

EDUCATIONAL LEADERSHIP

EDUCATIONAL LEADERSHIP MS

EDUCATIONAL ADMINISTRATION SP

EDUCATIONAL LEADERSHIP SP

EXPERIENTIAL EDUCATION MS

College of Education

Department of Educational Leadership

115 Armstrong Hall • 507-389-1116

Web site: <http://ed.mnsu.edu/edleadership/>

The mission of the Department of Educational Leadership is to prepare and renew leaders and to provide unique, personalized opportunities for meeting Master of Science and Specialist degree requirements. The Department of Educational Leadership provides Master of Science degrees in Educational Leadership and Experiential Education. The Department also offers Specialist degrees in Educational Administration and Educational Leadership. Licensure programs are available for principals, superintendents, special education directors, and community education directors.

Admission. Complete the general admission requirements of the College of Graduate Studies and Research.

EDUCATIONAL LEADERSHIP MS (34 credits)

Required Leadership Core (9 credits)

EDLD 651 Seminar: Ethics and Leadership (3)
EDLD 652 Seminar: Leadership Studies (3)
EDLD 647 Seminar: Organizational and Systems Change (3)

Required Research Core (4 credits)

EDLD 634 Practicum (1-6 credits)
EDLD 688 Project Demonstration (capstone) (1-3)
EDLD 692 Research in Educational Leadership (3)

Electives

Choose 500/600 level electives in consultation with an advisor. Minimum 24 credits total must be in the Department of Educational Leadership.

DIRECTOR OF COMMUNITY EDUCATION, LICENSURE MS

(34 credits, minimum)

To earn this licensure in Minnesota, there is a Human Relations course required. If that requirement has not been satisfied for a Minnesota teaching license, then it must be done prior to completion of this program. It is an undergraduate course and does not count for this program.

Required Leadership Core (9 credits)

EDLD 651 Seminar: Ethics and Leadership (3)
EDLD 652 Seminar: Leadership Studies (3)
EDLD 647 Seminar: Organizational and Systems Change (3)

Required Research Core (3 credits)

EDLD 692 Research in Educational Leadership (3)

Required Educational Administration Courses (10 credits)

EDAD 633 School Administration (beginning of program) (3)
EDAD 670 Situational Observation (Capstone) (3)
EDAD 698 Internship (4)

Elective Administration Courses (12 credits)

EDAD 648 School Public Relations (3)
EDAD 652 Structure/Governance/Trends (3)
EDAD 654 Theory and Practice in Supervision (3)
EDAD 663 School Business Management (prerequisite 664) (2)
EDAD 664 School Finance (3)
EDAD 665 School Law (3)
EDAD 668 Human Resource Management (2)
EDAD 681 Planning and Facilities Management (3)

EDUCATIONAL ADMINISTRATION SPECIALIST (30 credits, minimum)

This is an advanced degree, which requires a master's degree for admission. Those graduate students with a master's degree from another field may need additional credits to complete the program. Students earning a Specialist Degree in Educational Administration shall have a final portfolio review for their capstone project. Students may elect to write a thesis in addition to the required capstone.

K-12 PRINCIPAL (30 credits minimum)

Required Courses (21 credits)

EDAD 633 School Administration (Portfolio Development) (recommended first year) (3)
EDAD 654 Theory and Practice in Supervision (3)
EDAD 665 School Law (3)
EDAD 682 Seminar: Field Study Design (3)
EDAD 698 Internship (6) (3 credits elem., 3 credits sec.)

Admission by application, one semester in advance

Prerequisites: EDAD 633 plus at least 12 additional credits plus Official Plan of Study on file.

EDAD 670 Situational Observation (3) (final semester, Capstone)

Admission by application, one semester in advance

Prerequisites: EDAD 698 completed or in final semester.

Electives Courses (9 credits)

EDAD 648 School Public Relations (3)
EDAD 652 Structure/Governance/Trends (3)
EDAD 664 School Finance (3)
EDAD 681 Planning and Facilities Management (3)
EDAD 699 Thesis (3-4*)

Leadership Core

(Take one of the following, unless 3 courses were included in the master's degree)

EDLD 647 Seminar: Organizational and Systems Change (3)
EDLD 651 Seminar: Ethics and Leadership (3)
EDLD 652 Seminar: Leadership Studies (3)
EDLD 653 Seminar: Women in Leadership (3)

Director of Special Education (30 credits minimum)

Prerequisites: Master's Degree in Special Education or Equivalent

Required Courses (12 credits)

EDAD 633 School Administration (Professional Plan Development) (recommended first year) (3)
EDAD 682 Seminar: Field Study Design (3)
EDAD 698 Administrative Field Experience (Internship) (3*)

*Plan with your advisor. Admission by application, one semester in advance

Prerequisites: EDAD 633 plus at least 12 additional credits.

