Educational Administration MEd, School Administration Emphasis

Description
The Master of Education in Education Administration with emphasis in School Administration is intended for K-12 teachers interested in the School Leadership Preparation Program. The program partially fulfills Missouri Department of Elementary and Secondary Education requirements for licensure. This innovative curriculum is based on current research and best practices in leader development. It is designed to prepare highly effective administrators who engage in reflective practice, drive gains in student achievement and development, create equitable and efficacious school cultures, and utilize strategic planning to organize adults and continuously track progress toward goals. Participants are prepared to meet any challenge facing the school leaders of today.

Students admitted to the program become members of a cohort that begins study in the fall semester. Those who maintain enrollment complete the degree in two years.

This program consists of 36 credit hours and is rich in field experiences. Six visits to successful schools are scheduled during the first year. The second year of the program features a 600-clock-hour field experience as a school leader. Principals in area schools and UMSL faculty members provide mentorship and coaching throughout the program. Residency assessments track progress toward the goal of becoming a highly effective leader.

Admission
Admission to the Master of Education in Education Administration degree program is competitive. All application materials should be submitted by April 30th. Applicants are notified of the final admission decisions approximately June 15th and commence a defined, sequential course plan in the fall semester. In order to graduate in two years, students must remain with their cohort.

An undergraduate graduate point average (GPA) of 2.75 in the major and overall, and if applicable a graduate GPA of 3.0, are required. To apply, potential students must:

- Complete an Application to the Graduate School (found through links on the UMSL home page, www.umsl.edu (http://www.umsl.edu))
- Have transcripts of all prior work in higher education sent to the Graduate Admissions Office
- Complete and submit a Supplemental Application to the M.Ed. in Education Administration. The Supplemental Application and list of accompanying materials can be located on the program web page, coe.umsl.edu (http://www.umsl.edu)

Review of applications is a three-stage process ending with an interview.

Degree Program

First Year Fall Term
ED ADM 6701 Leadership for Equity 1 3

First Year Winter Intersession
ED ADM 6702 Supervision in Education Organizations 1 3

First Year Spring Term
ED ADM 6703 Vision and Mission I 1 3
ED ADM 6704 Data-Driven Instruction and Team Leadership I 1 3
ED ADM 6705 School Culture I 1 3

First Year Summer Term
ED ADM 6706 Diagnostic and Strategic Planning 1 3
ED ADM 6707 Supervision of Instruction II 1 3

Second Year Fall Term
ED ADM 6708 School Culture II: Equity and Cultural Competence 1 2
ED ADM 6709 School Law and Regulation 1 3
ED ADM 6710 Residency I 1 3

Second Year Spring Term
ED ADM 6711 Data-Driven Instruction and Team Leadership II 1 3
ED ADM 6712 Management of Organizational Systems 1 3
ED ADM 6713 Residency II 1 2

1 Pending Faculty Senate approval.

Candidates must take all courses in sequence. Courses are offered only in the semesters indicated. As a sequential program, prerequisites for any semester are all courses offered in the previous semesters. Courses cannot be taken out of sequence.

Learning Outcomes

Upon completion of the program, graduates will be able to:

- Develop and implement a vision for a school in order to guide the learning of all students. (Visionary Leadership)
- Promote effective instructional practices, utilize effective assessments, and ensure professional growth among school faculty. (Instructional Leadership)
- Implement operational systems, oversee personnel, and ensure equitable and strategic use of resources. (Managerial Leadership)
- Interact professionally with students, staff, family, and community, respecting and embracing diversity and inclusion. (Relational Leader)
- Actively engage in reflective practice and apply new knowledge and understanding in order to drive appropriate change. (Innovative Leadership)