SCHOOL OF EDUCATION

MASTER OF EDUCATION: ADMINISTRATION AND SUPERVISION

OVERVIEW

OBJECTIVES

The specialization is designed to prepare professionals to meet the following objectives:

• Students will gain the knowledge and ability to promote success among his or her students.
• Students will have the knowledge and ability to organize school operations and resources that promote a safe, efficient, and effective learning environment.
• Students will respond to diverse community interests, needs, and the ability to mobilize community resources.
• Students will have the knowledge to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural venues.

After the completion of this program, graduates find gainful employment as school principals in Guam, U.S. mainland, and international P-12 school settings.

PROGRAM LEARNING OUTCOMES

1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling...
school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

7. A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.
DEGREE REQUIREMENTS

SPECIFIC PREREQUISITE

Students who wish to be admitted to this specialization must have:

1. an undergraduate degree in Professional Education, or its equivalent as approved by the School of Education and
2. three years of fulltime P-12 classroom teaching experience.

COURSE REQUIREMENTS (33 CREDIT HOURS)

Core Courses (9 credit hours)

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<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term Offered</th>
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<tbody>
<tr>
<td>ED601</td>
<td>INTRODUCTION TO RESEARCH METHODS</td>
<td>3</td>
<td>FALL/SPRING/ALL YEARS</td>
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<tr>
<td>ED602</td>
<td>QUALITATIVE INQUIRY IN EDUCATION</td>
<td>3</td>
<td>SPRING ONLY/ALL YEARS</td>
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<tr>
<td>ED603</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>3</td>
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Electives (3 credit hours)

Graduate level course from any college with the approval of Program Chair is an option for electives. However, students who wish to complete a graduate special project (3 credits) need one more elective course.

Areas of Specialization (15 credit hours)

<table>
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<tr>
<td>ED610</td>
<td>SCHOOL LEADERSHIP AND ADMINISTRATION</td>
<td>3</td>
<td>FALL ONLY/ALL YEARS</td>
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<tr>
<td>ED611</td>
<td>SCHOOL PERSONNEL MANAGEMENT</td>
<td>3</td>
<td>SPRING ONLY/ALL YEARS</td>
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<tr>
<td>ED612</td>
<td>SCHOOL LAW</td>
<td>3</td>
<td>SPRING ONLY/ALL YEARS</td>
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<tr>
<td>ED613</td>
<td>SCHOOL FINANCIAL MANAGEMENT</td>
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Thesis or Graduate Special Project (6 credit hours)

Capstone Portfolio and PRAXIS II with a score approved for licensure on Guam. Current requirements may be found at the Guam Commission for Educator Certification website: www.gec.guam.gov (Required for all students).

OPTION 1:

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<tr>
<td>ED695</td>
<td>THESIS</td>
<td>3 / 3 credit hours</td>
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OPTION 2:

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<tr>
<td>ED690</td>
<td>SPECIAL PROJECT</td>
<td>3 - 6</td>
<td>FALL/SPRING/ALL YEARS</td>
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<td>ED697</td>
<td>COMPREHENSIVE EXAM</td>
<td>0</td>
<td>FALL/SPRING/ALL YEARS</td>
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<tr>
<td>ED699</td>
<td>SPECIAL TOPICS</td>
<td>1 - 3</td>
<td>FALL/SPRING/ALL YEARS</td>
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</table>

Michelle M.S. Santos
Associate Professor of Education
School of Education
(671) 735-2409
msantos@triton.uog.edu

FACULTY

PROGRAM CHAIR

Geraldine S. James
Assistant Professor of Foundations and Educational Research
School of Education
(671) 735-2403
gjames@triton.uog.edu

MEMBERS

Yukiko Inoue-Smith
Professor of Foundations and Educational Research
School of Education
(671) 735-2423
yinouesmith@triton.uog.edu

Troy McVey
Vice Provost for Academic Excellence, Graduate Studies & Online Learning / Professor of Theater
Academic & Student Affairs
(671) 735-6912
tmcvey@triton.uog.edu

Mary Jane Miller
Professor of Foundations and Educational Research
School of Education
(671) 735-2426
mjmillr@triton.uog.edu