

## Master of Education in Higher Education—Leadership and Learning Emphasis

**Target audience:** professionals in any organization who are responsible for leading groups of people, those in supervisory roles, academics outside the education discipline who wish to enhance their skills in helping students learn, those who aspire to move into formal leadership positions (with no requirement for formal administrative or leadership education)

### Rationale:

*Except for the neural engine we carry under our skulls, the experiential and reflective intelligence housed by that engine, and the products of past intelligence in the form of an immense support structure of culture and language and artifacts that lets each generation capitalize on the advances of the previous, we human beings are unimpressive organisms.*

--David Perkins (1995) Outsmarting IQ: The Emerging Science of Learnable Intelligence. New York: Free Press.

Leaders in most arenas are highly qualified in executing management functions critical to organizational operations, most are adept at managing the professionals they supervise, and many are able to develop the vision and goals to move their organizations forward. Few, however, have studied current brain research or explored the potential applications of that research to their practice. Knowledge about the brain and human intelligence has significant implications for leadership practice. There is a need for leaders, both positional leaders and those who lead from within, to explore what is known about the nature of the human brain and the connections between human learning and effective systems, organizations and societies.

Those most effective at leading organizations that contribute to the common good are individuals who can help others learn. The more one understands about human learning, the more capable she or he will be at working effectively with others and helping them learn—a critical component of leadership. The focus on personal and professional learning for leaders as they lead the development of others is crucial; the amount of information they will be expected to learn and apply during their professional lives is extensive, and they will never know enough. In addition to being an efficient and effective learner, leaders must be effective team members—able to work and learn independently and interdependently as needed.

Students pursuing the Master of Education in Leadership and Learning have the opportunity to explore learning and leadership theories and the connections between and among them. Students will be asked to apply new understandings in situations where they lead others and in situations where they must lead from within. Classrooms, meetings, team projects, orientation sessions and any other learning situations for which a student is responsible will become lab settings where students will purposefully plan to make professional practice even more effective for improving learning and, therefore, for improving the effectiveness of individuals and groups.

### Learner Outcomes for the M. Ed. Higher Education—Leadership and Learning Emphasis

#### Graduates will BE:

- Experienced leaders who apply the knowledge of learning.  
Opportunities to foster this outcome and assess progress include:
  - a. practicum experiences to use to refine and transfer knowledge and skills;
  - b. assignments designed to apply learning to own professional practice;
  - c. skill development in leading learning for individuals and groups, formally and informally;

- d. observations of mindful and mindless leadership, analysis of the situation and suggestion about enhanced effectiveness;
  - e. feedback from practicum supervisors, professors and learning partners; and
  - f. critical reflection about own progress.
- Worthy team members prepared to lead from formal position or lead from within to ensure progress toward the common goals of the situation.
    - Opportunities to foster this outcome and assess progress include:
      - a. study of the knowledge of groups and teams with application to most human group situations;
      - b. team learning opportunities;
      - c. directly learning and practicing effective team skills;
      - d. assignments designed to engage students in observing and analyzing the work of teams and groups;
      - e. feedback from supervisors, colleagues, and professors about practice of effective team skills; and
      - f. critical self-assessment of team member effectiveness with development of improvement plans for both self and others.
  - Reflective and critical thinkers.
    - Opportunities to foster this outcome and assess progress include:
      - a. assignments that emphasize development and expression of considered judgments, such as debates, dialogs, and challenge papers;
      - b. assignments that emphasize critique and evaluations of material over summary and memorization;
      - c. self-reflective assignments such as reflection papers, journals, formal reflection, and discussion of differences between and among individuals and groups; and
      - d. analysis of current events and the implications for leadership and learning.
  - Individuals with well-developed interpersonal and intrapersonal intelligences.
    - Opportunities to foster this outcome and assess progress include:
      - a. class environments in which full ranges of viewpoints are sought and embraced;
      - b. full participation of every student in every class session;
      - c. assignments or projects which expose students to various perspectives and experiences and ask them to identify similarities and differences between and among perspectives and experiences;
      - d. modeling of interpersonal and intrapersonal sensitivity and respect including addressing instances of intolerance or insensitivity; and
      - e. development and implementation of action plans for continuous growth.

