

## Master of Education in Educational Leadership (M.Ed.)

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The Master of Education degree program in Educational Leadership is designed to provide professional studies in graduate-level coursework for applicants who are interested in becoming principals at various levels of PreK-12 schools, and are committed to excellence in student success. Graduates will become well-qualified professionals as they further their knowledge of the functions of a high achieving school in areas such as curriculum, instruction, management, personnel, finance, school law, public relations and the many facets of student achievement. They will be able to apply the theories and skills learned in the classroom to real situations. Numerous opportunities are provided to work with teachers, students and experienced principals in field experiences and to learn how to meet the demands of leadership as a building level administrator. The program will prepare these school leaders to be committed to continuous growth because they will understand that the body of knowledge needed to lead schools is growing and changing. Graduates of this program will be effective leaders who can create and maintain high quality schools. Applicants must have ~~one year~~ **three years** minimum of teaching experience to be enrolled in the program.

~~The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education & Social Sciences.~~ Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in ~~three~~ **two** years of ongoing coursework. At the completion of the degree requirements and passing the **state required** Praxis II exam ~~in Educational Leadership and Supervision, for Educational Leaders,~~ graduates are eligible for certification as a school administrator in South Carolina.

### Student Learning Outcomes

Students who complete the requirements for the M.Ed. in Educational Leadership will be able to:

1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PreK-12 schools to positively impact student achievement.
2. Integrate leadership improving the use of technology to improve teaching, learning, and school operations for students and other stakeholders in PreK-12 schools.
3. Demonstrate their ability to work effectively as educational leaders with diverse populations comprising a school's learning community.
4. Demonstrate ongoing professional behavior and dispositions as leaders in PreK-12 schools.
5. Engage in reflective practice to improve all aspects of school-level functions with a primary focus on teaching and learning for students, teachers and staff in PreK-12 schools.

### Admission Requirements (Portal I Admission)

The following are required for admission into the educational leadership program:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended. (All prior undergraduate academic study must be represented as well as other graduate study if such study has been completed.)
2. At least two letters of recommendation on the forms provided with the application **with one from current principal or supervisor.**
3. A minimum of ~~one~~ **three years** of full-time teaching experience.
4. Evidence of teacher certification **in South Carolina or a U.S. State with reciprocity agreements with South Carolina.** ~~at the grade level(s) or in the subject area of the degree sought.~~
5. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) on a 4.0 scale on undergraduate work OR, a report of minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions on the Graduate Record Exam (GRE), OR, a report of a minimum score of (388) on the Miller Analogies Test (MAT). Scores must be no more than five (5) years old.
6. **Applicants who are non-native speakers of English should demonstrate proficiency in English and provide official results**

from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required)

- A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign;
- A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
- Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
- Pearson Test of English (PTE) Academic with a score of 59;
- Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
- Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1; MELAB (Michigan English Language Assessment Battery) with a score of 77; TOEIC (Test of English for International Communication) with a score of 745;
- Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

~~7. Legal arrest/conviction statement.~~

8. Optional interview may be requested by Portal I Faculty Committee.

9. Approval of the Portal I Faculty Committee.

## Degree Requirements

The Master of Education in Educational Leadership in the Spadoni College of Education & Social Sciences includes the following requirements:

1. Successful completion of 36 semester hours in the approved program of study.
2. Minimum overall 3.00 GPA in the program.
3. Approval of the Portal III Faculty Committee.
4. Successful completion of the Exit Portfolio.
5. Successful completion of the Portfolio Presentation and written Comprehensive Examination.
6. ~~Passing score on the appropriate state required PRAXIS II exam for Educational Leaders. - Educational Leadership Administration and Supervision.~~

Every graduate student will have a faculty advisor with whom to plan a program of study sufficiently intensive and sequential to assure professional competence and breadth of knowledge. ~~Advisors are assigned by the M.Ed. in Educational Leadership Coordinator. Though an advisor may be appointed, the appointment of an advisor is not intended as an assurance to the student that he/she has been officially admitted to the program.~~

No more than ~~twelve (12)~~ six (6) hours of study may be taken or applied to meet program requirements prior to full admission to the program. Please see the sections on Transfer Credit and Evaluation of Transfer Credit in the Academic Regulations Section of the Graduate Student Academic Catalog for more detailed information.

