

Lindenwood University

School of Education

HANDBOOK

Education Specialist Degree (EdS)



Table of Contents

Message from the Dean.....	3
Overview of the EdS Degree Program.....	4
Completion Requirements	4
Transfer and Workshop Credit	5
Required Courses for EdS Certification and Non-Certification Programs.....	5
Admission Procedures	6
University Overview.....	7
Conceptual Framework for Lindenwood University Education Division.....	9
Program Standards for Educational Leadership.....	10
Gates of Progress.....	12
Education Specialist Mission and Learning Outcomes	13
Admission Requirements.....	14
Specialist Project.....	15
Graduation Requirements	15
Graduate Education Course Descriptions.....	17

Message from the Dean

Dear New, Transferring, and Continuing Students,

This guide provides essential information needed to progress through the various stages of your professional preparation. Academic departments and advisors will provide you with additional program-specific information.

The published version of the official EdS Handbook is updated annually; therefore, the information presented is current as of the publication date. The School of Education modifies policies, procedures, programs, office locations, and personnel as needed. To keep up to date, please use the online version of this document at <http://www.lindenwood.edu> (search for EdS Handbook).

Welcome to the Lindenwood learning community.

Cynthia Bice, Ph.D.
Dean, School of Education

HANDBOOK

Students are expected to have knowledge of and comply with the policies contained in this Handbook, as well as all policies in the university catalog.

While every effort is made to insure that the information and policies contained in this Handbook are accurate, the university reserves the right to correct any errors that may occur.

Thank you for your interest in Lindenwood's School of Education EdS programs. This handbook contains a program overview, explanation of program elements, policies, and the steps required to receive the degree.

Lindenwood University offers three EdS programs: School Administration (initial principal certification), Educational Administration (advanced certification), and Instructional Leadership (non-certification). For more information about administrative certifications in the State of Missouri, visit the website at <http://dese.mo.gov>.

Overview of the EdS Degree Programs

Welcome to the Educational Specialist Program at Lindenwood University! The primary, though perhaps not the only, audience for this EdS program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This EdS program is uniquely designed to link theory with practice. To be a practitioner is to make decisions about what to do, how to do it and to take action; *professional* practitioners—in education, as in other areas—make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

Individualized educational needs are met by focusing studies in one of three emphasis areas—School Administration, Educational Administration, or Instructional Leadership. These emphasis areas prepare educators to:

- Demonstrate decision-making skills based on the values of the Judeo-Christian worldview and research based best practices.
- Display standards of excellence in leadership roles.
- Evaluate circumstances displaying vision, foresight, and insight.
- Evidence characteristics of self-evaluation, self-management, and self-discipline.

To enter the Educational Specialist Program all students must:

- Possess a Master of Arts degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Complete application procedures for admission to the university, pay required fees and be approved by the Dean.
- Applicants must hold a valid teaching certificate to be eligible to apply for the EdS in School Administration and/or Educational Administration.

To complete the Educational Specialist Program all students must:

- Complete 34 hours of graduate course work.

- Maintain a GPA of 3.0 or higher.
- Complete 21 semester hours at the 600 level of coursework for the Ed Specialist in Instructional Leadership.
- Complete 24 semester hours at the 600 level of coursework for the Ed Specialist in Ed Administration.
- Complete 22 semester hours at the 600 level of coursework for the Ed Specialist in School Administration.
- Education of the Exceptional Child, Educational Research, and Curriculum Analysis and Design are all prerequisites for the EdS in School Administration.
- Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
- Graduation application submitted Nov. 1 for Mar/May/June graduation; Feb. 28 for Aug/Sept/Dec graduation.

Transfer and Workshop Credit:

- No more than 9 semester hours from other accredited institutions as approved by the Dean and Registrar.
- All transfer credits must carry a letter grade of “B” or higher from official transcript.
- No Pass/Fail or Credit courses are accepted.
- All transfer credit must be relevant to proposed program and completed within last 7 years.
- Once admitted, prior permission from Dean and Registrar must be obtained to apply credit from other college or university towards degree.
- Transfer credit will only be considered from regionally accredited institutions or schools accredited by another accrediting agency approved by the U.S. Department of Education.
- No correspondence study or life experience credit may be transferred into the Specialist program.

