

# EDUCATIONAL LEADERSHIP, M.A.

Credits: 30  
CIP Code: 130401

## Overview

The **Tier I Master of Arts Degree in Educational Leadership** provides a sound introductory foundation of prescribed content courses plus two semesters of supervised field experience to enhance the knowledge, skills, and dispositions of those pursuing the degree.

## Admissions Requirements (Traditional Preparation) Students Self-Select

In addition to the General Admissions Requirements of the University as published in this Catalog and the School of Education, applicants to the Tier I Master of Arts Degree in Educational Leadership must be open to those who meet the admission requirements set forth in GaPSC Rule 505-3-01 :

1. Completed application
2. An autobiographical sketch that explains reasons for applying to the program, as well as professional goals and relevance of the program to achieving these goals;
3. Evidence of leadership potential as documented by the applicant's resume
4. 3.0 GPA
5. All post-secondary transcripts
6. Three letters of reference
7. A personal or group interview

## Program Objectives

Program Objectives are aligned with the 2018 Georgia Performance Leadership Standards:

Standard 1: Education leaders build a collective vision of student success and well-being.

Standard 2: Education leaders act ethically to promote each student's success and well-being.

Standard 3: Education leaders strive for equity and culturally responsive practices to promote each student's success and well-being.

Standard 4: Education leaders develop and support rigorous, coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Education leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Education leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Education leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Education 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: Education leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10: Education leaders act as agents of continuous improvement to promote each student's academic success and well-being.

## Educational Leadership Certificate Requirements for Tier I Master Degree

1. Completion of a GaPSC-approved Tier I Education Leadership certification program;
2. Completion or exemption of all applicable Special Georgia Requirements (See GaPSC Rule 505-2-24 Special Georgia Requirements:
  - Passing score on the GACE Educational Leadership content assessment;
  - Passing score on the Ethnicity for Educational Leadership Assessment- Program Exit and
  - Completion of the Special Education requirement.
  - Employed by a Georgia LUA, with the following exceptions:
    - An educator who already holds a valid Georgia certification in another field is not required to be employed to add the field to their certificate
    - An individual who has met all requirements for the Standard Professional certificate except for employment may receive a Certificate of Eligibility upon application.
  - Must be employed and have at least 2 years of teaching experienced
  - A letter of recommendation supporting the applicant is required

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** will:

1. Apply theoretical knowledge and practical skills to identify and assess instructional program effectiveness and leadership issues in diverse P-12 schools and school districts.
2. Discuss legal and ethical principles leaders use in decision-making in contemporary schools and school districts.
3. Develop and utilize models of productive partnerships between schools and school districts in diverse settings.
4. Conduct action or empirical research to improve school or district effectiveness utilizing appropriate research tools.
5. Incorporate the use of various forms of technology in the preparation and delivery of leadership project presentations.
6. Participate in planned performance leadership internships with partner school district to provide authentic work opportunities as well as to receive mentoring support from local school administrators. This requirement is met by meeting the 250 + clock hours of practicum experience in collaboration with local school districts.
7. Pass the Departmental Comprehensive Examination with a grade of 80 or above.

## Degree Requirements

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** must meet the General Degree Requirements as published in this Catalog, and complete the following requirements:

Code	Title	Hours
<b>Course Requirements</b>		
Strategic Leadership:		
CEDA 500	Intro to Ed. Admin. & Supervis	3
CSED 500		0
Instructional Leadership:		
CEDA 510	Curr. Plan. for Ed. Leaders	3
Organizational Leadership:		
CEDA 520	Educational Resource Mgnt.	3
Political and Community Leadership		
CEDA 530	School and Community Relations	3
CEDA 535	Ed. Policy & the Law	3
CEDF 550	History of Urban Education	3
or CEDF 553	Schooling and the Urban Comm.	
<b>Research and Evaluation</b>		
CEDA 590	Ed. Tests & Measurements	3
CEDA 599	Research for School Improvemen	3
<b>Internship</b>		
CEDA 560	Practicum I <sup>1</sup>	3
CEDA 561	Practicum II <sup>1</sup>	3
<b>Total Hours</b>		<b>30</b>

<sup>1</sup> All SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies and any government setting.

## Educational Leadership, M.A.

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
CEDA 500	Intro to Ed. Admin. & Supervis	3
CEDA 520	Educational Resource Mgnt.	3
CEDA 530	School and Community Relations	3
<b>Hours</b>		<b>9</b>
<b>Second Semester</b>		
CEDA 510	Curr. Plan. for Ed. Leaders	3
CEDA 535	Ed. Policy & the Law	3
CEDF 550	History of Urban Education	3
or CEDF 553	or Schooling and the Urban Comm.	
<b>Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>First Semester</b>		
CEDA 590	Ed. Tests & Measurements	3
CEDA 560	Practicum I	3
<b>Hours</b>		<b>6</b>
<b>Second Semester</b>		
CEDA 599	Research for School Improvemen	3
CEDA 561	Practicum II	3
<b>Hours</b>		<b>6</b>
<b>Total Hours</b>		<b>30</b>