

UNIVERSITY OF KENTUCKY

DEPARTMENT OF EDUCATIONAL
LEADERSHIP STUDIES

GRADUATE STUDENT HANDBOOK

Fall 2011

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PREFACE

This handbook presents valuable information about your program of study in the Department of Educational Leadership Studies. We suggest you skim the entire document to become familiar with the type of information provided. As you proceed through the program, the handbook should be the first place you look when seeking guidance for both program and professional questions. This handbook is not an official University of Kentucky document; however, we have done our best to present information accurately and concisely. Although this document is edited and revised every year, some information may not be up-to-date. In addition to content contained in this handbook, students are responsible for accessing and understanding the standards and policies set forth by the University of Kentucky Graduate School (<http://www.gradschool.uky.edu/>) and the University of Kentucky Senate (http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm)

WELCOME

The Department of Educational Leadership Studies at the University of Kentucky prepares exceptional educational leaders in the Commonwealth of Kentucky and beyond. We have been preparing school leaders for nearly century; our first Doctor of Education degree was awarded in 1938. We are unique because our faculty are locally oriented toward practice and are national scholars in areas such as the preparation for the superintendency and principalship, educational politics and law, early childhood education, and technology leadership. We prepare scholar practitioners through professional learning communities that are sustained long after program completion.

ACKNOWLEDGEMENTS

To the best of our knowledge, all information in the Handbook is current as August 2011. Revisions occur periodically and suggestions for improvement are welcomed. As readers have suggestions, please send them to the Director of Graduate Studies at address below. The suggestions will be kept on file and considered at the time of the next revision.

Note: This edition is valid only until procedural changes are made by the UK Graduate School, the College of Education, or the EDL Faculty. This information is up-to-date as of August 2011.

DEPARTMENT CONTACT

Department of Educational Leadership Studies
University of Kentucky
111 Dickey Hall
Lexington, KY
40506-0017
Phone: (859) 257-8921
Fax: (859) 257-1015

DEPARTMENT CHAIR LETTER

Dear Student:

On behalf of the faculty of graduate programs in the Department of Educational Leadership Studies, I am pleased to welcome you and to share with you this Graduate Student Handbook. This Handbook will assist you as you plan your course of study and consider various program options available to you. It contains important information about degree and certification programs offered by the Department of Educational Leadership Studies. Admissions criteria and procedures, advisement opportunities, exit requirements, and curriculum specifications are detailed in the following pages.

After you have read the Handbook carefully, the faculty will be happy to answer any questions you may have and to advise you personally concerning your particular academic and career aspirations. Please feel free to contact your assigned advisor or the Director of Graduate Studies at any time for this purpose. Each of our program options has been approved by the Kentucky Education Professional Standards Board as meeting the preservice preparation and degree requirements for advanced educator certification or endorsement.

To that end, the curricula are "alive" and under constant revision. Faculty are committed to remain abreast of the most recent research on the preparation of leaders and administrators. They anticipate changes in certification or endorsement requirements, reflect upon their own growing knowledge and skills in leadership and administrative practices, and bring state-of-the-art information to you in the classroom.

This Handbook is an effort to present you, the student, with comprehensive information on all of the graduate programs offered by the Department of Educational Leadership Studies. Please read and make use of the Handbook. We are ready to assist in whatever way we can. We offer you our best wishes for a productive academic experience.

Sincerely,

Lars Bjork, Ph.D.
Chair, Department of Educational Leadership
University of Kentucky

DEPARTMENTAL MISSION AND VISION

OUR MISSION

The mission of the Department of Educational Leadership Studies in the College of Education at the University of Kentucky is to engage in teaching, research, and service that promote and contribute to improving the quality of education and educational leadership in the Commonwealth, the nation, and the world.

OUR BELIEF AND COMMITMENT

We believe that the most effective educational leader is a practitioner-scholar, and we commit to providing academic experiences that expand our students' knowledge, understanding and expertise as both practitioners and scholars in the field of school administration and educational leadership.

We believe that faculty and students should be able to pursue their scholarly endeavors secure in the knowledge that their academic freedom is inviolate. Moreover, we commit to the active defense of that freedom should it be threatened.

We believe that there are no simple answers to the complex challenges facing contemporary education. We believe that incorporation of a multiplicity of perspectives, values, approaches, standpoints, and experiences can build a more complete understanding of, and more effective responses to, those challenges. We commit to the solicitation, consideration of, and respect for such multiplicities.

