

**THE SCHOOL OF EDUCATION**  
**MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION**

**PROGRAM DESCRIPTION**

**16 MONTHS – 36 SEMESTER CREDITS (FULL-TIME OPTION)**

The Master of Education in Educational Administration program will prepare students to face the challenging, competitive and dynamic academic world in any career that requires the understanding of academic concepts and processes. Graduates will learn how to become a competent academic leader in a variety of academic settings with a broad understanding of academic finance, professional development, human resource management, organizational behavior and change, curriculum design and evaluation, and legal issues in education. Through advanced-level knowledge, graduates will become an effective academic leader and learn how to solve problems in the evolving academic environment. Graduates of the Educational Administration program will possess the knowledge, skills, and attitudes which will provide a competitive edge over graduates of baccalaureate education programs; and therefore, provide opportunity for career advancement beyond the capacity of the baccalaureate prepared graduate.

**END OF PROGRAM STUDENT LEARNING OUTCOMES**

At completion of the program, the graduate will possess the knowledge and skill to:

1. Analyze effective facilitation of positive achievement results aligned with student learning goals and state accountability measures
2. Distinguish effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement
3. Illustrate effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments
4. Use effective structuring and monitoring of a school environment that improves learning for all student populations
5. Apply effective recruitment and induction practices to develop a high-performing, diverse faculty and staff

6. Compare effective practices for the development and retention of high-performing, diverse faculty and staff
7. Distinguish effective practices that cultivate, support, and develop leaders within the organization
8. Use personal and professional behavior consistent with quality practices in education and community leadership
9. Apply effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools
10. Demonstrate effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment
11. Utilize resources and fiscal management practices that maximize a safe and effective learning environment
12. Apply ethical legal practices and applications that assure a safe and effective learning environment
13. Use effective communication practices that accomplish system-wide goals by building and maintaining collaborative relationships with stakeholders

#### **ADMISSION REQUIREMENTS**

In addition to the general admission requirements and procedures, applicants wishing consideration for admission to the Master of Education program must:

1. Complete the Program Application
2. Conferred Bachelor's Degree from an accredited institution
3. Proof of Graduation: College transcript of coursework from Bachelor's Degree from an institution accredited by agencies recognized by the United States Department of Education

**CREDENTIAL ISSUED**

Master of Education in Educational Administration

**DELIVERY MODE**

This program is offered face-to-face (onsite).

**TRANSFER CREDITS**

No more than 9 credits can be transferred from another institution.

A Master of Education in Educational Administration will be issued to each student who successfully completes the program requirements and satisfies graduation requirements:

1. Student has a minimum cumulative GPA of 3.0
2. Student is current with financial obligations to the College
3. Student has met with the Office of Career Services for assistance with job placement or provides documentation of employment
4. Student has completed Exit Interview with the Office of Financial Aid
5. Student has completed the Graduation Clearance form and submitted it to the Office of the Registrar at least 60 days before the last day of class

Students must adhere to all College policies and requirements including those involving the required use of electronic devices.

**MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION DEGREE PLAN**

<b>MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION</b>			
	<b>Semester I</b>	<b>Credits</b>	<b>Hours</b>
EDU5000	Educational Administration	3	45
EDU5010	Educational Law	3	45
EDU5020	Educational Finance	3	45
<i>Semester I Total</i>		<b>9</b>	<b>135</b>
	<b>Semester II</b>		
EDU5030	Practicum I	3	135
EDU5040	Academic Culture	3	45
EDU5050	Continuous Improvement	3	45
<i>Semester II Total</i>		<b>9</b>	<b>225</b>
	<b>Semester III</b>		
EDU5060	Developing Professional Capacity	3	45
EDU5070	Practicum II	3	135
EDU6080	Improving Instructional Performance	3	45
<i>Semester III Total</i>		<b>9</b>	<b>225</b>
	<b>Semester IV</b>		
EDU6090	Developing and Empowering Educational Leaders	3	45
EDU6100	Strategic Leadership and Human Resource Management	3	45
EDU6110	Educational Administration Capstone and Practicum III	3	135
<i>Semester IV Total</i>		<b>9</b>	<b>225</b>
<i>Program Totals</i>		<b>36</b>	<b>810</b>

Program	Description	Other Costs Estimated	Explanation
M.Ed	Application Fee	\$ 100.00	Application Fee
M.Ed	Bring Your Own Device (BOD) App	\$ 99.00	Mobile Device Configuration
M.Ed	Background Check Level I	\$ 35.00	CastleBranch, includes All Counties of Residence, NW Sex Offender Registry, NW Healthcare Fraud & Abuse Scan, Social Security Alert, and Residency History, Fingerprints
M.Ed	Copies of academic records --- cost per page	\$ 1.00	Copies of academic records
M.Ed	Course Make Up Exam and Proctor Fee	\$ 40.00	Cost to make up a missed exam
M.Ed	Credit through standardized examination (Test Out) cost per exam	\$ 100.00	Test Out
M.Ed	Foreign Translation/Evaluation (Up to \$450)	Variable	Josef & Silny Fee
M.Ed	Book Fee	Variable	For individual Book Fees see Appendix
M.Ed	Graduation Fee	\$ 150.00	Graduation Fee
M.Ed	Parking Fee (Per Term)	\$ 25.00	Cost to park in MRU assigned parking
M.Ed	Registration Fee	\$ 100.00	Registration Fee
M.Ed	Student Badge ID	\$ 50.00	Student ID
M.Ed	Student Badge ID Replacement Fee	\$ 25.00	Replacement of lost or stolen ID
M.Ed	Student Services, Technology and Media Fee (Per Semester)	\$ 120.00	Cost for use of internet, WIFI, Online library periodicals, etc.
M.Ed	Transfer Credit Evaluation	\$ 120.00	Cost to Evaluate transcripts for Transfer Credits

## **COURSE DESCRIPTIONS**

### **EDU5000 Educational Administration**

#### **3 Semester Credits**

This course begins by acquainting students with major leadership styles, philosophies and the characteristic leadership behaviors will be a fundamental focus while students begin to understand and develop their own leadership style and philosophy.

