

EDUCATIONAL LEADERSHIP, M.ED.

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Juneau, e-Learning

The M.Ed. Educational Leadership program is a cohort program designed to prepare candidates to become school administrators in Alaska. The program prepares candidates for the challenges and opportunities inherent in assuming roles as educational leaders in public schools. The program is designed to prepare building level administrators in both rural and urban districts in the state.

The M.Ed. program in Educational Leadership is designed to provide candidates the opportunity to begin the program in one summer session and complete it in the next. In addition, candidates will be expected to complete courses and School of Education approved internship during the school year. Summer courses will be held on the Juneau campus of the University of Alaska Southeast. Fall and spring courses will be delivered through technology. Program assessment plans are posted on the Program Assessment website (<https://uas.alaska.edu/provost/academic-affairs/assessment/>).

Application Requirements

Admission to the M.Ed. in Educational Leadership requires the following:

1. Complete Graduate Application (https://university-alaska.force.com/formbuilderalaska/ERx_Forms_Portal_Login/) and pay fee.
2. Send official academic transcripts indicating a GPA of at least 3.0. (*Note: transcripts from UAA, UAF, or UAS are not required to be submitted.*)
3. Document at least three years public school teaching experience using the Employment Verification form (https://uas.alaska.edu/education/documents/ed_leadership/employment_verification.pdf).
4. Obtain a letter of recommendation from your current principal. (*Note: This requirement will be met when we receive a recommendation from the reference you provided contact information for in the UAS application portal.*)
5. Obtain a letter of support from the superintendent of your district. (*Note: This requirement will be met when we receive a letter of support from the reference you provided contact information for in the UAS application portal.*)
6. Document the name and position of your identified mentor for the internship on the Mentor Identification Form (https://uas.alaska.edu/education/documents/ed_leadership/mentor_id.pdf). (*Note: Please see the UAS Intern Mentor Handbook (https://uas.alaska.edu/education/documents/ed_leadership/UAS_Intern_Mentor_Handbook.pdf) for more information about the internship and the associated responsibilities of mentor and intern.*)
7. Submit a writing sample per these instructions (<http://catalog.uas.alaska.edu/certificate-degree-programs/graduate-studies/educational-leadership/chrome-extension://>

Application Deadline: April 1st

Additional information and links to forms at: <https://www.uas.alaska.edu/education/programs/educational-leadership.html>.

Exit Criteria:

1. Successful completion of all courses in the sequence.
2. A portfolio that demonstrates mastery of the National Educational Leadership Preparation (NELP) Standards at the Building Level.

| Requirement | Hours |
|-----------------------------|-----------|
| Minimum Credit Hours | 36 |
| Major Requirements | 36 |

| Code | Title | Credits |
|---------------------------|--|-----------|
| Major Requirements | | |
| ED S627 | Educational Research | 3 |
| ED S637 | Introduction to Educational Leadership | 9 |
| ED S638 | Curriculum and Instructional Leadership I | 3 |
| ED S639 | Curriculum and Instructional Leadership II | 3 |
| ED S690 | Educational leadership II | 9 |
| ED S691 | Internship: | 3 |
| ED S691 | Internship: | 3 |
| ED S698 | Master's Research Project or Portfolio | 3 |
| Total Credits | | 36 |

1. NELP Standard 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. NELP Standard 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. NELP Standard 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. NELP Standard 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. NELP Standard 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. NELP Standard 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. NELP Standard 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.

8. NELP Standard 8: Internship:

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.