We believe that understanding of and appreciation for the diversity inherent in the human community adds richness and depth to all individuals' life experiences. In addition, we commit to build departmental, college and university communities characterized by diversity in intellectual perspective, race, ethnic and cultural background, gender and sexual orientation, religious belief, age, physical ability, socio-economic status, and political persuasion.

We believe that learning is a highly individualistic endeavor, and influenced by the particular prior experiences and expertise of each learner, and we believe the incorporation of such experiences and expertise into our courses can enhance the learning of all involved. We commit to fostering learning environments conducive to such incorporation.

We believe that rigorous intellectual activity both enhances professional expertise and professional understanding of self, and we believe development in these areas contributes to improved professional practice. We believe we owe our students educational programs that provide academic challenges and demand intellectual rigor, and we commit to providing such experiences.

2011-2014 VISION

EDL faculty engage collaboratively and collegially in achieving the Department's mission and goals for excellence in leadership development and practice.

2011-2014 GOALS

Goal 1: Prepare students for leadership roles in innovation-focused schools, departments of education, professional agencies and associations, colleges and universities

Goal 2: Promote the design, implementation and use of research by EDL faculty and students that address current educational dilemmas and improve educational policy and practice in P20 settings

Goal 3: Develop the human and physical resources of EDL to facilitate achievement of its mission, vision and goals.

Goal 4: Promote diversity and inclusion across EDL research, teaching, service, and administrative activities

Goal 5: Engage with Kentuckians in activities that address key issues within P20 educational settings.

ADMISSION TO THE PROGRAM

APPLICATION DEADLINES

- February 15th those applying to the Doctor of Education (EdD) Program
- June 15th for Master of Education (MEd), Specialist in Education (EdS), or Certification Only (CERTE) Program

PART I: APPLY TO DEPARTMENT OF EDUCATIONAL LEADERSHIP STUDIES

- Open the **EDL Application for Admission** (see Appendix B) document and read requirements on page 2. The application form can be completed online. When all requested information has been word processed, print all three pages, sign and date lines at bottom of page 2, and send with other required documents (i.e., Professional Resume, Professional Essay, and if applicable, Professional Reflection) to EDL Director of Graduate Studies (address below).
- Request official transcripts from all postsecondary institutions and have sent to EDL Director of Graduate Studies (address below).
- Identify four individuals to complete online the **EDL Professional Reference** (Appendix C) form. Ask them to print completed form, sign it, and then mail to EDL Director of Graduate Studies (address below).

EDL Director of Graduate Studies
111 Dickey Hall
University of Kentucky
Lexington, KY 40506-0017

PART II: APPLY TO THE UNIVERSITY OF KENTUCKY GRADUATE SCHOOL

- Complete the online **Graduate School Application for Admission**. Be sure to specify the program to which you are applying:
 - Master of Education (MEd) in Educational Leadership Studies
 - Specialist in Education (EdS) in Educational Leadership Studies
 - Doctorate in Education (EdD) in Educational Leadership Studies
- Take the Graduate Record Examination (go to www.ets.org for information) and ask that official scores be sent to:

The Graduate School
Gillis Building
University of Kentucky
Lexington, KY 40506-0033

EDL POLICIES AND GUIDELINES

REQUIRED INSTRUCTIONAL TECHNOLOGY

EDL courses are typically offered via hybrid (combination of face-to-face and online activities) or totally online formats. Courses require use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality Web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

ABSENCES

The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because courses are offered via hybrid online formats, regular attendance in face-to-face classes and synchronous virtual sessions is essential. If students must miss a scheduled class meeting, then they must notify the instructor about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify the instructor as soon as possible. Additional assignments may be required for missed class meetings.

CANCELED CLASS

If a face-to-face or virtual class meeting must be canceled due to unforeseen circumstances, the instructor will make every possible effort to contact the student in sufficient time to avoid any unnecessary burdens.

CHANGES TO SYLLABUS

The instructor retains the right to modify a course syllabus, if necessary, to meet the learning objectives of that course. Information about changes to a course syllabus will be provided in writing to students.

DISABILITIES

If you have a documented disability that requires academic accommodations in courses, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

QUALITY OF STUDENT WORK

Unless specified otherwise, all papers submitted must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*. All papers must be word-processed in Times New Roman 12-point font.

