and EDL 610 completed, or consent of instructor.

EDL 612 SCHOOL LEADERSHIP PRACTICUM III. (1)

Study and observation of the role and responsibilities of the school principal in practice. Practicum students are required to spend time at school site locations. Prereq: Twelve hours of program course work completed and EDL 610, EDL 611 completed, or consent of instructor.

EDL 625 SCHOOL SAFETY AND DISCIPLINE LEADERSHIP. (3)

Study of processes and programs effective in promoting school wide safety and discipline. Emphasis on school connections to community security and resources. Prereq: Admission to Department Program or Consent of instructor.

EDL 627 SCHOOL FINANCE AND SUPPORT SERVICES. (3)

Study of concepts in school finance and school business management. Attention is given to national, state, and local issues. Emphasis is also given to school support services including transportation, facility planning and maintenance, food service, and risk management. Prereq: Program status or consent of instructor.

EDL 628 SCHOOL LAW AND ETHICS. (3)

Study of legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Prereq: Program status or consent of instructor.

EDL 631 LEADERSHIP FOR SCHOOL PROGRAM COLLABORATION. (3)

This course prepared school leaders to administer integrated instructional support programs in schools and districts. Attention is also given to leadership requirements needed to facilitate collaboration among school and community-based programs that provide and support student learning. Prereq: Program status or consent of instructor.

EDL 634 SECURING AND DEVELOPING SCHOOL STAFF. (3)

Study of human resources development practices in school systems, with emphases on central office and school unit responsibilities for attracting, selecting, developing, evaluating and retaining competent faculty and staff.

EDL 638 INSTRUCTIONAL COACHING AND MENTORING. (3)

This course explores multiple strategies for instructional coaching and mentoring and their relationship to educational leadership, school improvement, and student learning.

EDL 646 LEADERSHIP FOR SCHOOL-FAMILY COMMUNITY ENGAGEMENT. (3)

EDL 646 explores issues in administering integrated support programs in schools and districts serving specific student or community populations while increasing school and community collaboration. Prereq: Program status or consent of instructor.

EDL 661 SCHOOL TECHNOLOGY LEADERSHIP. (3)

This course provides an introduction to the study of school technology leadership with an emphasis on educational administrators developing a shared vision, planning, and promulgating policies and utilizing resources for the comprehensive integration of technology at the school, district, and state levels. Prereq: Admission to the program or consent of instructor.

EDL 662 LEADING FOR NEXT GENERATION LEARNING. (3)

This course focuses on the role of educational administrators in creating and sustaining a culture of learning that ensures all students have access to an academically rigorous, relevant, and engaging education through the use of appropriate digital technologies.

EDL 663 LEADERSHIP FOR SCHOOL PROGRAM IMPROVEMENT. (3)

This course addresses the role of the educational administrator in providing professional development that supports communities of practice and the adoption of contemporary technologies and digital resources to enhance student academic learning. The course introduces students to principles of adult learning that characterize effective professional development and planning as it relates to technology adoption at the school, district and state-levels of education.

EDL 664 ASSESSMENT LEADERSHIP. (3)

This course focuses on educational administrators' use of technology to support data-driven decision making to support continuous improvement and change at the school, district, and state levels of education. Prereq: Admission to the program or consent of instructor.

EDL 665 SCHOOL TECHNOLOGY LEADERSHIP FOR DIGITAL CITIZENSHIP. (3)

This course examines school administrators' social, ethical, and legal issues and responsibilities all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed. Prereq: Admission to the program or consent of instructor.

EDL 669 LEADERSHIP FOR CREATIVE PROBLEM SOLVING. (3)

Study of diverse strategies and protocols used to identify authentic problems of practice in educational settings, diagnose potential options, determine innovation solutions, and assess impact by using diverse data sources.

EDL 676 THE SCHOOL SUPERINTENDENCY. (3)

Role of the school district superintendent is studied including: historical and current job responsibilities of the position; knowledge, skills and dispositions necessary to serve successfully in the position; future challenges of the position. Prereq: Admission to the program and consent of instructor.

EDL 677 SCHOOL SYSTEM ADMINISTRATION. (3)

Study of overall school district management and operations including administration of auxiliary services, federal programs, financial management, and human resources. Prereq: Admission to program or consent of instructor.

EDL 678 STRATEGIC MANAGEMENT IN EDUCATION. (3)

Study of strategic management procedure applications in school administration utilized at both the school district and individual school site levels. Prereq: Admission to program or consent of instructor.

EDL 679 SCHOOL SUPERINTENDENT PRACTICUM I. (1)

Study and observation of the role and responsibilities of the school superintendent in practice. Students are required to spend time in field settings. Prereq: Admission to school superintendency certificate program or consent of instructor.

EDL 680 SCHOOL SUPERINTENDENT PRACTICUM II. (1)

Study and observation of the role and responsibilities of the school superintendent in practice. Students are required to spend time in field settings. Prereq: Admission to school superintendency certificate program and completion of EDL 679 or consent of instructor.

EDL 681 SCHOOL SUPERINTENDENT PRACTICUM III. (1)

Study and observation of the role and responsibilities of the school superintendent in practice. Students are required to spend time in field settings. Prereq: Admission to school superintendency certificate program and completion of EDL 679 plus EDL 680, or consent of instructor.

EDL 682 LEADING DISTRICT CHANGE AND INNOVATION. (3)

This course focuses on understanding the role of the school district superintendent in leading system-wide change and innovation, educational reform in national, state and local contexts and change models and processes. Students will collaborate with a superintendent mentor in completing field-based, work-embedded assignments. Prereq: Admission to the Superintendent Certification Program or consent of the instructor.

