

Educational Leadership

Department Head: Dr. Eric Moyen

Graduate Coordinator: Dr. Stephanie King

245 Allen Hall

Box 6037

Mississippi State, MS 39762

Telephone: 662-325-0969

E-mail: edleadership@colled.msstate.edu

The Department of Educational Leadership offers the following degrees:

Community College Programs

- Master of Arts in Teaching in Community College Education
- Master of Science in Workforce Education Leadership
- Doctor of Philosophy in Community College Leadership

Educational Leadership Programs

- Master of Science in Educational Leadership with a concentration in (1) School Administration, (2) Student Affairs & Higher Education, or (3) Teacher Leadership
- Educational Specialist in Education with a concentration in (1) School Administration or (2) Teacher Leadership
- Doctor of Philosophy in Educational Leadership with a concentration in (1) P-12 School Leadership or (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--N/A; for Summer--March 1; for Fall--N/A

M.S. in Educational Leadership - School Administration and Teacher Leadership concentrations: 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 and Teacher Leadership concentrations: 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 (student must supply the names and contact information for those providing the recommendations)
- GRE scores that are five years old or less (required for specific programs only)
- 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 Leadership

Minimum Grade Point Average

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

Doctoral degree – 3.40 on first master's degree (or other graduate degree if GPA is higher)

Additional admission requirements

Doctoral degree – at least one year of full-time equivalent work experience in a community college setting and current employment in higher education; 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 statement of purpose

Degree Programs in Educational Leadership

Minimum Grade Point Average

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

Educational Specialist degree – 3.00 on Master's degree

Doctoral degree – 3.40 on previous graduate degree(s)

Additional admission requirements

Master's (School Administration concentration) and Educational Specialist (School Administration concentration) 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

Master's (Teacher Leadership concentration) and Educational Specialist (Teacher Leadership concentration) - copy of valid teacher's license, full-time P-12 classroom teacher experience, résumé, and interview (one letter of recommendation must be from current school administrator)

Doctoral degree – résumé and interview;

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

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, and courses in research and statistics. The program is offered through the Center for Distance Education.

Admission Criteria

Deadline for admission is March 1 for summer. 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, and demonstrate academic proficiency based on the following indicators.

1. Grade point average (GPA) of 3.40 on first master's degree (or other graduate degree if GPA is higher)
2. GRE score results
3. Names and contact information for three people to provide a reference (it is highly recommended that references submit a letter along with the reference form)
4. An on-campus interview and writing sample
5. At least one year of full-time equivalent work experience in a community college setting and current employment in higher education
6. Curriculum vitae
7. Statement of purpose of 500-1000 words to include reason(s) for wanting to be in the program, research interests, and career goals and aspirations
8. Official transcripts from each college or university attended

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 Teacher Leadership

Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, and promote change. Teacher Leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Following the degree, graduates will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities. Graduates are prepared for a wide range of professional positions in education, including curriculum coordinator, lead teacher, instructional coach, and teacher-mentor.

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 for the M.S. in Educational Leadership

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 and Teacher Leadership; 3.00 for Student Affairs & Higher Education
2. Letter of endorsement from current school administrator and two other letters of reference for School Administration and Teacher Leadership OR three letters of recommendation for Student Affairs & Higher Education
3. Statement of purpose
4. Copy of valid teacher's license (School Administration and Teacher Leadership only)
5. Evidence of three years of teaching experience (School Administration only); evidence of full-time P-12 classroom teaching experience (Teacher Leadership only)
6. Current résumé
7. Interview

Educational Specialist in Education with a concentration in School Administration

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 has two tracks. One is

a 30-hour track 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. The second track is intended for students who do not hold administrator licensure. The program of study for this track requires a minimum of 37 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.

Educational Specialist in Education with a concentration in Teacher Leadership

The Educational Specialist degree in Education with a concentration in Teacher Leadership is designed to prepare graduates for professional positions in education including school and district-level positions. For individuals who hold a Master's degree in School Administration and an administrator license, the program requires a minimum of 30 hours of coursework above the Master's degree. If the student holds a Master's degree in an area other than School Administration, the program of study requires a minimum of 37 credit hours of coursework above the Master's degree. Graduates are prepared for a wide range of professional positions in education, including curriculum coordinator, lead teacher, instructional coach, and teacher-mentor.

Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, promote change, and establish a positive school culture. Teacher leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Graduates will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities.