PLAGIARISM

Where appropriate, citations to professional and research literature need to be integrated into the text and presented in complete references at the end of all papers. The minimum consequence for cheating or plagiarism is an “E” grade in the course. In the case of cheating or plagiarism during written exams, students will be dismissed from the program. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that recycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study. To access additional about university policies related to plagiarism, go to <http://www.uky.edu/Ombud/policies.php>

INCOMPLETE GRADE

Incomplete grades will be issued reluctantly and sparingly—and only if there is a reasonable possibility that a passing grade will result from completion of the work. The UK Graduate School requires all “I” grades be replaced by a regular final letter grade (a) within 12 months of the end of the academic term in which the “I” grade was awarded or (b) before a student may sit for the final examination or the qualifying examination for doctoral students or student's graduation, whichever occurs first. However, the instructor may require a shorter time frame within which to remove the “I” grade and the conditions under which specific grades can be earned (e.g., “A” within 2 months, thereafter highest grade of a “B”).

Students must request an “I” grade in writing and are responsible for negotiating the terms of completion of course work. UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the negotiated timeframe (at most within 12 months). The contract must be submitted before an “I” grade can be issued and incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark with 0 credit toward overall GGPA).

ADVISEMENT

PRE-ADMISSION

Prior to admission into the program of your choice, advisement of a general nature is available from the professional staff of the UK Office of Graduate Studies in the Gillis Building. The Graduate Studies Office is open 9:00 a.m. - 5:00 p.m. Monday through Friday except during the lunch hour (12:00-1:00 p.m.)

ADVISEMENT UPON ADMISSION

Once you have been admitted, the Director of Graduate Studies of the Department of Educational Leadership serves as the general advisor to all students in each program until a faculty advisor has been assigned. However, you should feel free to seek general advice from any member of the Program's faculty. Advisers are assigned based on the program in which students are enrolled and the faculty who teach in the program or their area of specialization. For doctoral students, once the student has selected a chair of the doctoral committee, the chair assumes advisory responsibilities.

COURSE SEQUENCE

Students should complete a curriculum contract for the program to which they have been admitted. This contract provides information on the appropriate course sequence and helps you and your advisor identify

specialty courses or electives that will ensure you meet all program requirements and professional learning needs. Prior to each semester registration, you should confer with your advisor regarding the courses you plan to take. You are encouraged to work with your advisor on your long-range plans for completion of your program. Generally, EDL required courses are offered in a sequence that develops students' content knowledge and practical skills needed for successful program completion. Please keep in mind, if you choose to go out of sequence, course availability may determine how quickly and when you can complete your program.

CREDIT LOAD/SPECIAL REQUESTS

Requests for transfer of credit, course substitution, overload, extensions for program completion, change of major, or similar matters should be discussed with the Director of Graduate Studies and/ or your advisor who will advise you of necessary procedures to be followed. Generally, part-time students will register for 3 to 6 credit hours of coursework per semester. Students who register for 9 or more credits per semester are considered full-time. Please be aware of the tuition costs for full-time students. Exceptional circumstances may warrant an exception, but require special permission from the EDL Chair and/or Dean of UK Graduate School.

GROUP ADVISEMENT

A group advisement session to discuss matters of common concern such as qualifying examinations, certification requirements, et cetera may be planned from time to time. Announcements will be posted on the EDL Web site. Items you may wish to discuss should be brought to the attention of the department chair or your advisor.

EDL PROGRAM OVERVIEWS

Teacher Leadership Program → Teacher Leader Endorsement

- Two degree options
 - Master of Education (MEd) [enter program with baccalaureate degree]
 - Specialist in Education (EdS) [enter program with graduate degree]
- 30 credits
 - 15 required credits (5 courses) and teacher-leadership projects
 - 15 elective credits
- Endorsement-only option
 - Prerequisite: Graduate degree
 - 15 required credits (5 courses) and teacher-leadership projects

School Administration Program → Provisional Principal Certification

- Two degree options
 - Master of Education (MEd) [enter program with baccalaureate degree]
 - Specialist in Education (EdS) [enter program with graduate degree]
- 33 credits
 - 30 required credits (10 courses)
 - 3 elective credits (1 course)

Supervisor of Instruction Program → Supervisor of Instructor Certification

- Two degree options
 - Master of Education (MEd) [enter program with baccalaureate degree]
 - Specialist in Education (EdS) [enter program with graduate degree]
- 33 credits
 - 27 required credits (9 courses)
 - 6 elective credits (2 courses)

Superintendent Program → Superintendent Certification

- No degree
- Admission prerequisites
 - Graduate degree
 - Principal certification
 - Two-years full-time service in specified administrative position
- 12 credits (4 courses)

Doctoral Program → Doctor of Education (EdD)

- Admission prerequisites
 - Graduate degree
 - Graduate course in basic statistics (completed prior to beginning doctoral courses)
 - GRE combined total in Verbal and Quantitative approximately 1000 (or 300 on the new GRE)