EDAD 670 Situational Observation (3*) (final semester, Capstone)

*Plan with your advisor

Admission by application, one semester in advance

Prerequisite: EDAD 698

Content Courses Select from the following EDAD courses (18 credits)

EDAD 648 School Public Relations (3)
EDAD 652 Structure/Governance/Trends (3)
EDAD 654 Theory and Practice in Supervision (3)
EDAD 659 Seminar: School Administration (3)
EDAD 663 School Business Management (2)
EDAD 664 School Finance (3)
EDAD 665 School Law (3)
EDAD 667 Seminar: Advanced Law (Prerequisites: EDAD 665)

May be replaced by Special Ed Law

EDAD 669 Selected Human Resource Topics (1)
EDAD 668 Human Resource Management (3)
EDAD 699 Thesis (3-4*)

Leadership Core

(Take one of the following courses, unless 3 were taken in the master's degree)

EDLD 651 Seminar: Ethics and Leadership (3)
EDLD 652 Seminar: Leadership Studies (3)
EDLD 653 Seminar: Women in Leadership (3)

EDLD 647 Seminar: Organizational and Systems Change (3)

Superintendent

It is recommended that an initial license of K-12 Principal, Director of Special Education, or Director of Community Education is completed prior to seeking admission for a program as superintendent. Individual programs will be planned to assist in completing coursework, internship experience, and the final portfolio review. If one does not have any educational administrative license in the state of Minnesota, a 30 credit program will be planned. The Coordinator of Educational Administration should be contacted.

*Plan with advisor

EDUCATIONAL LEADERSHIP SPECIALIST

(Thesis Plan only - 30 credits)

This is an advanced degree, which requires a master's degree for admission. This program does not lead to recommendation for administrative licensure.

Required Leadership Core (9 credits)

These credits should be selected with the Advisor. Courses should be from those most closely supporting one's profession.

Internship (1-6 credits)

Application of leadership in a field-based experience.

EDAD 698 Internship

Required Research (6-7 credits)

EDAD 682 Seminar: Field Study Design (3)

EDLD 688 Project Demonstration (1-3) or

EDLD 699 Thesis (3-4)

Elective Courses

Choose 500/600 level elective courses, selected in consultation with an advisor. 6 credits may be outside the Department of Educational Leadership.

Other Options

Students who are pursuing graduate work in more specialized fields such as higher education administration, general administration, and community education administration should consult with their advisor for designing their master's and/or specialist degree program.

EXPERIENTIAL EDUCATION MS (34 credits)

The Master of Science degree program in Experiential Education at Minnesota State University, Mankato is the oldest graduate degree program in the United States. Originally started in 1971 as a joint venture between Minnesota State University, Mankato and the Voyageur Outward Bound School, the Master's program is now housed in the Department of Educational Leadership and has expanded its vision and developed an ever-increasing number of options for graduate students. Although there is a strong and still viable tradition of involvement in outdoor oriented activities, the department is committed to the idea that experiential education is much broader than wilderness programming.

The first fundamental assumption of the Master's program is that there is more to the knowing process than much of traditional education assumes. Graduate students in the program are encouraged, even required, to leave the classroom and develop meaningful learning experiences for themselves. Whether their interest is outdoor programming, classroom teaching, administration, psychological interventions or others, the program gives students academic credit for testing ideas. This program is designed for strongly self-directed individuals who want to experiment with new educational ideas.

The other fundamental assumption of the Master's degree program in Experiential Education is that raw, direct experience must be complemented with careful thought and reason. In this light, the core seminars are oriented toward the analysis and questioning about the fundamental theory of experiential education. In addition to core seminars, students can develop their reasoning abilities by taking graduate-level elective courses of the students' own choosing. The goal of the program is to unite practical skills with scholarly abilities in the interests of the individual student. Previous and planned graduate seminars include topics such as Philosophy and Theory of Experiential Education, Experience and Nature, Trends and Issues in Experiential Education, Experiential Education and School Reform, Controversial Issues in Experiential Education, Research Problems in Experiential Education, Leadership Studies, and Ethics and Leadership.

