

# MASTER OF ARTS: EDUCATIONAL ADMINISTRATION

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## Requirements for the Master of Arts

Requirements for a master's degree include a minimum of 30 credit hours but vary according to the major and emphasis area. Regardless of program length, at least 60 percent of the coursework on the degree program must be numbered 5500 or above. At least a 3.0 GPA must be maintained, with no grade lower than a C earned in any 5500-level course. Any courses on the 300 and 400 level to be included in a master of arts program must be taken for graduate credit and only by arrangement with the advisor. No grade lower than B- may be earned in any 300- or 400-level course to be used toward a graduate degree. In addition, 80 percent of the credits for the degree must be passed with a grade of B (3.0) or better.

As soon as possible after regular admission to graduate study, the student should meet with a faculty advisor to develop a program of study. This program must be filed with the Education Student Services Office prior to the completion of 50% of applicable degree coursework for further approval by the Dean of the School of Graduate Studies and filing with the Registrar. Program revisions may be requested later but also must be approved by the student's advisor, the dean's representative, and the Dean of the School of Graduate Studies.

Twenty percent of resident graduate coursework may be transferred from other accredited universities' graduate programs. A maximum of 49 percent of acceptable graduate work (no grade below B) may be transferred from other campuses of the University of Missouri. Credits are transferred only with the recommendation of the advisor and the consent of the dean's representative in the School of Education, Social Work, and Psychological Sciences. Transfer credit must not be more than seven years old at the time of program completion.

Transfer credit may be allowed for correspondence courses, provided the credits meet the above criteria. A maximum of six semester hours of continuing education courses that have been taken for graduate credit (workshops, special topics) may be included on a master's program. Students must provide a letter from the transfer institution clarifying the grade equivalent for transfer work posted as "credit" or "pass."

For regular courses taken through continuing education at UMKC to apply on degree programs, the student must be admitted to graduate study and have an approved program on file, including the continuing education courses.

Credit more than seven years old at the time of degree completion must be validated. To validate a course, the student must meet with the instructor of the current equivalent course to devise a plan in which the student's current knowledge of the coursework can be assessed. Faculty may ask the student to write a paper, review current literature, or take examinations to determine whether the student's knowledge of the subject is acceptable. A maximum of 30 percent of the student's program of study may be validated under this procedure. All validation must be completed prior to the completion of the final semester of enrollment for the degree.

A thesis is not required for the master of arts degree, although the option for a thesis is available. A final integrating experience or independent or group research study may be required of those not selecting the thesis option.

## Requirements for Retention

Students must:

1. Meet all admission requirements.
2. File a planned program of study in consultation with a faculty advisor, securing approvals from the dean's representative and the School of Graduate Studies.
3. Complete all coursework listed on the approved program of study.
4. Maintain an acceptable graduate GPA with no grades below B- (3.0) in 300- or 400-level courses, no grades below C (2.0) in any 5500-level course, at least 80 percent of the degree program completed with a grade of B (3.0) or above, and a 3.0 average maintained in all graduate coursework, regardless of whether the courses are on the actual degree program.
5. Apply for the degree (graduation) by the posted deadline during the final term of enrollment.
6. Enroll in at least one credit hour during the term they intend to graduate.

## Student Learning Outcomes

1. Upon completion of the MA in Educational Administration program, the student will:
  2. have a thorough grounding of higher education/student affairs as a field of study
  3. understand organizational, management, leadership and supervision theories and issues
  4. understand developmental theories as they relate to college students
  5. understand professional requirements and ethics of the field
  6. develop self-awareness
  7. develop multicultural competencies
  8. improve communication skill

9. develop skills to use technology to enhance the educational experience
10. develop the ability to analyze and interpret current research in the field
11. increase skills to apply research
12. improve ability to integrate and synthesize information

## **Missouri Leader Standards**

### **Standard #1 Vision, Mission, and Goals**

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

### **Standard #2 Teaching and Learning**

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

### **Standard #3 Management of Organizational Systems**

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

### **Standard #4 Collaboration with Families and Stakeholders**

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

### **Standard #5 Ethics and Integrity**

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

### **Standard 6: Professional Development**

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

## **Professional Standards for Educational Leaders**

(formerly known as ISLLC Standards)

### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

### **Standard 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

### **Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

**Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

**Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

**Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

**General Nature of the Program**

The master of arts degree in educational administration, accredited by the National Council for Certification of Teacher Education and the Missouri Department of Elementary and Secondary Education, is designed to provide entry-level preparation for students planning careers in school administration.

The course of study includes a sequence of basic and advanced studies and other applied learning experiences. Students have the opportunity to develop understanding and skills through seminar courses, individual study, and the practice of inquiry in addition to study in required courses. The program is designed to support a focus on professional effectiveness and to foster research, evaluation and assessment activities for students. Instruction and mentored practical experiences will make frequent use of and reference to evaluation and assessment of student performance.