- 42 credits
 - 18 required credits (6 courses)
 - 12-15 credits in research courses (4-5 courses)
 - 12 credits in specialization area (4 courses)
 - 4+ credits in EDL 767 Residency Credits (at least one Fall and one Spring semester)
 - Certification options through specialization courses and with conditions
 - Level II principal certification
 - Supervisor of Instruction certification
 - Superintendent certification
-

TEACHER LEADERSHIP PROGRAM

The Teacher Leadership Program is designed to provide experienced teachers with specialized leadership development that they can utilize in their practice as classroom teachers who assume leadership responsibilities. These include formal positions appointed by the principal or elected positions determined by peers (e.g., academic coach, department chair, grade-level team leader, program coordinator, member of SBDM Council) and informal roles that teachers voluntarily assume (e.g., member of curriculum design team, peer mentor, school-community collaborator).

If graduates of the Teacher Leadership Program determine in the future that becoming a principal is an appropriate career path, they will have requisite foundational knowledge and skills (e.g., leadership experience, advanced knowledge of instructional program) to apply for admission to one of Kentucky's redesigned post-master's principal preparation programs.

PROGRAM OPTIONS

- Master of Education (MEd) in Educational Leadership Studies → Rank II
- Specialist in Education (EdS) in Educational Leadership Studies → Rank I
- Teacher-As-Leader Endorsement Only (CERTE) for teacher's holding graduate degree

ADMISSION REQUIREMENTS

- Cumulative 3.00 or higher GPA on a 4.0 scale on all previous postsecondary coursework,
- Successful completion of the Kentucky Teacher Internship Program (KTIP) or other formal induction process that evaluated applicant's performance as a classroom teacher,
- Three years of successful full-time teaching in P-12 classroom,
- Two writing samples of which one documents applicant's attributes as a highly effective teacher,
- Recommendations including one by principal, superintendent, or other supervisor who can attest to applicant's success as a classroom teacher and leadership potential,
- Positive recommendation for admission from the UK Department of Educational Leadership Studies, and
- Admission to the UK Graduate School.

PROGRAM REQUIREMENTS

Candidates complete an individualized program of studies that consists of 30 credit hours of approved graduate-level coursework including (a) 15 credit hours of required courses, (b) 6-9 credit hours selected from elective courses in the EDL Teacher Leadership Program, and (c) 6-9 credit hours of graduate-level coursework to address the unique professional needs of candidates.

REQUIRED COURSES (15 credit hours)

- ELS 600 Leadership for Learning-Centered Schools (3)
- ELS 604 Leadership in Professional Learning Communities (3)

- ELS 620 Leading Action Research for School Renewal I (3)
- ELS 621 Leading Action Research for School Renewal II (3)
- ELS 624 Leadership for Monitoring Learning: Practicum (3)

OPTIONAL PROGRAM COURSES (6-9 credit hours)

A candidate may select one-credit courses marked with * or three-credit courses to fulfill optional program course requirements up to a total of 12 credits. However, candidate may not take any or all one-credit courses in a numerical sequence (e.g., ELS 605, ELS 606, ELS 607) and the three-credit course next in the sequence (e.g., ELS 608) because content would be duplicated.

- ELS 608 School Law and Governance for Teachers (3) OR up to 2 credit hours selected from
 - ELS 605 Legal Rights and Responsibilities of Students* (1)
 - ELS 606 Legal Rights and Responsibilities of Teacher* (1)
 - ELS 607 Teacher Responsibilities in School-Based Decision Making* (1)
- ELS 612 Leadership for Technology and Innovation (3) OR up to 2 credit hours selected from
 - ELS 609 Technology Leadership in Schools* (1)
 - ELS 610 Distributed Leadership in Schools* (1)
 - ELS 611 Current Issues for Education Leaders*(1)
- ELS 616 Leadership for School as Inclusive Community (3) OR up to 2 credit hours selected from
 - ELS 613 Leadership in the Public Context of Education* (1)
 - ELS 614 Partnerships for Closing Achievement Gaps* (1)
 - ELS 615 Leadership for Response to Intervention in Inclusive Classroom* (1)

ELECTIVES (6-9 credit hours)

A candidate may select up to 9 credits hours of electives approved for graduate credit to address candidate's unique professional development needs.

Candidates who anticipate seeking principal preparation or a doctoral degree at a future date are encouraged to take a graduate-level basic statistics course (e.g., EDP 557, Gathering, Analyzing, and Using Educational Data) as an elective to assure that they have requisite knowledge and skills in interpreting and analyzing large sets of quantitative data.