Recommended Leadership Core (9 credits)

EXED 644 Philosophy of Experiential Education (3)

EDLD 651 Ethics and Leadership (3)

EXED 645 Trends and Issues in Experiential Education (3)

Required Experiential Education field-based courses within the Department (16 credits)

Choose any 500/600 level Experiential Education field-based courses selected in consultation with an advisor.

Required Electives (9 credits)

Choose 500/600 level Experiential Education, Educational Leadership, Educational Administration, or other electives selected in consultation with an advisor.

One course must be a graduate level research methods course, either within or outside the department.

COURSE DESCRIPTIONS

EDUCATIONAL ADMINISTRATION

EDAD 560 (2) Citizen Involvement in Community Education

The course develops skills in regulation of community issues, working with advisory groups, sustaining community involvement, and developing community leadership.

EDAD 561 (2) Interagency Coordination

The course addresses strategies for trust-building among community groups, mutual goal setting, and public relations.

EDAD 562 (2) Reading in Community Education

Students will engage in secondary research and discussions of community education programs that work.

EDAD 563 (2) Financing Community Education

The course will develop the knowledge base regarding the finance of community education programs, including calculating revenue.

EDAD 580 (2) Evaluation in Community Education

This course will focus on skills in evaluation of personnel, programs, and monitoring evaluation efforts.

EDAD 584 (2) Needs Assessment in Community Education

The course will focus on community assessment, including preparing and conducting surveys and interpreting results.

EDAD 590 (1-3) Workshop

An experience where the principal learning takes place through interchange among class members and the facilitator.

EDAD 622 (3) Seminar in Theory/Reactive Public Administration

Theory of leadership and management in administration. Advanced topics with emphasis on current practice.

EDAD 633 (3) School Administration

Skills and procedures for implementing site-based management, effective school leadership, and management.

EDAD 634 (1-4) Practicum

Practical experience in educational administration.

EDAD 635 (1-6) Internship

Field based experience in administration of school programs.

EDAD 636 (3) Techniques of Clinical Supervision

Objective data gathering and non-directive conferring procedures, including peer coaching.

EDAD 639 (3) Laboratory in Decision Making

This course will center around problem-solving and decision-making skills with an emphasis on case studies. A related practicum experience will also be included.

EDUCATIONAL LEADERSHIP

EDAD 648 (3) School Public Relations

The philosophic framework with practice for organizations and their relationship to community, including the school as a focal point of community.

EDAD 652 (3) Structure, Governance, & Trends

An overview of the organization and administration of education in the United States; analysis of federal, state, and local roles in school governance; investigation and integration of trends, concepts and models which impact the role of the school.

EDAD 654 (3) Theory & Practice in Supervision

This course examines functions of supervision, knowledge, interpersonal communications, and technical skills. Supervision models are presented and communications and human relations skills are emphasized.

EDAD 657 (3) Supervision of Special Programs

This course examines the administration of special programs and activities within education. Curricular and staffing needs are included.

EDAD 659 (3) Seminar: School Administration

Emphasis on leadership and management within the school setting. Advanced topics.

EDAD 663 (2) School Business Management

This course is designed to provide the student with knowledge of school accounting, budgeting, and other business administration functions.

Prerequisite: EDAD 664

EDAD 664 (3) Public School Finance

This course is designed to provide information to help the student understand the relationship of the economy and education, several types of taxes, and several state and federal school aid schemes.

EDAD 665 (3) School Law

This course is the first of two courses designed to give students a comprehensive view of the law that governs the state school systems of America. Topics range across civil, criminal, and institutional law as they touch the student, teacher, and administrator.

EDAD 667 (2) Seminar: School Law

This course is the second of two courses designed to give students a comprehensive view of the law that governs the state school systems of America.

Prerequisite: EDAD 665

EDAD 668 (2) Human Resource Management

This course includes a comprehensive study of all aspects of human resource management for direct application to employment. Topics will be delivered within a working model of educational organizations and will range from the initial planning of personnel positions through each stage of employment.

EDAD 669 (1) Selected Human Resource Topics

EDAD 670 (1-3) Situational Observation

The process by which candidates for licensure as school administrators document and present evidence of mastery of required competencies.

EDAD 674 (3) Fiscal Administration of Higher Education

This course examines various aspects of the fiscal administration of a college or university organization.

EDAD 675 (3) Organizational Development

Sources of grant funds, design of proposals, and regulations.

