DIVISION OF EDUCATIONAL LEADERSHIP, POLICY AND FOUNDATIONS

Chair:
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Areas of Study and Degrees

- M.A. Educational Administration; Emphasis Areas: PK-12 Administration (Building-Level), Higher Education Administration (http://catalog.umkc.edu/colleges-schools/education/master-of-arts-educational-administration)
- Ed.S. Educational Administration; Emphasis Areas: PK-12 Administration (Building-Level, Advanced Principal, District-Level) (http://catalog.umkc.edu/colleges-schools/education/educational-administration-edd)
- Ed.D. Educational Administration; Emphasis Areas: PK-12 Administration; Higher Education Administration (http://catalog.umkc.edu/colleges-schools/education/educational-administration-edd)
- Ph.D. Interdisciplinary (Educational Leadership, Policy and Foundations with other disciplines) (See School of Graduate Studies)
- Graduate Certificate in Community College Leadership (http://catalog.umkc.edu/colleges-schools/education/graduate-certificate-community-college-leadership)
- Graduate Certificate in Educational Foundations (http://catalog.umkc.edu/colleges-schools/education/graduate-certificate-educational-foundations)

Student Learning Outcomes (K-12)

The mission of the UMKC division of Educational Leadership, Policy and Foundations is to prepare and professionally advance educational leaders who are in the fields of Pre-k -12 and higher education. Faculty members are committed to students to ensure that they become knowledgeable, skilled, and highly effective transformational educational leaders in their schools/educational institutions communities.

Program Goals for Pre-k-12 Educational Leadership

1. Program Goal 1 - VISION: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a shared vision of learning, strong organizational mission, and high expectations for every student.

   Applicable Standards (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
   - MoSTEP Standard 1.3.1
     - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
   - ELPS Performance Expectation 1, Elements A, B, C
   - Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.
   - ELCC Standard 1, Elements 1.1, 1.2, 1.3, 1.4, 1.5
   - Candidates who complete the program are educational leaders who have the knowledge and ability to promote 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.

2. Program Goal 2 - SCHOOL CULTURE & INSTRUCTIONAL LEADERSHIP: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by supporting a positive and collaborative school culture committed to applying high-quality research and data-based practices to continuously improve student learning and adult professional development programs, providing a rigorous curriculum aligned with content standards, and guiding a comprehensive evaluation and assessment program that includes the role of technology in promoting student learning and professional growth.

   Applicable Standards (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
   - MoSTEP Standard 1.3.2
     - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
   - ELPS Performance Expectation 2, Elements A, B, C
   - Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.
   - ELCC Standard 2, Elements 2.1, 2.2, 2.3, 2.4
   - Candidates who complete the program are educational leaders who have the knowledge and ability to promote 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.
3. **Program Goal 3 - ORGANIZATION & MANAGEMENT**: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by managing the organizational and operational systems, and facilitating the equitable allocation of fiscal, human, and other resources in a way that promotes a safe, efficient, and effective learning environment.

**Applicable Standards** (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
- MoSTEP Standard 1.3.3
  - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- ELPS Performance Expectation 3, Elements A, B, C
  - Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- ELCC Standard 3, Elements 3.1, 3.2, 3.3
  - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. **Program Goal 4 - PARENTAL & COMMUNITY INVOLVEMENT**: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by communicating and collaborating with families and other community members, demonstrating cultural competence in sharing responsibilities with diverse members of the school community, and developing mutually beneficial relationships with community organizations to expand available resources to improve teaching and learning.

**Applicable Standards** (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
- MoSTEP Standard 1.3.4
  - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- ELPS Performance Expectation 4, Elements A, B, C
  - Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.
- ELCC Standard 4, Elements 4.1, 4.2, 4.3
  - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. **Program Goal 5 - INTEGRITY & ETHICAL LEADERSHIP**: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by modeling high expectations and examining assumptions and beliefs that affect student learning, protecting confidentiality of students, staff, and families, continuously improving knowledge and skills, and acting with integrity, fairly, and in an ethical manner.

**Applicable Standards** (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
- MoSTEP Standard 1.3.5
  - A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- ELPS Performance Expectation 5, Elements A, B, C
  - Education leaders ensure the success of all students by being ethical and acting with integrity.
- ELCC Standard 5, Elements 5.1, 5.2, 5.3
  - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

6. **Program Goal 6 - EDUCATIONAL CONTEXT**: Educational leaders have the knowledge, skills, and dispositions required to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts affecting education to advocate for students' and teachers' needs.

**Applicable Standards** (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
- MoSTEP Standard 1.3.6
  - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- ELPS Performance Expectation 6, Elements A, B, C
  - Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students’ needs.
- ELCC Standard 6, Elements 6.1, 6.2, 6.3
  - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. **Program Goal 7 - INTERNSHIP**: The internship provides significant opportunities for candidates to synthesize and apply their knowledge and understanding, to practice and develop the skills, and to refine and clarify the dispositions identified in Program Goals 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**Applicable Standards** (ELCC=NCATE Accreditation; ELPS=SLLA Exam; MoSTEP=State Accreditation)
- ELCC Standard 7, Elements 7.1, 7.2, 7.3, 7.4, 7.5, 7.6
Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and
develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided
cooperatively by the institution and school district personnel for graduate credit.

