

# EDUCATIONAL LEADERSHIP

The Master of Arts in Educational Leadership is designed to prepare students for roles in PK-12 school leadership. The program is approved by the Michigan Department of Education and meets MDE Standards for the Preparation of School Principals. Successful program completers are eligible, upon recommendation by the College of Education, Health, and Human Services, to apply for the Michigan Department of Education School Administrator Certificate.

The MAEL curriculum emphasizes the knowledge and skill base required to meet the opportunities and challenges of PK-12 school administration. The courses are designed to develop educational leadership competency and skills in organizational administration, curriculum development, instructional leadership, personnel, finance, applications of technology, school community relations, data analysis, legal and regulatory issues, and program evaluation. An internship in educational administration is required in the final year of the program. Courses are offered in the evening and online to accommodate the working professional.

## Admission Requirements

Eligibility for regular admission includes:

- Completed application form
- Application fee
- Official transcript(s) from each college/university attended
- Completion of a bachelor's degree from an accredited institution
- 3.0 (B) undergraduate/graduate grade point average or better
- Two professional letters of recommendation using required form
- Statement of purpose

The university's academic policies for graduate students (<https://catalog.umd.umich.edu/academic-policies-graduate/>) apply.

## Licensure Statement

The pathways in our Educator Preparation Program were designed to satisfy educational prerequisites to initial and advanced licensure in only the state of Michigan. We encourage students to contact the appropriate licensing agency in the state in which they are located or, if different, the state in which they intend to seek licensure for more information. While the Educator Preparation Program pathways may or may not fully satisfy educational prerequisites to licensure in other states, academic advisors (<https://umdearborn.edu/cehhs/cehhs-office-student-success/academic-advising/>) work with students on an individual basis and are available to discuss teaching certifications and reciprocity opportunities in other states. In addition, the Education Commission of the States website (<https://www.ecs.org/teacher-license-reciprocity-state-profiles/>) provides solid information as to the expectations each state and the District of Columbia has for obtaining licensure beyond Michigan licensure.

## Program Requirements

The Master of Arts in Educational Leadership (MAEL) is a 30 credit hour degree program. A minimum cumulative GPA of B (3.0 on a 4.0 scale) must be maintained to continue enrollment in the program. Students who successfully complete this degree program are also eligible for recommendation to the Michigan Department of Education for the School Administrator Certificate. The MAEL requires successful completion of the following courses:

| Code                        | Title                                   | Credit Hours |
|-----------------------------|---|--------------|
| <b>Foundational Courses</b> |   |              |
| EDA 501                     | Adv Social Fndations of Ed              | 3            |
| EDC 505                     | Learning Theories and Practices         | 3            |
| EDK 500                     | Intro to Research in Education          | 3            |
| <b>Core Courses</b>         |   |              |
| EDB 501                     | Leadership and Administration           | 3            |
| EDA 515                     | Comm & Schools: Partnerships            | 3            |
| EDB 523                     | School Law                              | 3            |
| EDB 540                     | School Budgeting and Finance            | 3            |
| EDB 560                     | Admin of Human Resources                | 3            |
| or PAPP 560                 | Admin of Human Resources                |              |
| EDB 586                     | Curriculum Deliberation and Development | 3            |
| EDB 720                     | School Administration Internship        | 3            |
| <b>Total Credit Hours</b>   |   | <b>30</b>    |

This program remains under on-going review to insure quality and compliance with University and Michigan Department of Education standards and requirements.

## Learning Goals

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.
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.
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.
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.
5. A school administrator is an educational leader who promotes the success of the students by acting with integrity, fairness, and in an ethical manner.
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.
7. A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.
8. A school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.