EDAD 676 (3) Administration Higher Education

This course will focus on funding, organization, governance, processes, and structures of higher education.

EDAD 677 (1-4) Individual Study

EDAD 679 (1-4) Practicum

EDAD 681 (3) Planning & Facilities Management

This course is a study of the principles, techniques, and procedures used in the planning of programs and facilities with a focus on K-12 systems. It examines the system approach to comprehensive planning with an emphasis on strategic and

tactical planning techniques.

EDAD 682 (3) Seminar: Field Study Design

This course is designed for those students involved in writing theses. It is intended to aid students in the selection and development of the field study problem, the selection of the research design, and the development of the instruments to be used in the study for data gathering purposes.

EDAD 683 (3) Community School Administration

A comprehensive overview of community education: establishing, developing, maintaining, and evaluating community education process and programming.

EDAD 685 (3) Administration of NonProfit Organization

This course examines the policy in which nonprofit organizations operate.

EDAD 690 (1-6) Workshop

In workshops, the principal learning takes place through interchange among class members and the facilitator. Most work is completed during scheduled workshop hours. A workshop will have a specific focus on a particular problem and occurs in a compact time period.

EDAD 692 (3) Research in Educational Leadership

This course will focus on techniques and methods for collecting and analyzing data and developing organizational surveys. The course will also focus on the writing of the alternate plan paper.

EDAD 694 (1-2) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDAD 697 (3-9) Internship

Field experience focused on development of specified leadership/administrative competencies.

Prerequisite: 2/3 of degree

EDAD 698 (3-9) Internship

Practical experience on the job for the principal and superintendency. Focused on the development of administrative competencies.

Prerequisite: 2/3 of degree

EDAD 699 (3-6) Thesis

The thesis involves extended research resulting in a significant contribution to new knowledge. This reflects a student's ability to do individual, independent work of a creative and/or investigative type in an area of relation to the student's major field.

EDUCATIONAL LEADERSHIP

EDLD 622 (3) Collaborative Leadership

Theory of leadership and management of district school administration. Advanced topics with emphasis on current practice.

EDLD 634 (1-6) Practicum

Practical experience in Educational Leadership.

EDLD 644 (1-3) Selected Topics in Experiential Education

This seminar provides an avenue for the exploration and investigation of special study topics in educational leadership.

EDLD 646 (3) Punished by Rewards

This seminar explores the intended and unintended consequences of rewards and punishments as a source of motivation.

EDLD 647 (3) Seminar: Organizational & Systems Change

This seminar explores the dynamics of organizational and systems change in theory and practice.

EDLD 648 (3) Seminar: The Learning Organization

This seminar examines the concepts of the learning organization as articulated by Peter Senge in *The Fifth Discipline: The Art and Practice of the Learning Organization*.

EDLD 649 (3) Seminar: Organizational Conflict

This seminar examines the stages, types, and styles of organizational conflict. It also

addresses strategies for dealing with organizational conflicts.

EDLD 650 (3) Colloquium in Leadership

Examines leadership roles in the educational organization, including the change process, organizational theory, reform, and the effects of change.

EDLD 651 (3) Ethics in Leadership

Selected ethical/moral philosophies are studied using theoretical paradigms. Students become skilled at making ethical and moral decisions regarding every day dilemmas facing educational leaders.

EDLD 652 (3) Leadership Studies

This course examines past and current research theory and philosophy relative to leadership development in both formal and informal educational settings.

EDLD 653 (3) Women in Leadership

Surveys past and current research about women in leadership roles. The course will examine leadership through the lives of culturally diverse women who had both traditional and non-traditional roles.

EDLD 677 (1-4) Individual Study

Individualized study in an area of leadership theory, research, or inquiry. Admission by prior application only.

EDLD 679 (1-4) Practicum

Application and practice of leadership competencies. Admission by prior application only.

EDLD 688 (1-3) Project Demonstration

This course will present a wide range of techniques and models for developing professional academic projects, including portfolios. Students will develop and demonstrate a professional project. This course may replace or be used in addition to an APP or thesis.

EDLD 690 (1-4) Workshop

An experience where the principle learning takes place through interchange among class members and the facilitator.

EDLD 694 (1-3) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDLD 697 (3-6) Internship in Teaching

EDLD 698 (3-6) Administrative Field Experience

A field based experience

EDLD 699 (3-6) Thesis

The thesis involves extended research resulting in a significant contribution to new knowledge. This reflects a student's ability to do individual, independent work of a creative and/or investigative type in an area of relation to the student's major field.

