

ADMINISTRATIVE LEADERSHIP, MS: EDUCATIONAL ADMINISTRATION AND SUPERVISION

The master's concentration in educational administration and supervision prepares the student for a career as principal at schools ranging from the kindergarten through grade 12 levels, director of special education and pupil services, or curriculum director. Through this program of studies, the student can fulfill professional education requirements for administrative and supervisory licenses in Wisconsin and most other states.

Our rigorous program, led by faculty who are actively engaged in research in the field, meets Wisconsin state licensure requirements and will give you the skills you need to succeed in today's challenging educational landscape.

The master's degree programs are offered online and hybrid.

Admission Requirements

Application Deadlines

Application deadlines vary by program, please review the application deadline chart (<http://uwm.edu/graduateschool/program-deadlines/>) for specific programs. Other important dates and deadlines can be found by using the One Stop calendars (<https://uwm.edu/onestop/dates-and-deadlines/>).

Admission

An applicant must meet Graduate School requirements (<http://uwm.edu/graduateschool/admission/>) to be considered for admission to the program. Applicants must also complete the reason statement in the application.

Credits and Courses

Minimum degree requirement is 33 graduate credits, 27 of which must be in education and 6 of which may be in related fields. Credit distribution must be: 18-24 credits in educational administration and supervision; 9-15 credits in related electives; and a master's capstone portfolio.

The student plans an individual program of studies in consultation with a major professor. If the student intends to apply for the Specialist Certificate upon completion of the master's degree, the program of studies may satisfy Specialist Certificate admission requirements.

Required Core Courses

Code	Title	Credits
Administrative Leadership		
AD LDSP 702	Leadership in Educational Organizations	3
AD LDSP 710	Organizational Change and Team Leadership	3
AD LDSP 712	Instructional Leadership	3
AD LDSP 732	The Politics of Education	3

AD LDSP 752	School Law	3
AD LDSP 762	Management of Educational Resources	3
AD LDSP 861	Foundations in Systems of Educational Equity	3

Total Credits 21

Code	Title	Credits
Courses Related to Specific Administrative Licenses		
AD LDSP 750	Internship in Administrative Leadership	1-6
AD LDSP 780	Internship in Student Service Administration	3
AD LDSP 790	Internship in Instructional Leadership	3
AD LDSP 792	Principalship Field Practicum	3
AD LDSP 800	Administration of the School Plant	2-3
AD LDSP 805	Legislative and Legal Aspects of Special Education	3
AD LDSP 812	Educational Personnel Administration and Supervision	3
AD LDSP 842	Program Planning and Evaluation in Education	3
AD LDSP 862	School Finance	3
AD LDSP 961	Analysis and Design of Special Education and Student Services	3
Choose one:		3
CURRINS 715	Guiding Instructional Improvement (preferred course)	
CURRINS 701	Curriculum Planning and Ideologies	

Additional Requirements

Major Professor as Advisor

The student must have a major professor to advise and supervise the program of studies as specified in Graduate School regulations. A student who is not assigned to an advisor at time of admission should immediately contact the Department Chair.

Final Portfolio

As a capstone requirement, students must develop and submit a comprehensive portfolio for review by faculty. The student must pass both the written part of the portfolio and the oral portfolio defense.

Time Limit

The student must complete all degree requirements within seven years of initial enrollment.

Administrative Leadership MS: Educational Administration and Supervision Learning Outcomes

Students graduating from the Educational Administration and Supervision program will be able to:

1. Demonstrate the knowledge, abilities, and capacities to lead, adapt, and transform organizational systems through comprehensive school improvement planning.
2. Demonstrate the knowledge, abilities, and capacities to enact professional norms, values, and ethical leadership practices for intentional equity, inclusion, and cultural responsiveness.

3. Demonstrate the knowledge, abilities, and capacities to lead coherent systems of effective teaching and learning for students and adults in pre-K to 12 schools.
4. Demonstrate the knowledge, abilities, and capacities to effectively engage the school, district, families, and the community in reciprocal partnerships to promote the success and well-being of all pre-K to 12 students.
5. Demonstrate the knowledge, abilities, and capacities to effectively lead operations and management for effective teaching and learning and cultivate relationships for collaborative decision making and governance that advance schools and evidence-informed practices in public policy.