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 3.00 on master's degree
2. Letter of endorsement from current school administrator and two other letters of reference
3. Statement of purpose
4. Copy of valid teacher's license
5. Evidence of three years of teaching experience (School Administration); evidence of full-time P-12 classroom teaching experience (Teacher Leadership)
6. Current résumé
7. 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. Administrator's license and evidence of current and continuing school administration experience for P-12 Leadership, evidence of three years higher education work experience for Higher Education Leadership

6. Résumé
7. Interview

Community College Programs

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

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

Any two TKT courses at the 6000 level or above. 6

Total Hours 30

Doctor of Philosophy in Community College Leadership

Core Courses

Select one of the following:		
CCL 8113 or CCL 8373	Community College History/Philosophy Community College Curriculum Improvement	3
CCL 8123	Community College Finance	3
CCL 8233	Community College Legal Issues	3
CCL 8333	Community College Administration	3
CCL 8283	Leadership in Community College Administration	3
CCL 8353	Applications of Organizational Theory and Behavior in Community College Leadership	3
CCL 8153	Human Resources Administration	3

Interdisciplinary Courses 6

HED 8673	Planning and Institutional Research in Higher Education	3
CCL 8343	Community Development and Resources	3

Research Courses

EPY 6214	Educational and Psychological Statistics	3
EPY 8214	Intermediate Educational and Psychological Statistics	3
EDF 9373	Educational Research Design	3
EDF 9453	Introduction to Qualitative Research in Education	3

Dissertation 20

CCL 9000	Dissertation Research/ Dissertation in Community College Leadership	20
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Additional Requirements, if needed

CCL 8213	Internship in Community College Leadership ¹	3
Total Hours		61-64

¹ Required of students lacking community college work experience.

Educational Leadership Programs

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

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

Prerequisites and Core Courses

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	Administrative Leadership in Student Affairs & 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
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Fieldwork Experience

HED 8010	Practicum	6
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Total Hours		42
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Master of Science in Educational Leadership with a concentration in Teacher Leadership

EDL 8423	School Leadership	3
EDL 8433	Using Data for School Improvement	3
EDL 8523	Educating Diverse Learners	3
EDL 8623	Leading Curriculum, Instruction and Assessment	3
EDL 8723	Leadership for Positive School Culture	3

EDL 8313	Assessing Content Knowledge for Teacher Leadership	3
EDL 8323	Differentiation of Instruction for Teacher Leadership	3
EDL 8333	Teaching Practice and Learning Environment for Teacher Leadership	3
EDL 8343	Effective and Reflective Practitioner for Teacher Leadership	3
EDL/EDF/EDE/EDS/EPY Elective		3
Total Hours		30

Educational Specialist in Education with a concentration in School Administration

Individuals holding a Master's degree in School Administration and Administrator License

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

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.

Educational Specialist in Education with a concentration in Teacher Leadership

EPY 6214	Educational and Psychological Statistics	4
EDL 7000	Directed Individual Study in Educational Leadership ¹	3
or EDL 8353	Teacher Leadership Internship	
Graduate-level coursework (a program minimum of 15 hours at the 8000-level is required)		11
EDL 8313	Assessing Content Knowledge for Teacher Leadership	3
EDL 8323	Differentiation of Instruction for Teacher Leadership	3
EDL 8333	Teaching Practice and Learning Environment for Teacher Leadership	3
EDL 8343	Effective and Reflective Practitioner for Teacher Leadership	3
Total Hours		30

¹ Student may take 3 or 6 hours of EDL 7000.

Individuals holding a Master's degree in School Administration and an administrator license are required to complete a minimum of 30 credit hours of coursework above the Master's degree.

Individuals holding a Master's degree in an area other than School Administration are required to complete a minimum of 37 credit hours of coursework above the Master's degree.

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

Required courses 17

Select a minimum of 5 of the following:

EPY 6214	Educational and Psychological Statistics
EPY 8214	Intermediate Educational and Psychological Statistics
EPY 9213	Multivariate 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	Dissertation Research /Dissertation in Educational Leadership (hours and credits to be arranged; minimum of 20 hours required)	
Major Required Courses		12
EDA 8223	Seminar in Administration	
or HED 8223	Seminar in Administration	
EDA 8283	Educational Leadership	
or HED 8283	Educational Leadership	
EDA 8353	Applications of Theory to Educational Administration	
or HED 8353	Applications of Theory to Educational Administration	
EDA 8383	Ethical Decision Making in Educational Administration	
or HED 8383	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
EDF 8323	Comparative Education	
EDF 8393	History of Education in the United States	
EPY 8223	Psychological Foundations of Education	
EDF 8353	Principles of Curriculum Development	
EDF 8383	Issues in Education	
EDF 9313	Philosophy of Education	
Additional courses, if needed		
EDA 8210	Internship in Supervision and Administration (required of students lacking school district-level work experience)	
EDA 8323	Educational Facilities Design	
Total Hours		73

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

Concentration Required Courses		17
Select a minimum of 5 of the following:		
EPY 6214	Educational and Psychological Statistics	
EPY 8214	Intermediate Educational and Psychological Statistics	
EPY 9213	Multivariate 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	Dissertation Research /Dissertation in Educational Leadership	
or HED 9000	Dissertation Research /Dissertation in Higher Education	
Major Required Courses		24
HED 8223	Seminar in Administration	
or EDA 8223	Seminar in Administration	
HED 8283	Educational Leadership	
or HED 8283	Educational Leadership	
HED 8353	Applications of Theory to Educational Administration	

or EDA 8353	Applications of Theory to Educational Administration	
HED 8383	Ethical Decision Making in Educational Administration	
or EDA 8383	Ethical Decision Making in Educational Administration	
HED 8123	Organization and Governance in Higher Education	
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	
Total Hours		76-79