EDLD 734 (4) Professional Development Colloquium

This course will provide doctoral students with the knowledge and skills required to become a professor or instructor in higher education settings through topics including professional development plans (PDP), professional development reports (PDR), library research, portfolio development, conference presentations, developing lines of research, and writing for publication.

EDLD 744 (4) Selected Topics

This seminar course provides an avenue for the exploration and investigation of special study topics in educational leadership.

EDLD 747 (4) Organizational Theory and Analysis

The primary framework of this course is the main theoretical perspectives and issues of organizational decision-making, organizational innovation and organizational identity. Each theory/perspective will be examined with the following questions in mind: what is/are the overarching question(s) with which the theory is concerned? What is the central unit of analysis? What are the key concepts?

EDLD 751 (4) Seminar: Advanced Leadership Ethics

Examination of ethics in Leadership which includes student research on ethics in

leadership and professional settings.

EDLD 752 (4) Seminar: Leadership Exemplars

In depth study of exemplary leaders and research into their applicability to broader leadership contexts.

EDLD 759 (4) Influences and Assessment of Public Policy

This course is an required course for the doctorate in Educational Leadership. The seminar is offered so student can acquire the knowledge of how public policy is developed and the influences exerted on public policy.

EDLD 767 (4) Advanced School Law

This course is designed for doctoral students to conduct research in school districts to resolve problems that have legal implications. Completed research will be shared with the school districts as well as with fellow doctoral students.

EDLD 782 (4) Design and Method in Qualitative Inquiry

This course offers investigations into traditional and exploratory genres of qualitative research and provides the critical analysis tools necessary for doing so. Included will be aspects unique to qualitative design used for sampling, instrumentation, data collection and analysis, and report formats.

EDLD 792(4) Quantitative Research Methods for Educational Leadership

The course provides an overview of quantitative research methods, clarifies the role of quantitative methods in the research process, and provides experiences for application of quantitative methods.

EDLD 793 (4) Focused Research Investigations 1

This course offers focused investigations into a specific genre or methodology of research. Class members will work individually or in small learning groups in completing individually-constructed learning contracts to gain in-depth knowledge and skills in particular genre or methodology.

EDLD 794 (4) Focused Research Investigations 2

This course offers focused investigations into a specific genre or methodology of research different than those investigated in EDLD 793. Class members will work to complete an individually-constructed learning contract to gain in-depth knowledge and skills in research.

EDLD 798 (4) Doctoral Internship in Educational Administration

This course is designed for doctoral candidates in educational leadership to experience implementation of theory where they are given the opportunity to create, demonstrate, and maintain effective strategies and methodologies from leadership practices in a school or higher education setting.

EDLD 799 (12) Dissertation

The doctoral dissertation course is designed to guide the student through preparation and defense of the dissertation proposal, assist the student in the dissertation research and writing process and ensure focus and consistency in preparation and defense of the final product.

EXPERIENTIAL EDUCATION

EXED 590 (1-3) Workshop

EXED 603 (3) Experience and Education

An independent project-based course intended to immerse beginning graduate students into a 45-hour direct experience upon which they will complete a project and reflect on their own personal growth and learning.

EXED 604 (3) Development of Experiential Education

An independent project-based course whereby the student will design and/or facilitate an extensive learning experience for others. Designing and facilitating combined should total 45 hours.

EXED 634 (1-6) Practicum

A field experience that will further the learning of the student in Experiential Education. This course can be repeated in the degree plan of study.

EXED 635 (1-4) Internship

A field experience which typically entails working with a specific person or organization. This course can be repeated in the degree plan of study.

EDUCATIONAL LEADERSHIP

EXED 644 (3) Seminar: Philosophy of Experiential Education

Examines the theory of Experiential Education. Historical and contemporary writers will be read.

EXED 645 (1-3) Seminar: Selected Topics

Courses that are routinely taught under Selected Topics include: Trends and Issues in Experiential Education, Experiential Education and School Reform, Research Problems in Experiential Education, and Controversial Issues in Experiential Education.

EXED 677 (1-3) Individual Study

A field-based course typically used for independent research or projects. This course can be repeated in the degree plan of study.

EXED 694 (1-3) Alternate Plan Paper

This course is used for students who did not complete their APP during their research class and for students who did or are planning to take their research course through another department, thereby completing the APP independently.