

Educational Leadership

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The Department of Educational Leadership offers the following degrees.

- Master of Arts in Teaching in Community College Education
- Master of Science in Workforce Education Leadership
- Doctor of Philosophy in Community College Leadership
- Master of Science in Educational Leadership with concentrations in (1) School Administration and (2) Student Affairs & Higher Education
- Educational Specialist in Education with a concentration in School Administration
- Doctor of Philosophy in Educational Leadership with concentrations in (1) P-12 School Leadership and (2) Higher Education Leadership

A student applying for admission to a degree program in the Department of Educational Leadership must submit a complete admission packet to the Graduate School and adhere to the following deadlines.

M.A.T. in Community College Education: For Spring, Summer, and Fall admission, follow the Graduate School deadlines

M.S. in Workforce Education Leadership: For Spring, Summer, and Fall admission, follow the Graduate School deadlines

Ph.D. in Community College Leadership: For Spring--October 1; for Summer--March 1; for Fall--March 1

M.S. in Educational Leadership - School Administration concentration: Spring--N/A; Summer--May 1; Fall--N/A

M.S. in Educational Leadership - Student Affairs and Higher Education concentration: Spring--N/A; Summer--N/A; Fall--March 1

Ed.S. in Education - School Administration Concentration: Spring--N/A; Summer--March 1; Fall--N/A

Ph.D. in Educational Leadership - P-12 School Leadership Concentration: Spring--October 1; Summer--March 1; Fall--March 1

Ph.D. in Educational Leadership - Higher Education Leadership Concentration: Spring--N/A; Summer--N/A; Fall--March 1

A complete admission packet includes the following.

- Application to the graduate degree program
- Statement of purpose
- Three letters of recommendation
- GRE scores that are five years old or less (not required for the MAT in Community College Education and the MS in Workforce Education Leadership programs)
- Official transcripts from each college or university attended

In order for applications to be evaluated for admission, the department may require additional information for each program area.

General Admission Requirements

Degree Programs in Community College

Minimum Grade Point Average

Master's degrees – 2.75 on last half of bachelor's degree

Doctoral degree – 3.40 on previous graduate degree(s)

Additional admission requirements

Doctoral degree – at least three years of work experience in a community college, on-campus interview and writing sample, curriculum vitae

Master of Arts in Teaching in Community College Education – Indication of teaching specialty (e.g., history) in purpose statement

Degree Programs in Educational Leadership

Minimum Grade Point Average

Master's degree – 2.75 on last half of bachelor's degree for School Administration concentration; 3.00 for Student Affairs and Higher Education concentration

Educational Specialist degree – 3.20 on Master's degree

Doctoral degree – 3.40 on previous graduate degree(s)

Additional admission requirements

Master's (School Administration concentration) and Educational Specialist degrees – copy of valid teacher's license, evidence of a minimum of three years teaching experience, résumé, and interview (one letter of recommendation must be from current school administrator)

Master's (Student Affairs and Higher Education concentration) - current résumé and interview

Doctoral degree – résumé and interview;

P-12 School Leadership concentration applicants must have evidence of current and continuing school administration work experience.

Higher Education Leadership applicants must have at least three years of higher education work experience.

Community College Programs

Master of Arts in Teaching in Community College Education (M.A.T.)

The Master of Arts in Teaching in Community College Education is an interdisciplinary degree program designed to prepare professionals for teaching in a community college setting. The degree prepares educators for service in rural community colleges and requires a minimum of 18 hours in the student's teaching field (e.g., history, math, English). The professional education sequence consists of 12 hours. The education courses introduce students to the philosophy and culture of the community college and prepare them to teach non-traditional and first-generation students. Sensitivity to diversity and adult learning theory is also included in the curriculum. The program is offered through the Center for Distance Education but is not completely online since most courses in the teaching field are only offered on campus.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a bachelor's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of community colleges, and demonstrate academic proficiency based on the application materials.

Master of Science in Workforce Education Leadership

The Master of Science in Workforce Education Leadership is a distance learning program designed to prepare professionals for employment in workforce education in post-secondary educational institutions and social services entities, advancing the knowledge base of workforce preparation, workforce development education, and professional development. The program is offered through the Center for Distance Education and is completely online.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a bachelor's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of community college and/or workforce issues, and demonstrate academic proficiency based on the application materials.