EdS in School Administration (initial principal certification)

Core Courses Required for School Administration Degree Hours

EDU 57000 Educational Research 3

EDU 52000 Curriculum Analysis and Design 3

Total 6 hours

Administration Courses

EDA 60800 Foundations of Elem Admin. & Organization *or*

EDA 60900 Secondary Admin. & Organization 4

EDA 61600 School Supervision 3

EDA 61800 School Business Management 3

EDA 62600 School Law 3

EDA 53000 Public & Community Relations 3

EDA 53500 School Facilities 3

EDA 65300 Closure Course/Field Experience 3

EDA 64500 Statistical Research in Ed Admin 3

EDA 65000 Specialist Project 3

Total 28 Hours

Total Degree Completion Hours 34 Hours

EdS in Educational Administration (advanced certification)

Administration Courses

EDA 53000 Public & Community Relations* 3

EDA 53500 School Facilities* 3

**Lindenwood courses from EDA/MBA electives may be applied toward this requirement upon approval from program dean.*

EDA 60000 Instructional Program Leader & Assessment 3

EDA 60500 Advanced School Law 3

EDA 61000 Human Resources Administration 3

EDA 61500 Advanced School Finance 3

EDA 62000 School District Administration 3

EDA 64100 Superintendent Internship 3

Can take EDA 64000 Advanced Prin. Intern if lieu of EDA 64100

EDA 64500 Statistical Research in Ed Admin 3

EDA 65000 Specialist Project 3

Total Degree Completion Hours 30 Hours

EdS in Instructional Leadership (non-certification)

Core Courses Required for Instructional Leadership Degree Hours

EDU 57000 Educational Research 3

EDU 52000 Curriculum Analysis and Design 3

Total 6 hours

Administration Courses

EDA 52000 School Business Management* 3

EDA 52500 School Law* 3

EDA 53000 Public & Community Relations* 3

**Lindenwood courses from EDA/MBA electives may be applied toward this requirement upon approval from program dean.*

EDA 60000 Instructional Program Leader & Assessment 3

EDA 61000 Human Resources Administration 3

EDA 62500 Student Achievement Enhancement Techniques 3

EDA 63000 Instructional Program Improvement Strategies 3

EDA 64200 Instructional Leadership Internship 3

EDA 64500 Statistical Research in Ed Admin 3

EDA 65000 Specialist Project 3

Total 30 hours

Total Degree Completion Hours 36 Hours

Admission Procedure

Admission information and forms are available online at www.lindenwood.edu. Applicants must meet all requirements and complete all procedures stated in the Admissions and Academic information sections of the Lindenwood University Graduate Catalog. The first step is to be accepted into the Graduate School. If accepted into graduate school, an acceptance letter will be mailed to the student from the Graduate Admissions Office. The next step is to be accepted into the EdS program. Prospects

for admission must file complete application packets, which supply the following evidence of preparation for the EdS program:

- Completed EdS application
- Resume showing complete employment/academic experiences
- Statement explaining reasons for your interest in the EdS Program
- Letter of recommendation from professional colleague (superintendent, principal, or supervisor) supporting your application to the Specialist in Education degree program
- Official transcript(s) of graduate course work (not required if you received MA in Ed. Admin. from Lindenwood University)

NOTE: EdS applicants must be accepted by the Lindenwood University Graduate School *prior* to admission in the EdS Program. Submit all admission materials in one envelope to the Office of Admissions, Lindenwood University, 209 S. Kingshighway, St. Charles, MO 63301.

Lindenwood University Overview

Location

Lindenwood University is a dynamic liberal arts institution dedicated to excellence in higher education. Nestled amid the beautiful Linden trees, our historic 500-acre campus is situated in the heart of St. Charles, MO., a growing community of 55,000 just west of St. Louis.

Historical Perspective

Since 1827, Lindenwood has been an independent institution firmly rooted in Judeo-Christian values. Those values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of truth.

Program Motto

“A Degree of Difference”

Distinctiveness

Lindenwood University is known nationally and internationally for innovation, entrepreneurship, and extraordinary dedication to students. LU is truly a galaxy populated by bright stars in an expanding universe of opportunity.

Lindenwood believes that education is the way to personal freedom and responsibility, which are the keystones of any democracy. We have a liberal arts heritage that dates from 1827. In that time, we have learned how to educate in a way that helps each student become a self-sufficient, effective, contributing citizen.

Degrees

More than 100 undergraduate and graduate degree programs are offered to nearly 15,000 students through values-centered programs that lead to development of the whole person. Our faculty, staff, and administration are committed to an integrative liberal arts curriculum that focuses on the talents, interests and future of our students.

Accreditation

Lindenwood is accredited by the North Central Association of Colleges and Schools, the Commission on Institutions of Higher Education, and the Missouri Department of Elementary and Secondary Education. That accreditation has been continuous since 1918.