## Portal I: Admission to Program

- ~~Completion of Graduate Admission Application~~
- ~~Minimum overall cumulative 3.00 undergraduate GPA overall or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable~~
- ~~A or minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.~~
- ~~Scores should be no more than five years old.~~
- ~~Applicants who are non-native speakers of English speakers should demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:~~
- ~~A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);~~
- ~~A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;~~
- ~~Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;~~
- ~~Pearson Test of English (PTE) Academic with a score of 59;~~

- ~~Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;~~
- ~~Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;~~
- ~~MELAB (Michigan English Language Assessment Battery) with a score of 77;~~
- ~~TOEIC (Test of English for International Communication) with a score of 745;~~
- ~~Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.~~
- ~~Official transcript from each school or college previously attended (all prior undergraduate academic study should be represented as well as other graduate study if such study has been completed).~~
- ~~Copy of current teaching credential (license, certification, etc.)~~
- ~~Two letters of recommendation (one from recommendation applicant's principal)~~
- ~~Minimum of one year full-time teaching experience~~
- ~~All candidates are school personnel and program defers to their background check~~
- ~~Criminal Background Disclosure Statement~~
- ~~Approval of Portal I Educational Leadership Faculty Committee~~

## Portal II: Admission to Internship

- Minimum overall cumulative 3.00 program GPA
- ~~Minimum "B" grade in all required program coursework~~
- Minimum of 21 semester hours of required program coursework
- ~~Completion 75 clock hours of field experiences~~
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- ~~SLED and FBI fingerprint clearance~~
- Approval of Portal II Educational Leadership Faculty Committee
- **Attempt either Praxis 5412, Educational Leadership: Administration and Supervision or 6990, School Leaders Licensure Assessment**

## Portal III: Program Completion

- Completion of all coursework with minimum 3.00 GPA, ~~with no grade below "B"~~
- **Complete 300 clock hours of field experiences**
- Satisfactory completion of all required specialized professional association (SPA) key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the Building-Level Intern Evaluation
- ~~Passing scores on required state Praxis II content exam~~
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- ~~Completion of Exit Survey~~
- Approval of Portal III Educational Leadership Faculty Committee

## Degree Requirements (36 Graduate Credit Hours)

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### Core Courses (9 Credit Hours)

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- [EDUC 607 - Research for Today's Schools - 3 credits](#)
- [EDUC 630 - Advanced Study of Curriculum and Instruction - 3 to 6 credits](#)
- [EDUC 685 - Strategies for Serving Diverse Learners - 3 credits](#)
- [EDAD 630 - Principal as Instructional Leader - 3 credits](#)

## Required Courses (27 Credit Hours)

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- [DAD 600 - Introduction to Educational Leadership - 3 credits E](#)
- [DAD 635 - School Personnel Administration - 3 credits](#)
- [DAD 660 - Supervision of Instruction - 3 credits](#)
- [DAD 680 - School and Community Relations - 3 credits E](#)
- [DAD 684 - School Finance/Ethics - 3 credits](#)
- [DAD 686 - Legal Basis of Educational Organization and Administration - 3 credits](#)
- [DAD 689 - School Principal - 3 credits](#)

### Choose two from the following:

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- [DAD 694 - Elementary School Principal in Practice I - 3 credits](#)
- [DAD 695 - Elementary School Principal in Practice II - 3 credits E](#)
- [DAD 696 - Secondary School Principal in Practice I - 3 credits](#)
- [DAD 697 - Secondary School Principal in Practice II - 3 credits](#)

## Internship Requirements for Various Levels of Administrative Certification\*

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An internship in a middle school counts towards administrative certification at the level of the intern's teaching certificate.

Examples:

1. If an intern is certified as an elementary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Elementary Principal and Supervisor certification.
2. If an intern is certified as a secondary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Secondary Principal and Supervisor certification.
3. If an intern is certified in a K-12 field and does a semester long internship at a middle school, this internship can be used to satisfy either the elementary or secondary internship requirement.

Teachers with either K-8 or 7-12 teaching certification will automatically qualify for middle school administrator and supervisor certification as South Carolina does not have a separate middle school certification category.

### For Elementary Principal and Supervisor certification (grades K-8):

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- [DAD 694 - Elementary School Principal in Practice I - 3 credits](#)
- [DAD 695 - Elementary School Principal in Practice II - 3 credits](#)

### For Secondary Principal and Supervisor certification (grades 7-12):

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- [DAD 696 - Secondary School Principal in Practice I - 3 credits](#)
- [DAD 697 - Secondary School Principal in Practice II - 3 credits](#)

### For teachers with K-12 teaching certification who want both Administrative Certifications, there are two options:

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#### Option 1:

- [DAD 694 - Elementary School Principal in Practice I - 3 credits E](#)
- [DAD 697 - Secondary School Principal in Practice II - 3 credits](#)

#### Option 2:

- [DAD 695 - Elementary School Principal in Practice II - 3 credits E](#)
- [DAD 696 - Secondary School Principal in Practice I - 3 credits](#)

## Note:

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\* For South Carolina certification as an elementary, middle, or high school administrator, students must ~~pass the PRAXIS II—Educational Leadership: Administration and Supervision.~~ have a passing score on either Praxis 5412, Educational Leadership: Administration and Supervision or 6990, School Leaders Licensure Assessment.

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