“Education leaders today deal with rapidly changing environments and need to be able to collaborate with others to develop sound policies, listen well to and manage diverse points of view and think critically while acting ethically. Through this program, you will develop a strong foundation and understanding of leadership in education. These skills will help you analyze and implement sound administrative policy, create successful strategies for change and put into service leading practices for the day-to-day needs of your schools” (http://www.stthomas.edu/celc/academics/educationspecialist). Required for principal licensure in the state of Minnesota.

Assessment:
- EDLD770 Professional Pre-Assessment (1 credit)
- EDLD771 Principal Assessment Center (2 credits)
- EDLD877 Portfolio & Reassessment (1 credit)

Foundations Courses:
- EDLD801 Leadership and Organizational Theory (3 credits)
- EDLD807 Foundations of Leadership: An Intellectual and Ethical Practice (3 credits)

Research Course:
- EDLD621 Research Design, Analysis & Critique I (3 credits)

Clinical Practicum:
- EDLD885 Clinical Practicum: K-12 Principal (3 credits)

Core Courses:
- EDLD805 Supervision and Professional Development (3 credits)
- EDLD820 School Law (3 credits)
- EDLD826 School Finance (3 credits)
- EDLD840 Administration of Special Programs (3 credits)
- EDLD874 Principalship K-12 (3 credits)

Theology Courses TBD (9 credits)

Total Degree: 40 credits

Ed. S. Course Descriptions

EDLD 621 Research Design, Analysis and Critique I (3 credits)
This course begins the required three-course M.A. or Ed.S. research sequence. After an introductory overview of social research, it emphasizes historical and ethnographic approaches to thinking about collecting and analyzing information. Course activities provide an opportunity to experience doing research using historical and qualitative methods.

EDLD770 Professional Pre-Assessment (1 credit)
This course is designed to accomplish three goals: analyze and pre-assess the student experiences in leadership in a critical manner, acquaint the student with the phenomenon of leadership and set professional goals. The means by which this analysis is undertaken is important to success in the course. The student will analytically and critically reflect upon his/her own capabilities in reference to specific leadership competencies.

EDLD 771 Principal Assessment Center (2 credits)
This course provides students with the opportunity to demonstrate the skills necessary to be an effective leader in a school setting. The course begins with a day-long simulation activity, designed through a partnership with the National Association of Secondary School Principals. An in-basket of requests and background information is the first task for the leader and includes opportunities to resolve complex problems and get results through the use of organizational skills. Participants are also assessed on their ability to demonstrate sensitivity and use sound judgment in face-to-face meetings with actors playing the role of upset parent and under-performing teacher. Team meetings are held, and participants also give a formal speech to a simulated board of education. The work of each participant is rated by trained assessors and compiled into a Final Report showing strengths and weaknesses in 10 different areas of leadership skills. Participants use this data to improve their ability to be an effective peer coach, department head, dean, assistant principal, principal or other building-based educational leader. Follow-up activities in this course include setting Professional Growth Targets for improvement, and implementing them at the school level.
EDLD 801 Leadership and Organizational Theory (3 credits)
This course examines how educational organizations develop and change and how leaders and followers interact within organizations from several theoretical and conceptual perspectives. Students observe the workings of educational institutions and programs, interview educational leaders, and analyze their own understanding and practice of leadership.

EDLD 805 Supervision and Professional Development (3 credits)
This course focuses on the leader's role in promoting faculty and staff education and improvement within a climate of high expectations and mutual support. The supervision and staff development strategies presented are grounded in adult learning theory and current research on teaching. Students practice team building, goal setting, observing and conferencing skills.

EDLD 807 Foundations of Leadership: An Intellectual and Ethical Practice (3 credits)
This course emphasizes the responsibility of educators to be attentive to the ethical aspects of relationships and decisions, including those made in the name of the institution. The need for an ethical commitment based on human worth and dignity is stressed. A case-study approach is used to surface ethical issues.

EDLD 820 School Law (3 credits)
Federal, state and local relationship of law to education are studied. Areas covered include school law as it pertains to districts, boards of education, and school personnel; contractual authority and tort liability; problems of employment of teachers; transportation, attendance and discipline; and landmark school law cases.

EDLD 826 School Finance (3 credits)
This course covers federal, state and local support of education; analysis of various revenue-raising alternatives; a study of the trends in receipts and expenditures for education; and the Minnesota financial accounting and reporting systems.

EDLD 840 Administration of Special Programs (3 credits)
Students examine how special education, gifted education, counseling services and other programs serving students with special needs can be integrated into the total curriculum. The course deals with the philosophical, historical and political foundations of special programs as well as with curriculum coordination, staff development, fiscal planning and other practical operational issues. It also deals with the ethical issues involved in responding to diverse student needs.

EDLD 874 Principalship K-12 (3 credits)
This course examines the mission of the school and focuses on the attributes, knowledge and skills a person needs to be a principal. Emphasis is placed on the importance of ongoing education and the development of professional networks. Students have an opportunity to assess their skills as a basis for selecting elective courses appropriate to their needs. Recent national studies on elementary and secondary education are reviewed and an in-depth analysis of those issues relating to the secondary school occurs.

EDLD 877 Portfolio and Reassessment (1 credit)
The professional portfolio is the synthesis of learning and accomplishments of the educational leadership licensure student. Students demonstrate knowledge, experience or expertise in each of the five comprehensive goals for the degree program. Students choose the content themselves and offer a rationale for that selection. Portfolios are presented in a group setting. Prerequisites: All degree requirements completed; permission of adviser.

EDLD 885 Clinical Practicum: K-12 Principal (3 credits)
The student is involved in a 250-hour internship experience with a licensed principal as an on-site supervisor and participates in a seminar with other interns. Interns are required to keep a reflective journal of experiences. The internship supervisor from the educational leadership program provides specific guidelines for the intern and the on-site supervisor. Refer to Internship Policies and Procedures (email soe_edlead@stthomas.edu to request a copy). Prerequisite: Adviser's signature.

Three Theology Courses TBD (3 credits each)
Note: theology courses are chosen based on participants' previous coursework and the needs of a particular cohort. More information will be available after candidates are accepted and the cohort is formed.