Student Learning Outcomes for Higher Education Administration

Upon completion of the Higher Education Administration program, the student will:

- Have a thorough grounding of higher education/student affairs as a field of study
- Understand organizational, management, leadership and supervision theories and issues
- Understand developmental theories as they relate to college students
- Understand professional requirements and ethics of the field
- Develop self-awareness
- Develop multicultural competencies
- Improve communication skill
- Develop skills to use technology to enhance the educational experience
- Develop the ability to analyze and interpret current research in the field
- Increase skills to apply research
- Improve ability to integrate and synthesize information

Student Academic Assessment Policy

The Council for the Accreditation of Educator Preparation (CAEP), the accreditation body for the School of Education, has standards which require
that candidates demonstrate the knowledge, skills and professional dispositions necessary for educators and educational leaders. The academic
assessment of a student in the School of Education is a significant event for both the student and the faculty. It represents an evaluation by the
faculty of student competency in academic skills and/or in other critical areas of professional conduct.

At any point during the student’s matriculation through the program, the faculty retains the right to review any student behavior that may affect the
welfare of the student or others. Such a review may result in the student being encouraged to receive additional support and assistance or possibly
not being permitted to continue in the program. The following are offered as examples of behaviors that are the basis for evaluation of student
progress:

1. Failure to maintain academic standards (e.g., 3.0 GPA).
2. Academic dishonesty (e.g., cheating, plagiarism).
3. Unethical or unprofessional behavior which could include but is not limited to, dishonesty; lack of collegiality, cooperation, or responsibility;
   inability to handle stress; abrasiveness; lack of timeliness; to name a few.
4. Behaviors that obstruct the leadership process and/or threaten the welfare of the student or others (e.g., verbal abuse, physical abuse, active
   substance abuse).
5. Failure to comply with established University or Program timetables, requirements, and policies (e.g., failure to meet time limits for completion of
   degree program).
6. Violation of federal, state, or local laws on UMKC premises or at UMKC sponsored or supervised activities.
7. Consideration may be given to other circumstances as they arise.

Procedures for Student Evaluation

To protect student interests as well as the rights of faculty to uphold the academic and professional standards of the academic program, the following
steps may be taken as part of the academic review process.

1. If a concern about student behavior develops within the context of a course or at a field experience, the course instructor and/or field supervisor
documents concerns and notifies the student’s faculty advisor. The instructor meets with the student (and the faculty advisor if needed) to outline
deficiencies and establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance.
   Others (i.e., program faculty or professionals and agents outside the university) who have university-related concerns about a student outside
   of the context of a course may communicate their concerns directly to the appropriate division chair or the Dean’s Office. (Such discussions are
governed by the Family Educational Rights and Privacy Act.)
2. If the instructor(s) has made a reasonable determination with adequate documentation that a pattern of severe problems exists, he or she
   warrants additional action beyond that already taken. Then the instructor will communicate the concerns, actions taken and their outcomes to the
   faculty advisor and Division Chair and request a hearing panel be assembled to review the student’s status.
3. The student will be informed in writing by the Division Chair of the concerns and a hearing will be set by the Dean’s Office with the program faculty
   (at least three faculty, in addition to the faculty member filing the complaint, must be present) and the student. An Associate Dean will present
   the scenario(s) and the student will have a right to respond to the allegations. The hearing panel may ask questions of both parties. The student
may bring another person of support to the hearing but this individual may not speak on behalf of the student. The student will receive copies of all written documentation related to the allegations in advance of the hearing. This hearing will determine the student’s status in the program.

4. The program faculty will notify the student in writing of the outcome of the hearing and make a recommendation to the Dean.

5. The student has a right to appeal the decision of the program faculty and must notify the Dean in writing within ten business days of the faculty decision. Another hearing will take place between the student and the Dean or his/her designee. The Dean reviews the recommendation and conveys a decision to the respective faculty group and the student.

6. Students who have been declared ineligible due to unsatisfactory progress or performance may appeal such decisions to the Dean of the School of Graduate Studies, as designee of the Chancellor. This appeal must be made in writing within 14 consecutive days after receipt of the registrar’s notification to the student of the decision. The Dean of the School of Graduate Studies will review the full record of the case and the appeal document.

7. The decision of the Graduate Dean, as the Chancellor’s designated representative in such cases, is final and will be communicated in writing to:
   a. The student
   b. The graduate faculty review group(s)
   c. The academic dean
   d. The registrar

**Faculty Scholastic Activity and Research Interests**

Faculty in Educational Leadership, Policy and Foundations have a wide variety of experiences and interests. Faculty members engage in research and consult on education-related issues in both public and higher education. The faculty are committed to multiculturalism and the importance of diversity in education settings. They advise students in research and administrative endeavors, and help them achieve their professional career goals.