In 2003-04 LU underwent its 10-year review for continued accreditation. Part of that review involved conducting a comprehensive self-study of all of its personnel, programs, and facilities. The University's self-study report concluded with the following statement by the visiting team of the Higher Learning Commission in January, 2004, "Lindenwood is blessed with what is arguably one of the hardest-working and most dedicated teaching faculties in American higher education." Lindenwood was granted a continuation of its accreditation for a period of 10 years, until 2013-14.

The website of the Higher Learning Commission can be accessed at <http://www.ncahigherlearningcommission.org/>.

Education Programs

The Lindenwood University Education Programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Missouri Department of Education. The Education Division is also a member of the Teacher Education Accreditation Council. The LU graduate degrees in Education are designed to meet the needs of practicing educators. These programs build upon existing skills and offers new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include a one-to-one relationship with an experienced and highly trained educator; a continuing problem-solving relationship with teaching peers; courses which provide strong foundations for professional growth; and the opportunity to prescribe an individualized program of studies.

Lindenwood admits students of any race, color, national and ethnic origin, to all the rights and privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national and ethnic origin, or handicap, in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

Mission Statement and Learning Outcomes

Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community.

LU is committed to...

- providing an integrative liberal arts curriculum
- offering professional and pre-professional degree programs
- focusing on the talents, interests, and future of the student
- supporting academic freedom and the unrestricted search for truth
- affording cultural enrichment to the surrounding community
- promoting ethical lifestyles
- developing adaptive thinking and problem-solving skills
- furthering lifelong learning

Lindenwood is an independent, public-serving, liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.



Conceptual Framework for Lindenwood University Education Division

*Teaching and Leading
as an Art*

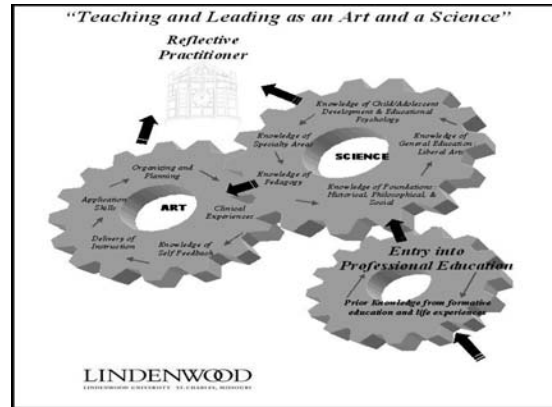


*Teaching and Leading
as a Science*

“Teaching and Leading as an Art and a Science”

The School of Education agrees that the general outcome of the education program must be practitioners who believe and implement teaching as a blend of “Art and Science” as represented by the beauty and mechanism of the Spellmann Clock Tower.

Teaching and leading is an art because it is a craft that must be learned and applied in an authentic environment. Teaching and leading is also a science because the skills and knowledge applied to the craft must be influenced by research and best practice for optimal student learning to be achieved. Like the movement of gears in a fine clock, the gears of art and science engage each other to move forward the professional growth of an educator, who becomes a reflective and creative decision-maker. The picture of the interlocking gears of a clock illustrates the relationship of the Art and Science themes in the learning process. (<http://www.lindenwood.edu/academics/education>)



Program Standards for Educational Leadership

Educational Leadership has an established set of standards for candidate performance that draws from the School of Education's conceptual framework, Missouri State Standards (MoSTEP), and the Interstate School Leaders Licensure Consortium (ISLLC).

Candidates must demonstrate proficiency prior to program completion. *Note: The numbers in parenthesis refer to standards established by the Interstate School Leaders Licensure Consortium (ISLLC), which may be found on the web at: <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

Interstate School Leader Licensure Consortium (ISLLC) Performance Expectations

Performance Expectation 1: Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong, organizational mission, and high expectations for every student.

Element A: High Expectations for All

Element B: Shared Commitments to Implement the Vision, Mission, and Goals

Element C: Continuous Improvement toward the Vision, Mission, and Goals

Performance Expectation 2: Teaching and Learning

Educations leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture

Element B: Rigorous Curriculum and Instruction

Element C: Assessment and Accountability

Performance Expectation 3: Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Effective Operational Systems

Element B: Aligned Fiscal and Human Resources

Element C: Protecting the Welfare and Safety of Students and Staff

Performance Expectation 4: Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Element A: Collaboration with Families and Community Members

Element B: Community Interests and Needs

Element C: Building on Community Resources

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

Element A: Ethical and Legal Standards

Element B: Examining Personal Values and Beliefs

Element C: Maintaining High Standards for Self and Others

Performance Expectation 6: The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Element A: Exerting Professional Influence

Element B: Contributing to the Educational Policy Environment

Element C: Policy Engagement

Gates of Progress



As indicated on the table below, there are four Gates of progress for all Lindenwood University specialist candidates:

Gate 1	Admission to EdS Program
Gate 2	Admission to EdS Candidacy
Gate 3	EdS Completion of Specialist Project (Capstone I)
Gate 4	EdS Graduation and Licensure

The following pages specifically explain the process of progression through all four Gates of the EdS degree program. Advising forms for each EdS program are outlined in detail.

