

SCHOOL OF EDUCATION

MASTER OF EDUCATION: ADMINISTRATION AND SUPERVISION

PROSPECTUS

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 completing this program, graduates are prepared to pursue roles as school principals in Guam, the U.S., and regional P-12 school settings throughout Micronesia.

PROGRAM LEARNING OUTCOMES

The Master of Education Administration and Supervision follows the National Educational Leadership Preparation (NELP) Program Recognition Standards – Building Level, 2018. NELP standards 1-7 represent the critical content knowledge and educational leadership skills in seven common core areas required of beginning educational leaders in a school building environment. These seven NELP standards serve as the Program Learning Outcomes (PLO's) for the Master of Education Administration and Supervision. In addition to mastery of the PLO's, students are required to complete an internship in school settings that provide sustained opportunities to synthesize and apply the knowledge and skills identified in the PLO's. The NELP standards which serve as the program's PLOs are listed below:

1. **Mission, Vision, and Improvement.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
2. **Ethics and Professional Norms.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. **Equity, Inclusiveness, and Cultural Responsiveness.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture
4. **Learning and Instruction.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
5. **Community and External Leadership.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote

the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

6. **Operations and Management.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7. **Building Professional Capacity.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

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)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL/ SUMMER/ ALL YEARS

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)

Course	Course Title	Credits	Term Offered
ED610	SCHOOL LEADERSHIP AND ADMINISTRATION	3	FALL ONLY/ ALL YEARS
ED611	SCHOOL PERSONNEL MANAGEMENT	3	SPRING ONLY/ ALL YEARS
ED612	SCHOOL LAW	3	SPRING ONLY/ ALL YEARS
ED613	SCHOOL FINANCIAL MANAGEMENT	3	FALL ONLY/ ALL YEARS
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/ AS REQUIRED

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.gcec.guam.gov (Required for all students).

OPTION 1:

Note: Two semesters of ED-695 must be completed for a total of six credits.

Course	Course Title	Credits	Term Offered
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS



OPTION 2:

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

FACULTY

PROGRAM CHAIR

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