

For

Experienced educators with at least three years of teaching experience who **currently hold a Master's degree and a valid MN teaching license** and who wish to become licensed as a director of special education, principal or superintendent in the state of Minnesota while earning a post-graduate degree. *Note: An alternative path is available for non-licensed teachers.*

What you Learn

The Educational Specialist degree is designed to provide Minnesota schools with the highest possible quality special education directors, principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

How you Learn

Online Format: This program is an exclusively online cohort learning experience conducted via video conferencing and through the online learning management system (D2L Brightspace). A weekly 90-minute video-conference session with the instructor and members of the cohort is required to advance the leadership learning in a virtual team setting. You will complete one 3 credit course every 8 weeks. The program is conducted as an online cohort program from beginning to end with start dates in September and March.

Career Outcomes

At completion of the program as outlined below, you will earn an Educational Specialist degree and be eligible for licensure in the state of Minnesota as a K-12 special education director, principal or superintendent.

Degree Requirements

Ed.S. Degree - K-12 Principal		
EDU 7001	School Leadership: Foundations I	3
EDU 7002	School Leadership: Foundations II	3
EDU 7003	School Leadership for All Learners	3
EDU 7004	School Leadership for Instruction and Learning	3
EDU 7005	Organizational Leadership and Management for School Leaders	3
EDU 7006	Strategic Advancement for School Leaders	3
EDU 7007	Leadership of a Learning Organization	3
EDU 7008	Ethical and Legal School Leadership	3
ED 7009	Elementary Level Internship	2
ED 7010	Middle Level Internship	2
ED 7011	Secondary Level Internship	2
	Digital Portfolio & Situational Observation Interview	0
Total Credit Hours:		30

Non - Licensed Teachers: ED 7014 Teaching Internship (3 Credits)

Ed.S. Degree - Director of Special Education		
ED 7022	Director of Special Education Foundations I	3
ED 7023	Director of Special Education Foundations II	3
ED 7024	Director of Special Education Leadership for All Learners	3
ED 7025	Dir. of Special Ed Leadership for Instruction and Learning	3
ED 7026	Dir. of Special Ed Leadership and Management for District Learners	3
ED 7027	Strategic Advancement for Director of Special Education	3
ED 7028	Dir. of Special Ed Leadership of a Learning Organization	3
ED 7029	Ethical and Legal for Dir. of Special Ed Leadership	3
ED 7079	Director of Special Education Internship	3
ED 7085	Director of Special Education Internship	3
	Digital Portfolio & Situational Observation Interview	3
Total Credit Hours:		30

Ed.S. Degree - District Superintendent		
EDU 7012	District Leadership: Foundations I	3
EDU 7013	District Leadership: Foundations II	3
EDU 7014	District Leadership for All Learners	3
EDU 7015	District Leadership for Instruction and Learning	3
EDU 7016	Organizational Leadership and Management for School Leaders	3
EDU 7017	Strategic Advancement for District Leaders	3
EDU 7018	District Leadership of a Learning Organization	3
EDU 7019	Ethical and Legal District Leadership	3
ED 7039	Superintendent Internship	3
ED 7059	Superintendent Internship	3
	Digital Portfolio & Situational Observation Interview	0
Total Credit Hours:		30

Note: Course descriptions for the courses listed above can be found on Pages 12 -14. This is not an official schedule and your cohort may take these courses in a different order.

For

Experienced educators seeking to further their knowledge in the field of educational leadership for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.

What you Learn

The Doctorate in Education (Ed.D.) is for experienced educators seeking to further their knowledge in educational leadership for the application of appropriate and specific practices, the generation of new knowledge, the advancement of equity, and for the stewardship of the profession. Through successful completion of coursework, research experiences, and a dissertation, completers demonstrate enhanced leadership skills and abilities. The completed dissertation is the culmination of the program and ensures the leader has the ability to analyze, reflect on, and assess data; evaluate and produce research; and design and communicate solutions using exemplary critical thinking.

How you Learn

The program utilizes an online platform for your convenience with many opportunities for collaborative learning. From the beginning, a team of advisors and mentors are available to support you through your learning journey. Through a series of specialized courses that are focused on applying theory to practice, you will learn and apply skills that are vital for leadership in educational and organizational settings.

Career Outcomes

The doctorate degree (Ed.D.) provides advanced career opportunities in a variety of educational fields including School District Superintendent, School Principal, Academic Dean, College Professor, various leadership roles in higher education, government or public policy. The degree is also transferable to numerous leadership opportunities beyond education, including private, non-profit, public, and government organizations. Most importantly, students complete their doctorate with a recognition of the importance that the embedded learning has had on their effectiveness to serve, lead research and continually develop as a practitioner.

