M.Ed. (Certification) in Educational Leadership	M.Ed. (Non-Certification) in Educational Leadership	Ed.D. in Educational Leadership	Ph.D. in Educational Leadership (Policy)
Primary Career Intention	**Primary Career Intention**	**Primary Career Intention**	**Primary Career Intention**
School level leadership positions (e.g., principal, assistant principal, facilitator, teacher leader).	Work in non-certified positions in education, government, nonprofits, leadership & policy institutes, research-based advocacy groups, and higher education. Or, continue to a doctoral degree in educational leadership or policy.	Administrative leadership in educational institutions or related organizations (e.g., superintendent, assistant superintendent, staff developer, curriculum director).	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
Degree Objective	**Degree Objective**	**Degree Objective**	**Degree Objective**
Preparation of professional leaders competent in providing leadership for schools that supports the learning and development of all children.	Preparation of educational change leaders in research and policy. Emphasis is on using evidence to make education-related decisions and policies.	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competence in conducting scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	**Knowledge Base**	**Knowledge Base**	**Knowledge Base**
Develops and applies knowledge for practice. Content themes are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
Research Methods	**Research Methods**	**Research Methods**	**Research Methods**
Develops a basic understanding of research to interpret research, use descriptive data analysis skills, data-driven decision-making skills, and basic program evaluation skills. Prepares candidates to conduct school-based action research.	Develops a basic understanding of data and policy analysis to interpret research, use descriptive data analysis skills, data-driven decision-making skills, and basic program evaluation or policy analysis skills.	Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation. Could include work in management statistics and analysis.	Courses are comparable to doctoral courses in related disciplines. Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis and writing.

Note: The format for this framework is based on the work of faculty at the University of Missouri-Columbia (ELPA, 2005)

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Internship	**Internship**	**Internship**	**Internship**
An appropriate internship or field experience is designed to provide candidates with an opportunity to apply new knowledge and develop administrative performance skills appropriate for intended professional career.	No internship is required, but practical experiences are recommended in educational leadership research and policy development/analysis.	A field internship or experience appropriate for intended professional career. Students demonstrate proficiency in program evaluation as part of the experience.	Practical experiences recommended in both college teaching and research. Expectations that students will present at a professional conference.
Comprehensive Knowledge Assessment	**Comprehensive Knowledge Assessment**	**Comprehensive Knowledge Assessment**	**Comprehensive Knowledge Assessment**
Based on multiple sources, including a knowledge and practice portfolio. Provides evidence of ability to improve practice based on knowledge and skills developed.	Based on multiple sources, including written assessments to evaluate an understanding of the theoretical and conceptual knowledge of educational leadership and policy, as well as its relevance to research and practice.	Written and oral assessments are used (e.g., comprehensive exams). Knowledge and practice portfolios provide evidence of ability to improve practice based on theory and research as well as demonstration of competencies.	Written and oral assessments are used to evaluate an understanding of theoretical and conceptual knowledge as well as its relevance to practice and to evaluate competence in conducting research to acquire new knowledge.
Capstone/Thesis	**Capstone/Thesis**	**Dissertation**	**Dissertation**
Well-designed action research project on a substantive problem of educational practice. Reflects theory or knowledge for addressing problems in applied settings.	Non-thesis and non-certification-focused degree; coursework required only.	Well-designed applied research of value for informing educational practice. Reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone/Thesis Committee	**Capstone/Thesis Committee**	**Dissertation Committee**	**Dissertation Committee**
Faculty advisor and field supervisor(s) confer regarding candidate's action research project, portfolio, course performance and internship evaluation to determine readiness for practice.	N/A	Committee, including at least one practicing professional in an area of relevance to candidate's program and possibly faculty from other institutions, evaluate candidate's applied research.	Composed primarily of active researchers in areas relevant to students' areas of interest. Should include at least one faculty member from a related discipline or from another institution.

Note: The format for this framework is based on the work of faculty at the University of Missouri-Columbia (ELPA, 2005)

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