

# EDUCATIONAL LEADERSHIP

## Degree Requirements

### Master of Education (M.Ed.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Policies (<https://gradschool.psu.edu/graduate-education-policies/>).

All candidates for the M.Ed. degree will complete a minimum of 30 credits, with at least 18 credits at the 500 or 800 level, and at least 6 credits at the 500 level. M.Ed. students also must complete a capstone project/internship as described below.

The three designated emphases for the Educational Leadership M.Ed. are Teacher Leadership, School Leadership, and General Leadership.

#### Teacher Leadership (Online)

| Code                                       | Title                                                           | Credits   |
|--------------------------------------------|-----------------------------------------------------------------|-----------|
| <b>Required Courses</b>                    |                                                                 |           |
| EDLDR 859                                  | Planned Change for School Improvement                           | 3         |
| EDLDR 861                                  | Principles of Instructional Leadership                          | 3         |
| EDLDR 801                                  | Introduction to Teacher Leadership                              | 3         |
| EDLDR 802                                  | How Schools Work                                                | 3         |
| 500- or 800-Level Selected Course in EDLDR |                                                                 | 3         |
| 500- or 800-Level Selected Course in EDLDR |                                                                 | 3         |
| 500-Level Selected Course in EDLDR         |                                                                 | 3         |
| 500- or 800-Level Open Graduate Elective   |                                                                 | 3         |
| 500-Level Open Graduate Elective           |                                                                 | 3         |
| <b>Culminating Experience</b>              |                                                                 |           |
| EDLDR 894                                  | **SPECIAL TOPICS** (Capstone Inquiry Course - Capstone Project) | 3         |
| <b>Total Credits</b>                       |                                                                 | <b>30</b> |

A total of 30 course credits, including EDLDR 894, are required. Further, 18 credits are required at the 500 level or higher, with six credits of selected courses in Educational Leadership and six credits of open elective credits. In total, at least six selected/elective credits must be taken specifically at the 500 level.

The final course (EDLDR 894) is a project-based course that represents the culmination of academic work toward the M.Ed. degree. Course requirements involve the development of a final capstone project focused on evaluation, analysis, or application of concepts first introduced and developed over the course of the student's M.Ed. program. The project should be planned in coordination with an EDLDR faculty member who agrees to serve as the student's adviser for this project and must reflect an appropriate degree of graduate-level scholarship, as determined by the adviser.

#### School Leadership (Online)

| Code                    | Title                                      | Credits |
|-------------------------|--------------------------------------------|---------|
| <b>Required Courses</b> |                                            |         |
| EDLDR 841               | Data Informed Leadership                   | 3       |
| EDLDR 859               | Planned Change for School Improvement      | 3       |
| EDLDR 861               | Principles of Instructional Leadership     | 3       |
| EDLDR/C-S 551           | Curriculum Design: Theory and Practice     | 3       |
| EDLDR 480               | Dynamics of Contemporary School Leadership | 3       |

|           |                                                                   |   |
|-----------|-------------------------------------------------------------------|---|
| EDLDR 831 | Leadership for Equity and Diversity                               | 3 |
| EDLDR 868 | The Principalship for Aspiring School Leaders                     | 3 |
| EDLDR 876 | Law and Education for Educational Leaders                         | 3 |
| EDLDR 873 | Money and Schools: Perspectives, Finance Policies, and Leadership | 3 |

#### Culminating Experience

|                      |                               |           |
|----------------------|-------------------------------|-----------|
| EDLDR 595            | Internship (Capstone Project) | 3         |
| <b>Total Credits</b> |                               | <b>30</b> |

A total of 30 course credits, including EDLDR 595, are required. Further, 18 credits are required at the 500 level or higher, with at least six credits to be taken specifically at the 500 level.

The final course (EDLDR 595) is a project-based course that represents the culmination of academic work toward the M.Ed. degree. Course requirements involve the development of signature assessments focused on evaluation, analysis, or application of concepts first introduced and developed over the course of the student's M.Ed. program. The project should be planned in collaboration with an EDLDR faculty member who agrees to serve as the student's adviser and with a school principal who agrees to serve as the student's mentor for this project and must reflect an appropriate degree of graduate-level scholarship, as determined by the program.

#### General M.Ed. (Residential)

| Code                                                           | Title                                       | Credits   |
|----------------------------------------------------------------|---------------------------------------------|-----------|
| <b>Required Courses</b>                                        |                                             |           |
| EDLDR 480                                                      | Dynamics of Contemporary School Leadership  | 3         |
| EDLDR 532                                                      | Educational Leadership Doctoral Pro-seminar | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| 500- or 800-Level Selected Course in EDLDR Strand <sup>1</sup> |                                             | 3         |
| <b>Culminating Experience</b>                                  |                                             |           |
| EDLDR 596                                                      | Individual Studies (Master's Paper)         | 3         |
| <b>Total Credits</b>                                           |                                             | <b>30</b> |

<sup>1</sup> See EDLDR Graduate Student Handbook.