**Graduates will DO in their professional and civic lives:**

- Apply theory to practice.
  - Opportunities to foster this outcome and assess progress include:
    - a. learning strategies such as case studies, in-basket experiences, cooperative learning, and application discussions;
    - b. expectations that students will consistently relate conceptual topics to current and prior experiences, both as professional and as citizen;
    - c. practicum, capstone, and topical seminars to link experiences with academics; and
    - d. work outside of class with a learning partner.
- Communicate effectively orally.
  - Opportunities to foster this outcome and assess progress include:
    - a. assignments that involve formal oral presentation of ideas, small group discussions and tasks, unrehearsed oral expression, active listening, asking good questions, and engaging in feedback conversations with both colleagues and those supervised;
    - b. leading learning opportunities, meetings, etc. in class, practicum experiences, and on

- the job;
  - c. numerous vehicles to assess communication preferences, styles and habits;
  - d. directly learning and practicing communication skills such as active listening, paraphrasing, summarizing, asking questions, determining purpose for communication and planning to meet the purpose; and
  - e. discussion of learning experiences at final oral presentation and examination.
- Communicate effectively in writing.
  - Opportunities to foster and assess this outcome and assess progress include:
    - a. writing assignments that include scholarly writing as well as professional writing;
    - b. writing tasks with feedback from learning partner, colleague, and instructors.
    - c. practicum site writing tasks with supervisor feedback; and
    - d. written creative component addressing a workplace need.
- Create, design, and implement programs and interventions.
  - Opportunities to foster and assess this outcome and assess progress include:
    - a. self-directed, relatively unstructured learning assignments such as theory-to-practice projects, reports on observations of leadership situations outside class;
    - b. development and implementation of action plans to help another person develop;
    - c. development of a professional learning plan consistent with adult learning theories and effective professional development knowledge for own workplace or practicum situation;
    - d. project-oriented, bounded tasks undertaken for practicum experiences; and
    - e. creative component addressing a workplace need.
- Engage in continuous development of own technical, social, intellectual, emotional development.
  - Opportunities to foster and assess this outcome and assess progress include:
    - a. development and implementation of action plans for leadership development in each area.
    - b. discussion of progress and growth with a learning partner;
    - c. written critical reflection each semester about own growth and development; and
    - d. inclusion of future plans for continuous development in final oral examination.
- Intentional and purposeful practice of these habits of mind: introspection, reflection,, listening, empathy, intellectual curiosity, and critical thinking.
  - Opportunities to foster and assess this outcome and assess progress include:
    - a. assignments to journal about engagement with each habit in class activities, practicum experiences, and work involvements; and
    - b. critical self-assessment each semester related to each habit assessing use, results of use, and plans for continued development.

### **Graduates will KNOW:**

- Foundations of the study and practice of leadership.
- Foundations of organizations and administration of organizations.
- Foundations of team development and team dynamics.
- Current thought related to human learning.
- Foundations of adult learning theories.
- Foundations of effective professional development.
- Foundations of assessment, evaluation, and research.
- Applications of leadership.
- Applications and implications of learning theories for teaching.
- Applications and implications of learning for leadership practice in a variety of arenas.
- Applications and implications of organizational theories.
- Applications and implications of team development and functioning.
- Applications of assessment and evaluations for self, others, teams, programs and organizations.

Opportunities to foster these outcomes and assess progress are included in the coursework for this program.

**Program of Study for the Master of Education in Higher Education—Leadership and Learning Emphasis**

**Core courses:**

<b>HgEd 576</b>	<b>Student Development Theory I</b>	<b>3 cr.</b>
<b>ResEv 550</b>	<b>Introduction to Educational Research</b>	<b>3 cr.</b>
<b>HgEd 544X</b>	<b>Foundations of Leadership and Learning</b>	<b>3 cr.</b>
<b>HgEd 545X</b>	<b>Applications of Leadership and Learning</b>	<b>3 cr.</b>
<b>HgEd 561</b>	<b>College Teaching</b>	<b>3 cr.</b>
<b>HgEd 597</b>	<b>Program Assessment and Evaluation</b>	<b>3 cr.</b>
<b>HgEd 577</b>	<b>Campus Environments</b>	<b>3 cr.</b>
<b>HgEd 676</b>	<b>Student Development Theory II</b>	<b>3 cr.</b>
<b>HgEd 599</b>	<b>Creative Component or Learning Portfolio</b>	<b>3 cr.</b>

**Choose at least 6 credits from the following and/or disciplinary courses approved by the POS Committee:**

<b>Hg Ed 504</b>	<b>Higher Education in the United States</b>	<b>3 cr.</b>
<b>HgEd 562</b>	<b>Curriculum Development in College or independent study (special topics)</b>	<b>3 cr.</b>
<b>Hg Ed 590</b>	<b>Special Topics</b>	<b>1- 4 cr.</b>
<b>HgEd 591</b>	<b>Supervised Field Experience</b>	<b>3 cr.</b>

**TOTAL 33 cr.**