Mission

The Education Specialist in School Administration, Educational Leadership, or Instructional Leadership (EdS) is designed to prepare effective leaders with a Judeo-Christian worldview who will model high standards and assume a leadership role in the field of education. Leaders in the field of education are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system, whether it is as a superintendent, principal, curriculum director, instructional supervisor, college instructor, or university administrator.

Learning Outcomes

The EdS School Administration, Educational Leadership, and Instructional Leadership concentration prepares educators to:

1. Demonstrate decision-making skills based on a Judeo-Christian worldview.
2. Display standards of excellence in leadership roles.
3. Evaluate circumstances displaying vision, foresight, and insight.
4. Evidence characteristics of self-evaluation, self-management, and self-discipline.

Standards of Leadership: Administration/Leadership/Instruction

The School Administration, Educational Leadership, and Instructional Leadership programs define an educational leader as any individual in the school setting with responsibility for student achievement. The standards for the School of Education require the leader to:

1. Exert confident leadership, as well as accept responsibility, in the broad field of education.
2. Avoid the establishment of unjust policies and procedures and implement policies fairly and consistently.
3. Facilitate unity within the organization.
4. Conceptualize a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.
5. Demonstrate competence as a consumer of current resources.
6. Implement effective change processes when needed.
7. Transmit his or her vision.
8. Respect individual needs and abilities.
9. Empower co-workers.
10. Demonstrate skill in critical thinking, problem solving, decision-making, and interpersonal skills.

Course Requirements

Gate 1: EdS Admission Requirements

All requirements and procedures stated in the Admissions and Academic Information sections of the Lindenwood University Graduate Catalog will apply, unless stated to exclude the School of Education graduate programs.

Admission to Lindenwood University's EdS program does not constitute candidacy for an EdS degree until Gate 2 has been met.

Gate 2: EdS Candidate Status

Following admission, the student will work with a graduate advisor to propose a plan of study for the degree. Attention will be given to career goals and previous coursework. Upon satisfactory completion of nine hours of Lindenwood graduate coursework, the student is admitted to candidacy.

EdS Program Completion

After the program plan has been approved in the Candidacy process, the agreed upon requirements can be completed by taking coursework in any of the delivery formats. Candidates must maintain a 3.5 cumulative GPA. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F.

Gate 3: The Specialist Project

The Specialist Project will be completed during the final semester of the degree program. When registering for the final semester, the candidate will submit a proposal for the final project to be approved by the Specialist Project Professor. The final project will be written in a three chapter proposal formats.

A minimum of 50 pages and 40 sources are required. If the project is not complete and satisfactory at the end of EDA 650, the student must maintain continuous enrollment during the fall and spring semesters in EDA 680 until the project is finished. Students have five years from the original start date to finish the program.

If any licensure endorsement is to be completed as a part of the program, the candidate must submit the appropriate licensure paperwork as part of the Gate 3 process.

- 1) Applicants must submit passing assessment scores.
- 2) Applicants must meet the requirements of the licensure endorsement (e.g., program plan, content competencies, field matrix, and internship).

Graduate Research

The School of Education requires the APA format for all graduate work assigned. The guide to be used for all education programs is the current *Concise Rules of APA Style*, which is based on the current

edition of the *Publication Manual of the American Psychological Association*. Academic integrity is expected. Academic dishonesty is defined as those acts of deceit or misrepresentation intended to promote or enhance one's academic record. Academic dishonesty includes all forms of "cheating" and plagiarism. Cheating is defined as, but not limited to, the following:

- 1) Use or attempted use of unauthorized assistance in taking examinations, including quizzes or tests and the completion of assignments,
- 2) Dependence upon the aid of sources beyond those authorized by the instructor in taking examinations or completing assignments,
- 3) Unauthorized acquisition or possession of examinations or other academic material belonging to a member of the university faculty or staff.
- 4) Plagiarism is that act of taking another's work and claiming that it is one's own. Adequate acknowledgment of another's work is all that is required to avoid plagiarism. If there is any doubt about how to express such acknowledgement, the student should consult with his/her instructor or refer to a writing style manual.

Should academic dishonesty occur, the affected faculty member and the academic administration of Lindenwood University have the discretion to take appropriate action.