EDL 694 LEADERSHIP IN CAREER AND TECHNICAL EDUCATION. (3)

A course designed for superintendents, high school principals, and other leaders. Its purpose is to prepare administrators and supervisors for leadership in career and technical education. (Same as CLD 694.)

EDL 700 KNOWLEDGE BASE FOR LEADERS. (3)

This course reviews the quest for a knowledge based in educational administration. It begins with a survey of the history of education and organizational thought in the United States, examining scientific management, human relations, bureaucracy, and the theory movement. The course also reviews more recent attempts to capture the knowledge base including the University Council of Educational Administration's article bank, PRIMIS, and the Standards for School Leaders from the Interstate School of Leadership Licensure Consortium. The course emphasizes epistemologies used to generate a knowledge base in educational administration tracing the evolution of thought and vocabulary within the profession. Prereq: Permission of instructor.

EDL 701 LEADERSHIP IN EDUCATIONAL ORGANIZATIONS. (3)

A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations. Prereq: Admission to Department program or consent of instructor.

EDL 702 LEADERSHIP FOR ORGANIZATIONAL LEARNING. (3)

This course examines theories associated with organizational learning and change processes that can be used by leaders of 21st century educational systems. Theories are then used to examine prevailing practices within organizations and to inform the development of action plans appropriate for improved organizational performance. Prereq: Admission to Department program or consent of instructor.

EDL 703 LEADING ORGANIZATIONAL CHANGE. (3)

This course focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader's role in changing educational organizations. Prereq: Admission to Department program or consent of instructor.

EDL 704 POLITICS OF EDUCATIONAL LEADERSHIP. (3)

This course provides a study of the political contexts in which educational leaders must operate. The course explores the roles of policy actors, institutions, ideologies, and competing interests, both internal and external to education institutions. The course places emphasis on the ways that race, class, and income factor into political decision making in education. Prereq: Graduate standing. (Same as EPE 603.)

EDL 705 INTERNATIONAL PERSPECTIVES ON EDUCATIONAL REFORM. (3)

The course focuses on international education reform, the function of schools in national social, economic and political development, as well as emerging perspectives on educational leadership and professional preparation. Prereq: Admission to a doctoral degree program at the University of Kentucky, completion of EPE 555, its equivalent, or consent of the instructor.

EDL 706 CONTEMPORARY SCHOOL LEADERSHIP. (3)

EDL 706 examines leadership and administrative responsibilities in contemporary P12 schools with emphasis on a principal's role in creating a learning-centered culture focused on student achievement and school excellence. Hybrid delivery that features face-to-face and online sessions. Prereq: Admission to EdD program or permission of instructor.

EDL 707 LEADERSHIP IN LEARNING-CENTERED SCHOOLS. (3)

EDL 707 examines theories associated with learning-centered leadership in P12 educational organizations with emphasis on the roles and responsibilities of principal in supervising and monitoring a school's instructional program, learning assessment, and evaluation and accountability processes to assure academic achievement by all students. Prereq: Admission to Ed.D. program or permission of instructor.

EDL 708 ORGANIZATIONAL LEARNING IN P12 SCHOOLS. (3)

EDL 708 examines theories associated with organizational learning and change processes that can be used by principals to create learningcentered schools. Students conduct disciplined inquiry within P12 schools to identify current practices and then develop action plans to improve school performance.

EDL 709 EVIDENCE-BASED DECISION MAKING. (3)

EDL 709 provides an overview of assumptions and procedures for systematic inquiry in educational settings and practice using diverse strategies to analyze data in order to make informed decisions about improving student learning and school performance. Hybrid delivery that features face-to-face and online sessions. Prereq: Current EdS degree-seeing student in principal preparation program or approval of course instructor.

EDL 749 DISSERTATION RESEARCH. (0)

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.

EDL 751 FOUNDATIONS OF INQUIRY. (3)

Introductory study of assumptions and procedures of systematic inquiry used to investigate administrative, leadership and supervisory phenomena in education. Issues regarding quantitative, qualitative and mixed methods models of inquiry are included.

EDL 767 DISSERTATION RESIDENCY CREDIT. (2)

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

EDL 769 RESIDENCE CREDIT FOR THE DOCTOR'S DEGREE. (0-12)

May be repeated indefinitely.

EDL 770 TOPICAL SEMINAR IN EDUCATIONAL LEADERSHIP. (1-3)

Advanced graduate students enroll in this topical seminar to enhance their portfolios for educational leadership through concentrated study of innovations in the specialized functions of leadership. These specializations include, but are not limited to, the study of curriculum and instructional leadership, educational law, personnel administration, school and community relations, education for diverse populations, budgeting and financing of schools. May be repeated to a maximum of nine credits. Prereq: Admission to program or consent of instructor.

EDL 771 SEMINAR IN LEADERSHIP. (1-3)

A variable topic seminar on selected problems in educational leadership. Activities are designed to improve skill in planning, data-informed decision making, organizing, communicating, evaluating, negotiating, and problem solving will be provided as appropriate. Educational innovations and processes of implementing change may be analyzed. May be repeated to a maximum of nine credits. Prereq: Admission to program or consent of instructor.

EDL 785 INDEPENDENT WORK IN EDUCATIONAL LEADERSHIP. (3)

Includes research on a practical problem in educational leadership. Open only to students with at least one semester of graduate work in education. May be repeated to a maximum of nine credits. Prereq: Consent of instructor.

EDL 792 RESEARCH IN EDUCATIONAL LEADERSHIP. (3)

Critical examination of representative research studies in leadership and related fields. Emphasis upon the students' defining and delimiting an appropriate problem in educational leadership, generating a design appropriate to the problem and selecting appropriate techniques of analysis. Prereq: Admission to program.