PROGRAM EXIT REQUIREMENTS

Candidates must complete the following requirements before exiting the program:

- Presentation of an electronic portfolio that contains the following elements:
 - Results of three self-assessments of the professional standards completed upon admission, at program midpoint, and near program completion (evidence of candidate's understanding and utilization of professional standards over time);
 - Original resume and professional growth plan prepared during first semester and revisions of both completed during last semester (evidence candidate's development as teacher leader over time);

- Three Observations in Diverse Classrooms conducted while enrolled in ELS 600 (evidence of candidate's examination of P12 student achievement in diverse settings);
- Six examples of candidate's work completed at different times throughout the program introduced by artifact coversheets that explain (a) what learning objectives guided creation of the artifact, (b) how the artifact links with selected professional standards or candidate's specific learning needs, (c) who contributed to its creations, (d) when it was created, and (e) other pertinent details (evidence of candidate's development as highly effective teacher over time);
- At least one Practicum in Diverse Classroom conducted while enrolled in ELS 624 (evidence of candidate's direct engagement with diverse student populations);
- Teacher Leadership Project conducted over duration of the program (capstone project that evidences candidate's ability to examine P12 student achievement in diverse settings and candidate's instructional effectiveness);
- Action Research Project completed while enrolled in ELS 620, Leading Action Research for School Renewal I and ELS 621, Leading Action Research for School Renewal II (capstone project that evidences candidate's ability to conduct disciplined inquiry that impacts student learning);
- Practicum Log developed while enrolled in ELS 624 Leadership Practicum: Monitoring Learning, Assessment, and Accountability and the host principal's evaluation of candidate's performance (evidence of candidate's engagement in schoolwide instructional leadership and development as teacher leader near program close); and
- Successful defense of capstone project selected by candidate during a formal oral examination conducted by a three-member committee of graduate faculty approved by the dean of the UK Graduate School. Each committee must include at least one tenure-track member of the EDL faculty. Because the oral defense of a capstone project also serves as the oral examination for award of the MEd or EdS degree, P12 practitioners may participate only as ex officio, non-voting members of the committees.

SCHOOL ADMINISTRATION PROGRAM

NOTE: The last cohort of students for the current principal certification program begins in the Fall 2011 semester. A new program is under development and admissions for the new program will begin in the Spring of 2012.

ADMISSION REQUIREMENTS

- Baccalaureate degree (if MEd applicant) or graduate degree (if EdS applicant) from an accredited institution,
- A GPA of 2.75 on a 4.0 scale for all undergraduate work and a 3.0 GPA on all graduate work,
- Three years full-time teaching experience OR three years of relevant professional experience in an educational or other organizational setting,
- Writing sample,
- Professional references,
- Positive recommendation for admission from the UK Department of Educational Leadership Studies, and
- Admission to UK Graduate School.

PROVISIONAL CERTIFICATE FOR INSTRUCTIONAL LEADERSHIP-SCHOOL PRINCIPAL, ALL GRADES

To receive a Letter of Eligibility for Kentucky Provisional Principal Certification from the University of Kentucky, program completers must meet the following exit requirements:

- Master's degree in education from an accredited institution;
- A GPA of 2.5 on a 4.0 scale for all collegiate work;
- Eligibility for a Kentucky classroom teaching certificate;
- Completion of the Kentucky Teacher Internship Program (KTIP) or two years out-of-state full-time teaching experience;
- Three years full-time teaching experience completed;
- Passing score on the National Teacher Examination (as required of Kentucky teachers);
- Passing national and state tests as specified by the Education Professional Standards Board for provisional principal certification;
- Completion of a preparation program approved by the Kentucky Education Professional Standards Board.

CERTIFICATION OPTIONS

- EdS candidates (i.e., those holding a master's degree upon admission to program) may apply for a Letter of Eligibility once they have successfully completed Level I courses and certification testing requirements.
- MEd candidates (i.e., those completing first graduate degree) must complete all Level I and Level II courses and certification testing completes requirements prior to applying for Letter of Eligibility.