Gate 4: EdS Graduation Requirements

In addition to other regulations governing graduation stated in the Lindenwood University catalog, an EdS graduate must meet the following requirements:

- 1) Complete a minimum of 30 semester hours beyond the Master of Arts degree.
- 2) Maintain a 3.5 GPA to remain in the program. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. Students may petition the Dean to repeat one course in which a C or below was received. The most recent grade will be calculated into the GPA.
- 3) Satisfy any and all contracts made between the graduate advisors and the student at the time of acceptance into the degree program.
- 4) The time limit for completing the degree from the date of admission to the program is five years for the EdS. Only in unusual circumstances may the student be granted an extension of time. Granting of an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. Reapplication may occur only once and is subject to the current standards and curriculum.
- 5) Approval of the Specialist Project.
- 6) Submit the appropriate licensure paperwork in the Education Office in Roemer Hall if any licensure endorsement is to be completed as a part of the program.
- 7) Complete the application for graduation in the Academic Services office.

Graduate Education Course Descriptions EdS

EDA 600 Instructional Program Leadership and Assessment (3)

Instructional Program Leadership and Assessment is designed as an advanced level course for the study of educational program development, administration, and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of educational programs, including curriculum, instruction, materials, and program evaluation recommended by the various learned societies for educational administration. The major focus of this course is the enhancement of the students' understanding of the leadership roles and responsibilities of the school administrator in these critical areas

EDA 605 Advanced School Law (3)

Constitutional, statutory, and case law that relates to all staff personnel, students, school districts and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, and school district and board members' legal rights and responsibilities.

EDA 608 Foundations of Elementary School Administration and Organization (4)

This course will enable the student to develop an understanding of the role of the administrator in education. The students will apply the learned understanding, knowledge, and skills to the function and role of the effective elementary school principal. This application will include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies, and school climate.

EDA 609 Foundations of Secondary School Administration and Organization (4)

This course will enable the student to develop an understanding of the role of the administrator in education. The students will apply the learned understanding, knowledge, and skills to the function and role of the effective secondary school principal. This application will include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies, and school climate.

EDA 610 Personnel Administration/Employee Relations (3)

This course studies the planning processes and procedures required in implementing policies and practices of school personnel administration. This will include both instructional and classified personnel. It will also give the student an in-depth experience in all areas of school district professional negotiations, with specific emphasis on Principled Negotiation Strategies.

EDA 615 Advanced School Business Management (3)

A study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school system project.

EDA 616 School Supervision (3)

This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Topics include the nature of supervision, an historical perspective of supervision, selection of personnel, evaluation of personnel, and organizational theory.

EDA 618 School Business Management (3)

The student will become acquainted with aspects of business management within the context of education. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiations techniques, the role of auxiliary services and the current state formula for funding the Local Education Agent.

EDA 620 School District Administration (3)

Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations are all a part of this course. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 625 Student Achievement Enhancement Techniques (3)

This course assists the instructional leader in understanding how students learn. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.

EDA 626 School Law (3)

This course provides the student with knowledge and understanding of the effect of legal systems on education. Areas include are the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

EDA 630 Instructional Program Improvement Strategies (3)

This course focuses on school improvement efforts underway throughout the nation. Students will study successful models of district and building efforts to enhance academic performance.

EDA 640 Educational Administration Internship (Initial and Advanced Principal Certification) (3)

Field experiences encompassing the principalship and other specialized administrative or supervisory positions are explored. Students spend specified periods of time working with experienced administrative or supervisory personnel. Each student will spend at least 120 hours participating in the activities of at least two district principals, under the guidance of a professor. This is the culminating course for the program.

EDA 641 Educational Administration Internship (Superintendency) (3)

Field experiences encompassing the superintendency and other specialized administrative or supervisory positions are explored. Students spend specified periods of time working with experienced administrative or supervisory personnel. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

EDA 642 Instructional Leadership Internship (non-certification) (3)

This course provides an opportunity for students to closely study the area of instructional leadership through participation with recognized instructional leaders. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

EDA 645 Statistics in Educational Administration (3)

This course will examine statistical techniques used in the analysis of data. It will also help students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

EDA 650 Specialist Project (3)

This course will require the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

EDA 653 Field Experience (3)

This course provides an opportunity for the student to closely study the area of administration through participation with a school administrator. Each student will spend at least 3 hours each week participating in the activities of a building administrator, under the guidance of a professor and an active principal. The student will also survey research in educational administration.

EDA 680 Specialist Experience (0)

This is a non-credit course designed to keep enrollment open in the EdS program while students complete the EdS requirements.