Doctor of Philosophy in Community College Leadership

The Ph.D. degree program in Community College Leadership is designed to prepare professionals for leadership positions in community colleges. The degree program is designed to prepare the next generation of community college leaders. The program consists of core courses of study in leading and managing in the community college, interdisciplinary courses in a rural context, and courses in research and statistics. The program is offered through the Center for Distance Education but is not completely online.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of community colleges, have at least three years of work experience in a community college, and demonstrate academic proficiency based on the application materials.

Educational Leadership Programs

Master of Science in Educational Leadership with a concentration in School Administration

Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

Master of Science in Educational Leadership with a concentration in Student Affairs & Higher Education

Program candidates in the Student Affairs & Higher Education concentrations are prepared for careers in higher education management, administration, and leadership with a particular emphasis on the college student experience and services related to supporting college student success.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a bachelor's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, and demonstrate academic proficiency based on the following indicators.

1. Grade point average (GPA) of 2.75 on a 4.00 scale on the last half of the bachelor's degree for School Administration; 3.00 for Student Affairs & Higher Education
2. GRE score results
3. Letter of endorsement from current school administrator and two other letters of reference for School Administration OR three letters of recommendation for Student Affairs & Higher Education
4. Statement of purpose
5. Copy of valid teacher's license (School Administration only)
6. Evidence of three years of teaching experience (School Administration only)
7. Current résumé
8. Interview

Educational Specialist in Education with a School Administration Concentration

The Educational Specialist degree with a major in Education and concentration in School Administration requires a minimum of 30 hours of coursework above the Master's degree including EPY 6214 and EDL 7000 and a comprehensive examination for individuals. The program is designed for individuals who hold a Master's degree in School Administration and administrator license. Graduates are prepared for professional positions in education including school district level positions.

If the student does not hold administrator licensure, the program of study for the Educational Specialist degree with a major in Education and concentration in School Administration requires a minimum of 40 credit hours of coursework above the Master's degree including EPY 6214 and EDL 7000. The program is designed to provide administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of P-12 schools, and demonstrate academic proficiency based on the following indicators.

1. Grade point average (GPA) of 2.75 on a 4.00 scale on the last half of the bachelor's degree
2. GRE score results
3. Letter of endorsement from current school administrator and two other letters of reference
4. Statement of purpose
5. Copy of valid teacher's license
6. Evidence of three years of teaching experience
7. Current résumé
8. Interview.

Doctor of Philosophy in Educational Leadership with a concentration in P-12 School Administration

The program for the Doctor of Philosophy degree in Educational Leadership with a concentration in P-12 School Administration is designed for experienced professional administrators interested in leading and managing P-12 schools, school districts, educational associations, foundations, and state departments of education. It is designed to prepare educators in P-12 school leadership and higher education leadership. The program includes a combination of required focused courses, foundational courses, research courses, and other organized learning experiences for leading and managing schools, school districts, higher education institutions, educational associations, foundations, state educational agencies, and other P-12 or higher education environments.

Doctor of Philosophy in Educational Leadership with a concentration in Higher Education Leadership

The program for the Doctor of Philosophy degree in Educational Leadership with a concentration in Higher Education Leadership is designed for experienced professionals in higher education environments interested in leading and managing various aspects of colleges and universities, state higher education agencies, foundations, and related associations.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, and demonstrate academic proficiency based on the following indicators.

1. Grade point average (GPA) of 3.40 on a 4.00 scale on previous graduate degree(s)
2. GRE score results
3. Letter of endorsement from superintendent and two other letters of reference for P-12 School Leadership OR three letters of recommendation for Higher Education Leadership
4. Statement of purpose
5. Evidence of current and continuing school administration experience for P-12 Leadership OR evidence of three years higher education work experience for Higher Education Leadership
6. Résumé
7. Interview

Master of Arts in Teaching in Community College Education

Core Courses

| | | |
|----------|---|---|
| CCL 8113 | Community College History/Philosophy | 3 |
| CCL 8313 | Community College Instructional Assessment | 3 |
| CCL 8173 | Community College Teaching and Learning | 3 |
| EDF 8363 | Function and Methods of Research in Education | 3 |

Teaching Specialty/Content Area

| | |
|--|-----------|
| Select 18 hours of courses with the same prefix. | 18 |
| Total Hours | 30 |

Master of Science in Workforce Education Leadership

Core Courses

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|----------|---|---|
| CCL 8113 | Community College History/Philosophy | 3 |
| CCL 8343 | Community Development and Resources | 3 |
| CCL 8133 | Leadership Theory and Practice in the Community College | 3 |
| CCL 8153 | Human Resources Administration | 3 |
| CCL 8143 | Program Planning and Development | 3 |
| EDF 8363 | Function and Methods of Research in Education | 3 |
| CCL 8173 | Community College Teaching and Learning | 3 |
| CCL 8193 | Issues in Community College and Workforce Leadership | 3 |

