

# EDUCATIONAL LEADERSHIP (EDS)

The Educational Leadership Education Specialist Program will prepare Urban Professional Multicultural Education leaders. With an emphasis on social justice and working with underserved populations, the Ed.S. in Educational Leadership seeks to contribute to the further professional development of education professionals who wish to become leaders with the knowledge and skills to impact positive growth and change in schools or other educational institutions. The Educational Leadership program encourages educators to reflect on and strengthen their own practice in order to work effectively for social justice and educational excellence. The program calls on students to use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education.

The Ed.S. is situated between our existing master's and doctoral degrees. It allows students wishing to continue their professional development to pursue classwork toward an advanced degree without the additional requirement of extensive, specialized training in research design and methods. Unlike almost all doctoral degrees, specialist degrees do not typically require a dissertation. Therefore, Ed.S. students are not expected to engage in the in-depth research, analysis, and extensive conceptual and empirical framing required to research, write, and defend a dissertation.

Graduates of the EdS Program may enter a new career or strengthen their current position in schools, universities or community organizations. Potential professional opportunities for Education Specialists include adjunct and part-time faculty in higher education; curriculum specialists, directors of assessment, directors of instruction, and curriculum directors; P-12 teachers and teacher leaders, coaches, and mentors; and deans, administrators, and principals.

## Licensures and Endorsements Superintendent Endorsement Option

Students pursuing an EdS degree in Educational Leadership are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

## Teacher Leader Endorsement Option

Students pursuing an education specialist degree in Educational Leadership are also eligible for the Teacher Leader Endorsement option,

which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

## Principal Licensure

Students pursuing an education specialist degree in Educational Leadership are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

## Concentrations

- Educational Leadership (degree only)
- Educational Leadership plus Superintendent Endorsement
- Educational Leadership plus Teacher Leader Endorsement
- Educational Leadership plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	60
<b>Total hours required</b>	<b>60</b>

Students will be able to:

- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all district-wide stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all district-wide stakeholders.
- Utilize and assess processes and policies for district-wide procedures with respect to efficient operations and management.
- Comprehend, and apply legal standards to prevent, mitigate, and redress harm to all district side stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.

## College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences

for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

## Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

## Course Requirements

### Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

### Research Courses: 12 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
Select two subsequent research courses from the following:		8
SCG 735	QUANTITATIVE RESEARCH METHODS I	
SCG 745	QUALITATIVE RESEARCH METHODS I	
SCG 755	QUANTITATIVE RESEARCH METHODS II	
SCG 765	QUALITATIVE RESEARCH METHODS II	

### Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	

CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
BBE 404	LANGUAGE, LITERACY AND CULTURE
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
BBE 530	LATINOS AND EDUCATION

Other options need to be approved by the EdS Program

### Concentration Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

- Principal Preparation Option, Educational Leadership (EdS) (<https://catalog.depaul.edu/programs/curriculum-studies-eds/principal-preparation-option-educational-leadership-eds/>)
- Superintendent Option, Educational Leadership (EdS) (<https://catalog.depaul.edu/programs/curriculum-studies-eds/superintendent-option-educational-leadership-eds/>)
- Teacher Leader Option, Educational Leadership (EdS) (<https://catalog.depaul.edu/programs/curriculum-studies-eds/teacher-leader-option-educational-leadership-eds-eds/>)