Ed.D. in Educational Leadership and Policy
Educational Leadership and Policy

Program of Study

The Ed.D. Program includes four major dimensions: a) research & inquiry course work, b) the ELP core required course work, c) academic specializations course work, and d) field-based capstone project.

**Research and Inquiry** – to be taken during the first two years of study
- ELP 6960 (3) Introduction to Inquiry
- ELP 7040 (3) Quantitative Research Methods
- ELP 7060 (3) Qualitative Research Methods.

**ELP Academic Core** – to be taken during the first two years of study
- ELP 7440 (3) Education Policy
- ELP 7220 (3) Leadership Theory
- ELP 7240 (3) Organizational Theory
- ELP 7480 (3) Leadership and Social Justice Theory

**Academic Specializations** – to be taken during the second/third year of study. These courses may include topics such as: leadership for school improvement, critical data analysis for school change, critical leadership for instructional change, action research, immigrant students and leading schools and communities

**Field-based Capstone** – Students will develop and perform research projects in an area of educational leadership or policy guided by a committee and members of the faculty.
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<tr>
<th>Fall Yr 1</th>
<th>Spring Yr 1</th>
<th>Summer Yr 1</th>
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<tbody>
<tr>
<td>Introduction to Inquiry (3)</td>
<td>Qualitative Research Methods (3)</td>
<td>K12 Specialization (3)</td>
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<tr>
<td>Leadership Theory (3)</td>
<td>Educational Policy (3)</td>
<td>K12 Specialization (3)</td>
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<th>Fall Yr 2</th>
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<tr>
<td>Quantitative Research Methods (3)</td>
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<td>K12 Specialization (3)</td>
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<td>Leadership and Social Justice Theory (3)</td>
<td>K12 Specialization (3)</td>
<td>Capstone Seminar (3)</td>
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<th>Fall Yr 3</th>
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<tr>
<td>Capstone (9)</td>
<td>Capstone (9)</td>
<td>Capstone Seminar (6)</td>
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The Doctor of Education (Ed.D.) Program is designed to provide advanced preparation to individuals with experience working as administrators in K12 public schools, charter schools, or related educational organizations. Based on a model of professional inquiry, the Ed.D. Program emphasizes the use of theory in directing its field-based approach to problem solving. Students will study theory and research in the core domains of organization, leadership, inquiry methods, and in selected areas of specialization. They will use the knowledge gained in these areas of study to frame problems of administrative practice and to seek, critically examine, and apply information to solve problems.
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CAPSTONE PROJECT

During the third and fourth years of study, students will complete an Ed.D. field-based capstone project under the supervision of a supervisory committee. The Ed.D. Field-based Capstone Project provides EdD students with an opportunity to apply leadership and inquiry knowledge and skills to problems of practice or policy issues. The project is intended to develop and apply students’ academic and administrative skill set. The project should focus on a timely and significant problem or policy and make a meaningful contribution in the candidate’s school, district, college, university, or other relevant organizational setting.

**Policy Report or Inquiry Brief** – an assessment of the effectiveness, equity, or efficiency of some organizational policy, program, or practice.

**Program or Policy Evaluation** – an evaluation of an existing educational program or policy in terms of desired or intended goals.

**Implementation Project** – a project in which a student facilitates the development and implementation of a new program, policy or organizational change to improve organizational effectiveness, equity, or efficiency– and documents this process in detail.

**School or Organizational Improvement Plan** (grounded in actual school or organizational data) – Using appropriate student, teacher, performance and/or other school data, the student would describe and analyze current school conditions in some detail and develop a school improvement plan to improve student or school outcomes, enhance the school climate, build a more collaborative culture, or other appropriate school improvement goal, including increasing effectiveness, equity, or efficiency of some organizational policy, program, or practice.
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Application Due Dates (all required items must be completed and turned in) by April 1, 2014

Application Requirements

- University of Utah Graduate and ELP Department (Apply Yourself AY)
- Cost of application is $55.00
- Official Transcripts prior to formal admission
- GRE TEST scores (no more than 5 years prior)

VISIT Website for Complete Info: [http://elp.utah.edu/](http://elp.utah.edu/)
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*Application and Admissions*

- Complete Apply Yourself (AY) Application
  - Resume
  - Statement of Purpose
  - Written Essay
  - Three Letters of Recommendation
  - GRE

- *Individual Interviews for selected candidates*
# Tuition

Based on 2013-2014

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<tr>
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<th>Resident</th>
<th>Non-resident</th>
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<tr>
<td>Semester 6 hours</td>
<td>$2160.00</td>
<td>$7400.00</td>
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<tr>
<td>Semester 9 hours</td>
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Total cost of program is approximately $20,000 - $25,000
Financial Aid Opportunities

- Scholarships (check the University of Utah website)
- Personal Loans/Savings
- Tuition Payment Options (http://fbs.admin.utah.edu/income/)

- Federal Student Loans (www.fafsa.ed.gov)
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Mission Statement

“The Mission of the Educational Leadership and Policy Department is to prepare ethical researchers, leaders and policy makers in K12 through higher education who are informed by comprehensive and empirically-based theory and research, as well as committed to leading educational organizations that enact principles of justice, equity, and excellence for all learners.”
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Larry Parker, Ph.D.
Director of Graduate Studies

Marilynn Howard, Academic Coordinator

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laurence.parker@utah.edu or marilynn.howard@utah.edu

Contact Information