SCHOOL ADMINISTRATION CURRICULUM

Level 1 Program Requirements (21 Course Credit Hours):

<u>Course #</u>	<u>Course Titles</u>	<u>Hours</u>
EDL 601	Introduction to School Leadership and Administration	3
EDL 625	School Safety and Discipline Leadership	3
EDL 627	School Finance and Support Services	3
EDL 628	School Law and Ethics	3
EDL 634	Leadership for Human Resource Development in Schools	3
EDS 613	Legal & Parental Issues in Special Education	3
EDL 610-612	School Leadership Practicum (1 credit hour per semester)	3
	Level I Total Credit Hours	21

LEVEL II PROGRAM REQUIREMENTS (12 COURSE CREDIT HOURS):

<u>Course #</u>	<u>Course Title</u>	<u>Hours</u>
EDL 646	Leadership for School-Community Relations	3
EDL 650	Leadership for School Program Improvement	3
EDL 669	Leadership for School Problem Solving	3
One elective course selected from the following or other elective approved by advisor:		
EDC 724	Guiding and Analyzing Effective Teaching	3
EDC 732	Principles of Curriculum Construction	3
EDC 616	The Middle School	3
EDC 712	The Elementary School	3
EDC 714	The Secondary School	3
	Level II Total Credit Hours:	12

PROGRAM EXIT REQUIREMENTS

- Completion of all required and elective courses,
- A cumulative grade point average of no less than 3.0 on a 4.0 scale, and
- Submission of a Level II portfolio approved by faculty in the Department of Educational Leadership Studies, and
- For degree candidates, successful defense of portfolio during oral examination conducted by three-member committee composed of tenure-track faculty in the Department of Educational Leadership Studies or appropriate graduate-faculty for other UK college.

SUPERVISOR OF INSTRUCTION PROGRAM

ADMISSION REQUIREMENTS

1. Hold a valid teacher certification for any grade P-12
2. Have successfully completed three years of full-time teaching experience
3. Have successfully completed a master's degree in education with a total cumulative grade point average of no less than 3.0 on a 4.0 scale
4. Have official scores on the Graduate Record Examination (verbal, quantitative, and analytic writing)
5. Have a 2.75 GPA for all undergraduate course work and a 3.0 GPA for all graduate course work
6. Obtain four professional references
7. Submit two writing sample required for admission.
8. Have received a positive recommendation for admission from the UK Department of Educational Leadership Studies Admissions Review Committee

PROGRAM EXIT REQUIREMENTS

1. A 3.00 GPA on a 4.0 scale at the end of the program
2. Successfully complete the Level I and II portfolio reviews

CERTIFICATION REQUIREMENTS

1. A master's degree
2. Three years teaching experience
3. Successful completion of all program requirements

Successful completion of the 33 credit hours required to obtain both the Level I and Level II certificate for Supervisor of Instruction also meets the 30 credit-hours above a master's degree requirement for Rank 1 status in Kentucky as well as requirements for the Specialist in Education (EdS) degree, a nationally recognized academic degree. Those individuals holding a master's degree are expected to apply as an EdS candidate when applying to the Supervisor of Instruction certificate program.

LEVEL I REQUIRED CERTIFICATION COURSES

- EDL 601 Introduction to School Leadership & Administration (3)
- EDL 650 Leadership for School Program Improvement (3)
- EDL 634 Leadership for Human Resources Development in Schools (3)
- EDL 638 The Supervisor of Instruction (3)
- EDP 522 Educational Tests and Measurement (3) OR EDL 770 Data Informed Supervision (3)

Two elective courses selected from the following options and approved by the EDL Director of Graduate Studies or program advisor:

- EDC 712 The Elementary School (3)
- EDC 616 The Middle School (3)
- EDC 714 The Secondary School (3)
- EDC 732 Principles of Curriculum Construction (3)

- EDC 724 Guiding and Analyzing Effective Teaching (3)
- EDC 607 Instructional Design I (3)
- EDS 613 Legal and Parental Issues in Special Education (3)

LEVEL II REQUIRED CERTIFICATION COURSES

- EDL 628 School Law & Ethics (3)
- EDL 646 Leadership for School Community Relations (3)
- EDL 625 School Safety and Discipline Leadership (3)
- EDL 669 Leadership for School Problem Solving (3)

SUBSTITUTE COURSES

Candidates with a master's degree and completing certification may substitute courses. These courses must have equivalent content, a syllabus must be provided, and be approved by the Director of Graduate Studies or program advisor as appropriate for substitution.

SUPERINTENDENT CERTIFICATION PROGRAM

- Qualification for a Kentucky classroom teaching certificate;
- Three years full-time teaching experience;
- Master's degree from an accredited institution of higher education, with a total cumulative grade point average of no less than 3.0 on a 4.0 scale;
- Three recommendations;
- Completion of Level I and Level II preparation and certification for any one of the following positions:
 - School Principal, All Grades; or
 - Supervisor of Instruction, Grades P-12
- At least two years full-time experience in one or more of the following positions:
 - School Principal (any level);
 - Supervisor of Instruction;
 - Guidance Counselor;
 - Director of Pupil Personnel;
 - Director of Special Education;
 - School Business Administrator;
 - Coordinator/Administrator/Supervisor of District Services; or
 - Coordinator of Vocational Education
- Positive recommendation for admission from the UK Department of Educational Leadership Studies