Degree Requirements

Doctorate in Education		
	Educational Leadership Core (10 credits)	
EDU 7200	Current Topics and Trends in Educational and Organizational	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1 – Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2 – Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3 – Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4 – Finalizing the Dissertation Proposal Manuscript	1
	Research Methods and Statistics (12 credits)	
DOC 7100	Research Methods	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7300	Action Research	3
DOC 7500	Data Analysis	3
	Dissertation (12 credits)	
DOC 7900	Dissertation	12
	Educational Leadership Content Courses (27 credits)	
EDU 7047	Influences and Assessment of Public Policy	3
EDU 7048	Organizational Theory	3
EDU 7067	Organizational Resource Management	3
EDU 7068	Change Management and Solutions-Based Leadership	3
EDU 7069	Strategic Planning and Decision Making	3
EDU 7300	Cultivating Inclusive Environments	3
EDU 7250	Community Engagement and Partnerships	3
EDU 7225	Coaching and Mentoring for Leadership Development	3
EDU 7400	Future of Educational and Organizational Leadership	3
Total Hours:		61

EDU 7001 School Leadership: Foundations I - The first of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school and school district organization and leadership approaches and theory.

EDU 7002 School Leadership: Foundations II - The second of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school and school district organization and leadership approaches and theory.

EDU 7003 School Leadership for All Learners - Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

EDU 7004 School Leadership for Instruction and Learning - Students develop the leadership skills for becoming an instructional change agent and they further their understanding of curriculum, assessment, and instructional practice.

EDU 7005 Organizational Leadership and Management for School Leaders - Students develop the skills to align the resources of talent, funds, space, and time with the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

ED 7006 Legal Issues for Principals - This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

EDU 7006 Strategic Advancement for School Leaders - Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

EDU 7007 Leadership of a Learning Organization - Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

EDU 7008 Ethical and Legal School Leadership - Students examine school district policy, state and federal laws, and legal issues affecting schools and school systems. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision making to serve the best interests of all learners.

ED 7009 Elementary Level Internship - In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the elementary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7010 Middle Level Internship - In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the middle level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7011 Secondary Level Internship - In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the secondary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7013 Teaching Internship - For educators without three (3) years of classroom experience.

EDU 7012 District Leadership: Foundations I - The first of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school district organization and leadership approaches and theory.

EDU 7013 District Leadership: Foundations II - The second of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school district organization and leadership approaches and theory.

EDU 7014 District Leadership for All Learners - Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all district learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

EDU 7015 District Leadership for Instruction and Learning - Students develop the leadership skills for becoming an instructional change agent and they further their understanding of district-level curriculum, assessment, and instructional practice.

EDU 7016 Organizational Leadership and Management for District Leaders - Students develop the skills to align the resources of talent, funds, space, and time with the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

EDU 7017 Strategic Advancement for District Leaders - Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

EDU 7018 District Leadership of a Learning Organization - Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

EDU 7019 Ethical and Legal District Leadership - Students examine school district policy, state and federal laws, and legal issues affecting schools and school systems. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision making to serve the best interests of all district learners.

ED 7039 Superintendent Internship I - In this course, candidates for a Minnesota District Superintendent License apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7059 Superintendent Internship II - The course is the second of two required sequenced semester courses for candidates seeking a Minnesota District Superintendent license. In the course, students apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience meets three of the six required internship credits and a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator licenses. (Prerequisite: ED 7039)

Digital Portfolio & Situational Observation Interview - Meets requirements & expectations outlined in Minnesota Administrator Rule 3512.0400, Subp.3.

ED 7022 Director of Special Education Foundations I - The first of two courses is designed to help students recognize their leadership mission and values and develop an understanding of school district organization and leadership approaches and theory.

ED 7023 Director of Special Education Foundations II - Education Leadership: Foundations II The second of two courses is designed to help students recognize their leadership mission and values and understand school district organization and leadership approaches and theory.

ED 7024 Director of Special Education Leadership for All Learners- Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all special education learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

ED 7025 Director of Special Education Leadership for Instruction and Learning - Students develop the leadership skills for becoming an instructional change agent, and they further their understanding of special education, requirements, curriculum, assessment, and instructional practice.

ED 7026 Director of Special Education Leadership and Management for District Leaders - Students develop the skills to resources of talent, funds, space, and time with state and federal rules and regulations and the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

ED 7027 Strategic Advancement for Director of Special Education - Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

ED 7028 Director of Special Education Leadership of a Learning Organization - Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

ED 7029 Ethical and Legal for Director of Special Education Leadership - Students examine school district policy, state and federal laws, and legal issues affecting schools, school systems, and special education. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision-making to serve the best interests of all district learners.

ED 7079 Director of Special Education Internship - In this course, candidates for a Minnesota Director of Special Education license apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7085 Director of Special Education Internship - In this course, candidates for a Minnesota Director of Special Education License apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

EDU 7200 Current Topics and Trends in Educational and Organizational Leadership - This course examines the evolving landscape of leadership within educational and organizational contexts. Students will engage in critical analysis of contemporary issues, theories, and practices that influence leadership dynamics. Emphasis is placed on understanding the interplay between leadership and emerging trends in technology, globalization, diversity, and policy. Through scholarly inquiry and practical application, students will develop the skills necessary to navigate and lead effectively in complex and changing environments.