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| Any two TKT courses at the 6000 level or above. | 6 |
| Total Hours | 30 |

Doctor of Philosophy in Community College Leadership

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| Core Courses | | 24 |
| Select one of the following: | | |
| CCL 8113 | Community College History/Philosophy | |
| or CCL 8373 | Community College Curriculum Improvement | |
| CCL 8123 | Community College Finance | |
| CCL 8233 | Community College Legal Issues | |
| CCL 8333 | Community College Administration | |
| CCL 8283 | Leadership in Community College Administration | |
| CCL 8353 | Applications of Organizational Theory and Behavior in Community College Leadership | |
| CCL 8383 | Ethical Decision Making in Community College Administration | |
| EDA 8323 | Educational Facilities Design | |
| Interdisciplinary Courses | | 18 |
| PPA 9613 | Rural Government Administration I: Theoretical and Environmental Aspects | |
| PPA 9623 | Rural Government Administration II: Implementation Aspects | |
| AEC 6353 | Introduction to Regional Economic Development | |
| AEC 6323 | Applied Region Econ Dev | |
| AEC 8713 | Rural Community and Economic Development | |
| PPA 8733 | Public Program Evaluation | |
| Research Courses | | 14 |
| EPY 6214 | Educational and Psychological Statistics | |
| EPY 8214 | Advanced Educational and Psychological Statistics | |
| EDF 9373 | Educational Research Design | |
| EDF 9453 | Introduction to Qualitative Research in Education | |
| Dissertation | | 20 |
| EDA 9000 | Dissertation Research /Dissertation in Educational Leadership (hours and credits to be arranged; minimum of 20 hours required) | |
| Additional Requirements | | |
| CCL 8213 | Internship in Community College Leadership ¹ | 3 |
| Total Hours | | 79 |

¹ Required of students lacking community college work experience.

Master of Science in Educational Leadership with a concentration in School Administration

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| Required Courses | | |
| EDL 8413 | School Legal and Ethical Perspectives | 3 |
| EDL 8423 | School Leadership | 3 |
| EDL 8433 | Using Data for School Improvement | 3 |
| EDF 8443 | Evaluation of School Programs | 3 |
| EDL 8523 | Educating Diverse Learners | 3 |
| EDL 8623 | Leading Curriculum, Instruction and Assessment | 3 |
| EDL 8633 | Human Resources Leadership for Schools | 3 |
| EDL 8713 | School Business and Facilities | 3 |
| EDL 8723 | Leadership for Positive School Culture | 3 |
| EDL 8513 | School Leadership Internship I | 3 |
| EDL 8613 | School Leadership Internship II | 3 |
| A culminating assessment is also held during the second summer term | | |
| Total Hours | | 33 |

Master of Science in Educational Leadership with a concentration in Student Affairs & Higher Education

Prerequisites and Core Courses

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| COE 8023 | Counseling Theory | 3 |
| COE 8013 | Counseling Skills Development | 3 |
| HED 8573 | Applied Assessment in Student Affairs & Higher Education | 3 |
| Concentration Requirements | | |
| HED 8553 | Student Affairs in Higher Education | 3 |
| HED 8523 | Student Development Theory | 3 |
| HED 8543 | Legal Issues in Student Affairs | 3 |
| HED 8563 | Assessment Strategy in Student Affairs & Higher Education | 3 |
| HED 8113 | Administration of Student Personnel Services in Higher Education | 3 |
| HED 8623 | Diversity, Globalization and the College Student | 3 |
| HED 8583 | Administrative Competency in Stu Affairs & Higher Ed: Budgets & Supervision | 3 |
| HED 8593 | Administrative Competency in Stu Affairs & Higher Ed: Technology, Communication, & Crisis | 3 |
| Approved Electives | | 3 |
| Fieldwork Experience | | |
| HED 8010 | Practicum | 6 |
| Total Hours | | 42 |

Educational Specialist in Education with a concentration in School Administration Individuals Holding a Master's degree in School Administration and Administrator License

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| EPY 6214 | Educational and Psychological Statistics | 4 |
| EDL 7000 | Directed Individual Study in Educational Leadership | 6 |
| Graduate-level coursework with at least 15 hours at the 8000-level | | 20 |
| Total Hours | | 30 |

A comprehensive examination is required.