PROGRAM EXIT REQUIREMENTS

- Completion of the required program, and
- A cumulative grade point average of no less than 3.0 on a 4.0 scale

PROGRAM CURRICULUM

The program requirements for the Professional Certificate for Instructional Leadership-School Superintendent include completion of prerequisite administrator program and two years professional service (see admission requirements above) and the following required courses (12 credit hours) or equivalent substitute courses (up to 9 credit hours) as approved by the EDL Director of Graduate Studies or program advisor:

- EDL 639 The School Superintendency (3)
- EDL 649 School System Administration (3)
- EDL 659 Strategic Management in Education (3)
- EDL 679 School (1)
- EDL 680 Superintendency (1)
- EDL 681 Practicum (1)

DOCTORAL PROGRAM

Graduates of doctoral programs offered by EDL will be able to:

- Demonstrate competence with the body of professional literature that is the foundation of educational leadership as well as the student's specialized area of study;
- Articulate, both orally and in writing, a breadth and depth of knowledge on educational leadership theory and practice as well as existing theory in student's specialized area of study;
- Conduct critical analyses of research studies to determine technical adequacy of conceptual or theoretical frame, methodological approach, presentation of results, and implications for research, policy, and practice; and
- Use appropriate research methodologies (e.g., quantitative methods, qualitative methods, mixed methods) to design and conduct original research that addresses educational dilemmas and/or improves educational practice at the local, state, national, or international level.

DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP STUDIES

PROGRAM REQUIREMENTS

The Doctor of Education (EdD) program requires successful completion of 42 credit hours of post-master's graduate coursework including nine required courses and five elective courses described below. Upon admission to the EdD program, the student will be assigned an advisory chair. The student must meet with her or his advisory chair during the first semester to develop an individualized EdD Curriculum Contract that will be reviewed annually and updated as needed.

REQUIRED COURSES

A total of 27 credit hours of coursework in educational leadership theory and research methods constitute the program core. The courses in each area must be taken in the sequence presented below; however, they are offered once annually in semesters indicated in the sample schedule of courses on back of this document.

Educational Leadership Theory (15 credit hours)	Research Methods (12 credit hours)
EDL 700, Knowledge Base	EDL 751, Foundations of Inquiry
EDL 701, Leadership in Educational Organizations I	EDL 771, Seminar in Quantitative Methods
EDL 703, Leading Organizational Change	EDL 771, Seminar in Qualitative Methods
EDL 702, Leadership in Educational Organizations II	EDL 792, Research in Educational Administration and Supervision
EDL 704, Politics of Educational Leadership	

Elective courses.

A total of 15 credit hours of elective coursework constitute student's specialization area. Several options are available to meet this requirement. *With approval from advisory chair*, a student may:

- Take additional research-based courses (e.g., evaluation methods for educational leaders, survey methods for educational leaders, data-informed supervision);
- Take additional knowledge-based courses (e.g., international perspectives on educational reform, social context of educational leadership, instructional supervision, superintendency);
- Take up to 6 credits of EDL 785, Independent Work in School Administration (e.g., conduct pilot study, complete independent readings in specialization area); or
- Take up to 9 credits of graduate coursework at another accredited institution for transfer into EdD program—provided courses meet EDL and UK requirements for doctoral study and are approved by dean of Graduate School.

QUALIFYING EXAMINATION AND DISSERTATION

By the beginning of the third semester of coursework, the student must identify a dissertation chair and form a dissertation advisory committee. Prior to enrolling in EDL 792, *Research in Educational Administration and Supervision* (proposal writing course taken during last semester of coursework), the student must present a dissertation prospectus for review by dissertation committee. Once the prospectus is approved, the student can enroll in EDL 792 and begin the proposal writing process for the dissertation.

Qualifying examination

Eligibility to sit for QE is determined by two conditions:

- Successful completion of the required 42 credit hours of coursework—including removal of all incomplete grades, and
- Approval by dissertation chair of final versions of Chapters 1-3 of dissertation.

Once eligibility to sit for QE is achieved and with approval from dissertation chair, the student notifies the other members of the advisory committee that he or she is ready to schedule the QE. This process is typically done via an email message to all committee members to which is attached the approved three dissertation chapters and with a request for their availability during a two-week window. Once the committee determines date and two-hour time period for the QE, the student contacts the EDL Administrative Assistant to request a room where the QE will be conducted.