A total of 30 course credits, including EDLDR 596, are required. Further, 18 of those credits are required specifically in Educational Leadership courses. Students should select 18 credits from 6 of the 7 EDLDR strands listed in the handbook.

The final course (EDLDR 596) is a project-based course that represents the culmination of academic work toward the M.Ed. degree. Course requirements involve the development of a final capstone project focused on evaluation, analysis, or application of concepts first introduced and developed over the course of the student's M.Ed. program. The project should be planned in coordination with an EDLDR faculty member who agrees to serve as the student's adviser for this project and must reflect an appropriate degree of graduate-level scholarship, as determined by the adviser.

## Doctor of Education (D.Ed.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Policies (<https://gradschool.psu.edu/graduate-education-policies/>).

Expectations of candidates for both the D.Ed. and Ph.D. are high in the field of research competence and require the ability to identify and conceptualize a research problem for the thesis. The D.Ed. is more appropriate for those with career goals in administration and policy making. The Ph.D. is more appropriate for those with career goals in research and scholarship.

A minimum of 90 credits is required for the D.Ed., of which at least 30 credits must be earned in residence at the University Park campus. A maximum of 30 credits from a completed master's degree earned at an institution that does not grant a doctorate in the student's major program may be accepted towards this minimum, subject to restrictions outlined in GCAC-309 Transfer Credit (<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/transfer-credit>). A maximum of 60 credits beyond the baccalaureate from an institution that grants the doctorate in the student's major program may be accepted towards this minimum, subject to restrictions outlined in GCAC-309 Transfer Credit (<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/transfer-credit>).

The 90 required credits, including transfer credits, must be earned in the following:

- Major Field (48 cr.): In the Major Field Area, D.Ed. students are required to take a minimum of 48 credits in Educational Leadership courses and courses related to the graduate major field. These courses should be selected in consultation with the student's adviser from a list of areas of concentration and courses that have been approved by the program to fulfill this requirement. If approved, transfer credits may be used to fulfill a portion of this requirement.
- Minor or General Studies Group (15 cr.): A graduate minor can be taken in any approved graduate degree program offered at Penn State, or in one of the approved stand-alone minors. A general studies group may include up to 6 credits taken as part of previous master's degree. These courses must be taken outside the EDLDR program. Selection of these courses should be done in close consultation with the student's academic adviser.
- Special Education Focused Course (3 cr.): a minimum of 3 credits concerning special education issues in a course approved by the program to fulfill this requirement.
- Research (9 cr.):
  - 3 credits of quantitative research
  - 3 credits of qualitative research
  - 3 credits of research design or advanced research methods
- Dissertation Research (15 cr.): EDLDR 600 or EDLDR 610.

Doctoral students must pass a qualifying examination, a comprehensive written and oral examination (the proposal defense), and a final oral examination (the dissertation defense). To earn the D.Ed. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

## Doctor of Philosophy (Ph.D.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Policies. (<https://gradschool.psu.edu/graduate-education-policies/>)

Expectations of candidates for both the D.Ed. and Ph.D. are high in the field of research competence and require the ability to identify and conceptualize a research problem for the thesis. The D.Ed. is more appropriate for those with career goals in administration and policy making. The Ph.D. is more appropriate for those with career goals in research and scholarship.

A minimum of 36 credits is required for the Ph.D.:

- EDLDR Course Work (15 cr.): A minimum of 15 credits chosen in conjunction with the student's academic adviser from a list of areas of concentration and courses that have been approved by the program to fulfill this requirement.
- Research Course Requirements (12 cr.):
  - A 3-credit course with statistical focus up to multivariate inference
  - A 3-credit course with focus on qualitative research methods
  - A 3-credit advanced course in either of the above areas (including course work in Mixed Methods)
  - EDLDR 585 Research Design: Implications for Decisions in Higher Education
- Supporting Field (9 cr.): A minimum of 9 credits selected from outside of the EDLDR program. All supporting field courses should be at the 500-level or above; however, appropriate 400-level courses may be approved by the adviser. As noted above, a student may choose to have research as a supporting field and substitute additional research courses to fulfill this requirement.

Ph.D. students may not enroll in more than 6 credits of independent study.

Doctoral students must pass a qualifying examination, a comprehensive written and oral examination (the proposal defense), and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the Ph.D. committee, the head of the graduate program, and the Graduate School.