Educational Specialist in Education with a concentration in School Administration Individuals without Administrator License

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| EPY 6214 | Educational and Psychological Statistics | 4 |
| EDL 7000 | Directed Individual Study in Educational Leadership | 6 |
| Graduate-level coursework with at least 15 hours at the 8000-level | | 30 |
| Total Hours | | 40 |

A comprehensive examination is required.

Doctor of Philosophy in Educational Leadership with a concentration in P-12 School Leadership

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| Required courses | | 17 |
| Select a minimum of 5 of the following: | | |
| EPY 6214 | Educational and Psychological Statistics | |
| EPY 8214 | Advanced Educational and Psychological Statistics | |
| EPY 9213 | Advanced Analysis in Educational Research | |
| EPY 9263 | Applied Research Seminar | |
| EDF 9373 | Educational Research Design | |
| EDF 9463 | Qualitative Data Collection in Education | |
| EDF 9473 | Qualitative Data Analysis and Presentation in Education | |
| Dissertation Research | | 20 |

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| EDA 9000 | Dissertation Research /Dissertation in Educational Leadership (hours and credits to be arranged; minimum of 20 hours required) | |
| Major Required Courses | | 12 |
| EDA 8223 or HED 8223 | Seminar in Administration Seminar in Administration | |
| EDA 8283 or HED 8283 | Educational Leadership Educational Leadership | |
| EDA 8353 or HED 8353 | Applications of Theory to Educational Administration Applications of Theory to Educational Administration | |
| EDA 8383 or HED 8383 | Ethical Decision Making in Educational Administration Ethical Decision Making in Educational Administration | |
| P-12 School Leadership Courses | | 12 |
| EDA 8163 | Public School Finance | |
| EDA 8190 | Workshop in Educational Administration and Supervision | |
| EDA 8293 | Professional Development of Educational Personnel | |
| EDA 8273 | Educational Administration and Supervision | |
| Select four of the following: | | 12 |
| EDA 8210 | Internship in Supervision and Administration | |
| EDF 8323 | Comparative Education | |
| EPY 8223 | Psychological Foundations of Education | |
| EDF 9313 | Philosophy of Education | |
| EDA 8323 | Educational Facilities Design | |
| EDF 8353 | Principles of Curriculum Development | |
| Additional courses | | 3-6 |
| EDF 8393 | History of Education in the United States | |
| EDF 8383 | Issues in Education | |
| Total Hours | | 76-79 |

Doctor of Philosophy in Educational Leadership with a concentration in Higher Education Leadership

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| Concentration Required Courses | | 17 |
| Select a minimum of 5 of the following: | | |
| EPY 6214 | Educational and Psychological Statistics | |
| EPY 8214 | Advanced Educational and Psychological Statistics | |
| EPY 9213 | Advanced Analysis in Educational Research | |
| EPY 9263 | Applied Research Seminar | |
| EDF 9373 | Educational Research Design | |
| EDF 9463 | Qualitative Data Collection in Education | |
| EDF 9473 | Qualitative Data Analysis and Presentation in Education | |
| Dissertation Research | | 20 |
| EDA 9000 or HED 9000 | Dissertation Research /Dissertation in Educational Leadership Dissertation Research /Dissertation in Higher Education | |
| Major Required Courses | | 24 |
| HED 8223 or EDA 8223 | Seminar in Administration Seminar in Administration | |
| HED 8283 or HED 8283 | Educational Leadership Educational Leadership | |
| HED 8353 or EDA 8353 | Applications of Theory to Educational Administration Applications of Theory to Educational Administration | |
| HED 8383 or EDA 8383 | Ethical Decision Making in Educational Administration Ethical Decision Making in Educational Administration | |
| HED 8123 | University and Community College Governance | |

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| HED 8683 | Policy Issues in Higher Education | |
| HED 8643 | Advanced Legal Principles in Higher Education | |
| HED 8653 | Finance and Higher Education | |
| Select 4 of the following | | 12 |
| HED 8673 | Planning and Institutional Research in Higher Education | |
| HED 8623 | Diversity, Globalization and the College Student | |
| HED 8133 | Curriculum and Instruction in Higher Education | |
| HED 8633 | History of American Higher Education | |
| HED 8523 | Student Development Theory | |
| CCL 8113 | Community College History/Philosophy | |
| Additional Course(s) | | 3-6 |
| HED 8613 | Academic Scholarship in Higher Education | |
| <hr/> Total Hours | | <hr/> 76-79 |