Once the date, time, and location are determined, the student is then ready to complete two other essential tasks:

- Submit online request to schedule QE, and
- Register for EDL 767 Dissertation Residency Credit (2 credit hours).

Dissertation residency

Students must enroll in EDL 767 Dissertation Residency Credit (2 credits) the semester in which the qualifying examination is scheduled and remain continuously enrolled in EDL 767 until successfully passing oral examination (i.e., dissertation defense). The UK Graduate School requires a minimum of 4 residency credits earned during academic year (i.e., Fall and Spring semester). If candidate schedules the final exam during the summer, then he or she must be enrolled in EDL 767 that summer session as well.

Candidacy

After passing the qualifying examination, a doctoral candidate is eligible to proceed with dissertation research. Approval to conduct research must be sought from the UK Institutional Review Board (IRB) and any other entities requiring permission to conduct research at a site or to use existing data.

Oral examination (Dissertation Defense)

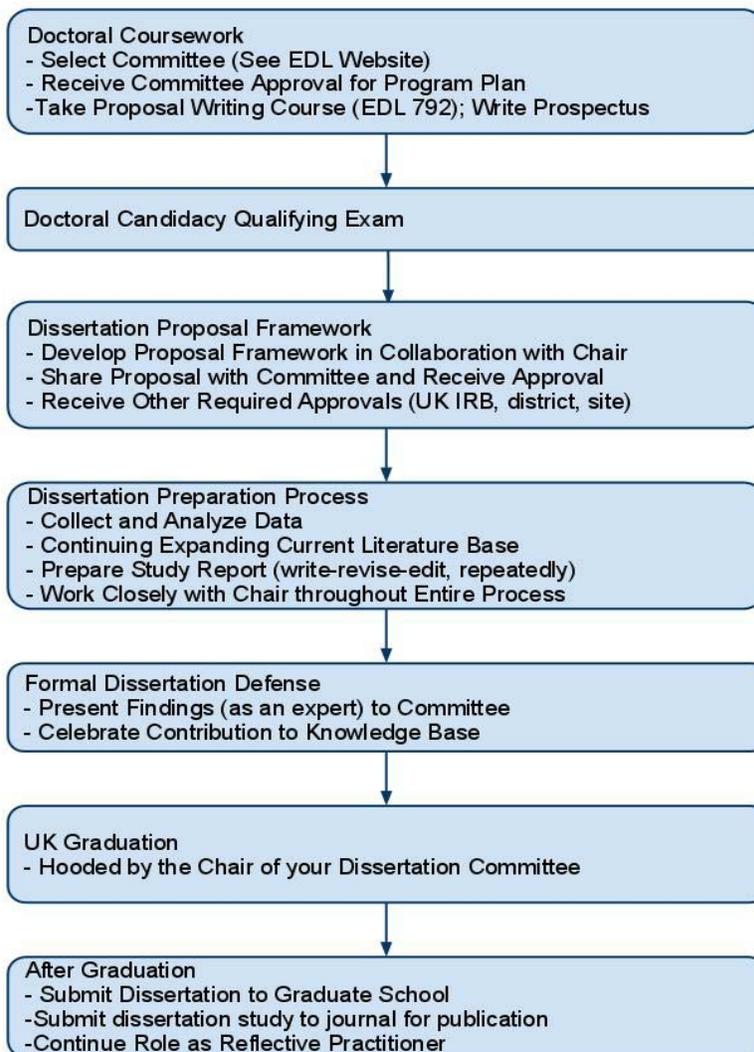
The summative assessment for the doctoral program is defense of a completed dissertation during a formal oral examination conducted by candidate's advisory committee and an external reviewer representing the UK Graduate School. Candidates who pass the oral examination have up to 60 days to make revisions to dissertation before submitting a final copy in required format to EDL and Graduate School. Candidate must complete all degree requirements within five years of passing qualifying examination.

IMPORTANT: "All degree requirements for the doctorate must be completed within five years following the semester or summer session in which the candidate successfully completes the qualifying examination" (Graduate School Bulletin, 2011, p. 54).

Doctoral students and candidates should review the Graduate School Bulletin each year to remain informed about their responsibilities and time limits

(<http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>). Information in the Bulletin is subject to change—not knowing is not an acceptable response to missed deadlines.

EDL Doctoral Program Process
Doctoral Program Sequence



APPENDIX A

**University of Kentucky
Department of Educational Leadership Studies**

Attestation Statement

I, _____ attest that I have read and understand the rules, regulations, other requirements, and options under which I will operate as set out in the Department of Educational Leadership Studies handbook. I understand that this form serves as an informed consent agreement and is required of each student accepting admission to the program.

Student Signature

Date Signed