Prerequisite: None.

### **EDU5010 Educational Law**

#### **3 Semester Credits**

This course will introduce students to the laws and policies governing and relating to traditional, charter, and higher education in the United States. Through case studies, a broad range of topics will be examined including, due process, discipline, freedom of speech, organizational safety, discrimination, religion in academic institutions, and rights of students with disabilities. These and other topics will be framed in context to inform the future academic leaders' role in improving outcomes for all students. Prerequisite: None.

### **EDU5020 Educational Finance**

#### **3 Semester Credits**

This course examines traditional, charter, and higher education finance with a fundamental focus on issues and practices that directly affect the operation of the education agency. Academic organization finance topics related to education at the federal, state, and local levels will be examined. Students will explore academic organization budget and accounting principles, fiscal responsibility, resource allocation, basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of academic organizations.

Prerequisite: None.

### **EDU5030 Practicum I**

#### **3 Semester Credits**

The practicum experience and course content bridge program knowledge, skills, and competencies with a focus on observing, participating, and leading. Students will apply leadership skills in a practicum designed to facilitate the student's ultimate success in improving organizational outcomes. Prerequisite: EDU5000, EDU5010, EDU5020.

**EDU5040 Academic Culture****3 Semester Credits**

This course emphasizes the critical role of the leader in creating and sustaining a positive academic culture and shared vision. Given diverse settings, contexts and leadership situations, students will explore how various leadership styles, philosophies and behaviors can promote or hinder the development of a quality learning culture and positive workplace conditions. Additionally, students will examine supervisory processes and strategies by which educational leaders can empower teacher self-efficacy and promote instructional improvement that enriches the outcomes for all learners. Prerequisite: EDU5000, EDU5010, EDU5020.

**EDU5050 Continuous Improvement****3 Semester Credits**

This course prepares students to become effective instructional leaders in the evaluation of organization-wide curricular programs to promote continuous improvement. Students will explore processes in planning, implementation, and evaluation of programs and curriculum, while ensuring that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Data-driven analysis is emphasized throughout. Prerequisite: EDU5000, EDU5010, EDU5020.

**EDU5060 Developing Professional Capacity****3 Semester Credits**

This course prepares students to become effective building-level instructional leaders in the development of professional capacity. Students will investigate various organizational professional development program practices including professional learning communities, collaborative learning communities, beginning teacher induction, and mentor program models. Additionally, students will analyze theoretical models, research, and best practices for improving teaching as well as learning outcomes for all learners, with a strong emphasis on data-driven, learner-centered decision-making. Prerequisite: EDU5000, EDU5010, EDU5020, EDU5030, EDU5040, EDU5050.

**EDU5070 Practicum II****3 Semester Credits**

The practicum experience and course content bridge program knowledge, skills, and competencies with a focus on observing, participating, and leading. Students will apply building-level leadership skills in a clinical practice designed to facilitate the student's ultimate success in improving the outcomes for all learners as an academic organization leader. The practicum promotes the authentic learning application of competence needed to ensure effective academic leadership. Prerequisite: EDU5000, EDU5010, EDU5020, EDU5030, EDU5040, EDU5050.

### **EDU6080 Improving Instructional Performance**

#### **3 Semester Credits**

This course prepares students to become effective instructional leaders who can enrich teaching and learning experiences and outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote the learning of strategies including coaching; collaborative learning and decision-making; creating a safe and supportive professional learning culture; and reflective practice. Students will examine current policy and practice in the areas of teacher observation, evaluation, and teacher performance ratings. Prerequisite: EDU5000, EDU5010.

### **EDU6090 Developing and Empowering Educational Leaders**

#### **3 Semester Credits**

This course prepares students to employ leadership and mentoring strategies that promote the development of quality teachers into effective instructional leaders. Course topics promote the learning of distributed leadership practices and identifying and empowering instructional leaders within a faculty. Students will be prepared to foster an understanding of leading the evaluation of assessment data, components of peer observation, and strategies to provide feedback to teachers relevant to instructional planning and delivery. *Prerequisite: EDU5000, EDU5010, EDU5020, EDU5030, EDU5040, EDU5050, EDU5060, EDU5070, EDU6080.*

### **EDU6100 Strategic Leadership and Human Resource Management**

#### **3 Semester Credits**

This course will explore critical issues facing academic leaders, including the challenge of attracting and retaining a quality work force, managing and allocating resources, innovative instructional leadership, creating community partnerships, and meeting the myriad of district, state and federal policies and laws. This analysis will inform the students understanding of the important implications of managing school resources to meet operational needs and improve outcomes for all learners. *Prerequisite: EDU5000, EDU5010, EDU5020, EDU5030, EDU5040, EDU5050, EDU5060, EDU5070, EDU6080.*

### **EDU6110 Practicum III**

#### **3 Semester Credits**

The practicum experience and course content bridge program knowledge, skills, and competencies with a focus on observing, participating, and leading. Students will apply leadership skills in a clinical practice designed to facilitate the student's ultimate success in improving the outcomes for all learners as an academic leader. *Prerequisite: EDU5000, EDU5010, EDU5020, EDU5030, EDU5040, EDU5050, EDU5060, EDU5070, EDU6080.*