

Doctorate in Educational Leadership

The mission of the Department of Educational Leadership is dedicated to the study of the intersectionality between race, cultural responsiveness and social justice. We prepare racially/ethnically conscious leaders who are resolute in serving ALL learners in a broad spectrum of educational settings. The department is committed to developing educators with strong skills in racial equity leadership, instructional leadership, and experiential learning. We seek to advance the capacity of leaders who will eliminate predictable racial disparities through project-based learning and learner-centered programming in a Master of Science, Specialist, and Doctorate graduate degree.

We're a community of scholars and practitioners committed to the development of racially conscious leaders in PK-12 education, higher education, and non-profit organizations.



Doctorate in Educational Leadership

Developing Racially Conscious Leaders for PK-12 Schools,
Higher Education, and Non-Profit Organizations

Doctorate in Educational Leadership

Developing Racially Conscious Leaders for PK-12 Schools, Higher Education, and Non-Profit Organizations

We know that racially conscious leaders can, and do, have significant influence in ensuring that systemic changes occur in schools, universities, and organizations: so much so that they are able to leverage the most significant and intractable challenges facing education today - to interrupt systemic barriers to access and achievement. The following plan of study is intentional coursework outlining your journey toward becoming a racially conscious leader.



Plan of Study for Cohort Starting Fall 2021

Course Number	Courses	Semester	Credits
EdLd 793	Focused Research Investigations	Fall 2021	3
EdLd 747	Organizational Theory and Change/CRT	Fall 2021	3
EdLd 759	Influences in Assessment of Public Policy	Spring 2022	3
EdLd 782	Design & Methods in Qualitative Inquiry	Spring 2022	3
EdLd 734	Professional Development Colloquium 1	Summer 2022	3
EdLd 798	Doctoral Internship 1	Summer 2022	4
EdLd 792	Quantitative Research methods in Educational Leadership	Fall 2022	3
EdLd 798	Doctoral Internship 2	Fall 2022	4
EdLd 751	Advanced Leadership Ethics	Spring 2023	3
EdLd 735	Professional Development Colloquium 2	Spring 2023	3
EdLd 798	Doctoral Internship 3	Summer 2023	4
EdLd 799	Dissertation (with Advisor) *	Semester 6 +	11
	Elective Credits (or Advanced Standing) **	Semester 6 +	9
	* =Doctoral students are required to register for a total of 11 credits of dissertation with their advisor prior to graduation. ** =Doctoral students are required to take a minimum of 9 elective credits. Elective credits (or advanced standing) are negotiated with the doctoral student's advisor.		56

Doctorate in Educational Leadership

Developing Racially Conscious Leaders for PK-12 Schools, Higher Education, and Non-Profit Organizations



Ed.D. Program Timeline (Full Time)

The Ed.D. program and course schedule have been designed for learners to complete their coursework in three years as a full time student. Universally, students take an additional year to complete the dissertation.

Departmental Policies on Advanced Standing

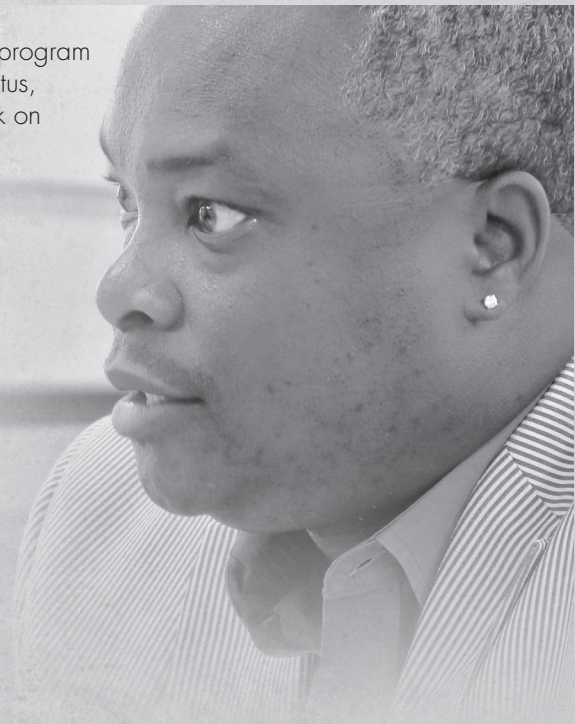
Learners may transfer up to 10 credits from an accredited institution into the doctoral program. These credits must be post-master's degree credits and cannot be older than seven years.

The advisor in consultation with the learner will determine which doctoral credits will be substituted for these 10 credits. Most often the 10 transfer credits will be applied toward the electives and internship.

In special circumstances core courses and/or research courses may be substituted for other graduate courses. However, learners must complete 46 credits of graduate work from Minnesota State Mankato.

Department Policies on Student Progress

1. Students enrolled in the Educational Leadership doctoral program who have completed all coursework, but not the prospectus, may enroll in a 600 level Individual Study course to work on the prospectus. Students may enroll in two consecutive Individual Study courses; however, if the prospectus is not completed at the end of the second course, students may be dismissed from the program.
2. Students are expected to demonstrate significant progress on the dissertation by the end of year three. Significant progress is evidenced by writing portions of the introduction, literature review and/or methodology sections. If satisfactory progress toward doctoral candidacy (proposal and portfolio review) is not made during the fourth year, they may be dismissed from the program.
3. Doctoral candidates (post-proposal & portfolio approval) are required to be enrolled for at least one credit at the 700 level each Fall and Spring semester through graduation semester and including Summer if they graduate during that term. Candidates have seven years after the first semester of enrollment to complete their program requirements.



Doctorate in Educational Leadership

Developing Racially Conscious Leaders for PK-12 Schools, Higher Education, and Non-Profit Organizations



Doctoral Program Process

Phase One: Foundation

1. Complete the Professional Development Colloquium (PDC) courses.
2. Complete the prospectus. This document is a general explanation of the dissertation topic and research method that will be used in the dissertation (criteria provided in PDC courses). Once the prospectus is completed and has obtained advisor approval, potential committee members can be identified. Students may not register for dissertation credits until the prospectus is completed and approved. If all other doctoral coursework is completed, students may register for one 3-credit individual study course to complete the prospectus. If the prospectus is not completed at the end of the individual study, a leave of absence from the program may be necessary.
3. Form a dissertation committee. Share the prospectus with potential committee members and obtain their signatures on a committee agreement form.
4. Develop and complete an electronic portfolio to include elements from:
 - a. Leadership Core
 - b. Research Core
 - c. Internship
 - d. Other

Phase Two: Portfolio and Dissertation Proposal

1. Present the portfolio to department faculty on your committee.
2. Present the dissertation proposal to your committee. The proposal includes three chapters: introduction, literature review and methods. Consult with your advisor during this process.
3. Obtain IRB approval. This is done online through the Graduate Studies and Research office.
4. Proposal meeting: committee approves portfolio and dissertation proposal. Candidacy is recommended to Graduate Studies and Research office. **NOTE: The portfolio and dissertation proposal must be approved before students may begin collecting their data. In rare situations students may begin collecting data prior to their proposal meeting, but they must have committee approval to do so.**

Phase Three: Dissertation Research

1. Conduct the study (complete data collection and analysis, if applicable).
2. Write chapters four and five.

Phase Four: Recommendation for Awarding Degree

1. Complete dissertation with advisor approval.
2. Schedule a final meeting for the dissertation presentation.
3. Make committee-recommended changes to the dissertation.
4. Complete the recommendation for awarding degree form.



MINNESOTA STATE UNIVERSITY, MANKATO

COLLEGE OF EDUCATION