DOC 7000 Professional Ethics - This course examines ethical and sociocultural issues that doctoral students will face during their training and professional practice, emphasizing conceptual frameworks needed to articulate concerns and engage in meaningful dialogue with others. Topics include the application of ethical program leadership, legal issues, evaluation, and planning.

DOC 7410 Seminar 1 - Drafting the Dissertation Introduction - This course focuses on student progress on their dissertation through the selection of the dissertation topic and type, the assigning of a dissertation chair, and drafting and receiving feedback on Chapter 1: Introduction.

DOC 7420 Seminar 2 - Drafting the Dissertation Literature Review - This course focuses on student progress on their dissertation through the assigning of dissertation committee members and drafting and receiving feedback on Chapter 2: Literature Review.

DOC 7430 Seminar 3 - Drafting the Dissertation Methodology - This course focuses on student progress on their dissertation through the drafting and receiving feedback on Chapter 3: Methodology.

DOC 7440 Seminar 4 - Finalizing the Dissertation Proposal Manuscript - This course focuses on student progress on their dissertation through completing the dissertation proposal manuscript.

DOC 7100 Research Methods - This course explores important practical considerations for applying research methods across diverse fields. Emphasis is placed on effectively accessing, interpreting, and utilizing research in professional and academic settings. The course aims to equip doctoral students with a variety of research techniques, and the skills necessary to conduct research and contribute meaningfully to their respective disciplines.

DOC 7200 Quantitative and Qualitative Research - This course provides doctoral students from diverse disciplines with an understanding of how data is collected, analyzed, and used in various epistemological, ontological, and methodological contexts within research. Students will explore each approach's philosophical underpinnings, practical applications, and ethical considerations. The course emphasizes developing skills necessary to effectively design, implement, and analyze research studies. This course equips doctoral candidates with the versatility and critical thinking skills needed to navigate the complexities of modern research.

DOC 7300 Action Research - This course provides an overview of action research methods to solve problems of practice. Students examine unique and emerging proactive and responsive action research that generates knowledge and results in practical outcomes for participants.

DOC 7500 Data Analysis - This course delves into data analysis techniques, integrating both quantitative and qualitative methodologies. Students will develop skills within theoretical foundations, practical application, critical analysis, and data visualization and interpretation, with particular emphasis on data analysis techniques for their dissertation.

DOC 7900 Dissertation - The completion of the EdD dissertation requires a scholarly mindset involving ongoing evaluation, analysis, and synthesis of previous, relevant research as well as one's own work, under the guidance of a dissertation chair and committee. This course provides students the opportunity to explore an important problem that warrants investigation due to its centrality to issues of practice and application.

EDU 7047 Influences and Assessment of Public Policy - This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

EDU 7048 Organizational Theory - This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

EDU 7067 Organizational Resource Management - This course equips students to align organizational resources of talent, funds, space, and time with the organization's mission. Students explore leadership approaches to maximize an organization's available resources and advance the importance of caring for the employees, including the leader.

EDU 7068 Change Management and Solutions-Based Leadership - This course focuses on the theories, strategies, and practices of change management and solutions-based leadership. This course enhances students' abilities to integrate problem-solving into a management structure to improve decisions and advance initiatives. Students will explore the dynamics of organizational change, the role of leadership in facilitating successful transformations, and the application of solutions-based approaches to address complex challenges. Students develop skills to face problems and identify solutions for leaders, teams, and organizations.

EDU 7069 Strategic Planning and Decision Making - This course advances students' ability to champion an organization's strategic priorities through direction, planning, and decision-making. Students demonstrate their ability to design and implement a strategic plan that involves input, output, and outcomes.

EDU 7300 Cultivating Inclusive Environments - This course equips students with the knowledge and skills necessary to create and maintain inclusive environments within educational institutions and organizations. Emphasizing practical strategies, learners will study effective methods for fostering engagement and civic responsibility, leading diverse groups, enhancing community well-being, and cultivating inclusive policies and practices.

EDU 7250 Community Engagement and Partnerships - This course explores the essential role of community engagement and partnerships for leaders. Students will examine theoretical frameworks, strategies, and best practices for building and sustaining meaningful relationships between organizations and their surrounding communities. Emphasis is placed on collaborative approaches that leverage community resources, enhance stakeholder involvement, and promote equity and inclusion.

EDU 7225 Coaching and Mentoring for Leadership Development - This course explores the principles and practices of coaching and mentoring as critical components of effective leadership development. Students will examine various coaching models, techniques, and strategies for fostering growth and development in individuals and teams within educational and organizational settings. In addition to practical applications, the course integrates personal reflection as a key element of leadership development. Students will engage in reflective exercises to assess their own coaching and mentoring styles, identify areas for personal growth, and develop a deeper understanding of their leadership impact.

EDU 7400 Future of Educational and Organizational Leadership - This course explores innovations and challenges that will shape the future of educational and organizational leadership. Emphasis is placed on adaptive leadership and visionary thinking to prepare leaders for leading proactively and effectively in a rapidly changing world. The course culminates in a student leadership capstone project, where students will develop a plan to address a future-oriented issue in leadership and reflect on personal leadership growth and future development.