

MEd in ~~Educational Administration, Community Education~~

~~This is a 32-credit hour program for students interested in Community Education.~~

~~Competencies/Expectations/Outcomes that all students must demonstrate to complete the program successfully:~~

- ~~• School Administrator candidates in the College of Education are held to the Interstate School Leaders Licensure Consortium's Standards for School Leaders (ISLLC)~~
- ~~• A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.~~
- ~~• A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~
- ~~• A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~
- ~~• A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~
- ~~• A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.~~
- ~~• A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.~~
- ~~• A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.~~

~~The ISLLC standards pertain to Elementary and Secondary Administration and Community Education.~~

The Department of Education Sciences and Professional Programs provides students with an opportunity, through the M.Ed. in Community Education, to cultivate the insights, capacities, and skill sets required to lead educational innovation, harness the power of technology for community engagement, strengthen critical literacies, bridge in-school, out-of-school, and lifelong learning, and build stronger, more resilient communities. Through coursework and hands-on, place-based experiences, students will grapple with such concepts and practices as heritage, relevance, inclusion, collaboration, critical analysis, dialogue, co-created experiences, community capacity building, and empowerment. This degree is the nexus of putting knowledge into action in the service of community goals.

The M.Ed. in Community Education has 100% online options. The degree provides a scaffold from entry-level to leadership positions in parks, museums, science centers, public agencies, and other community service organizations. It also equips students to pursue practitioner-focused doctoral degrees (e.g., Doctorate in Educational Practice, Ed.D.) and research-focused doctoral degrees (e.g., Doctorate of Philosophy, Ph.D.) in education.

Admissions Requirements

Admissions requirements include an earned baccalaureate degree from an accredited college or university with an overall grade point average of 3.0 or higher, a completed UMSL Graduate School Application Form, official transcripts from all colleges and universities attended, and two letters of recommendation.

Degree Requirements

2.10		
ED-FND-6421	Philosophy of Education³	3
ED-FND-6435	History of Western Education³	3
—or ED-FND-4330	History of American Education³	
ED-ADM-6202	Social Contexts Of Education	3
ED-ADM-6203	Political Contexts Of Education	3
2.20 Research Core		
ED-ADM-6301	Education Administration Policy Research	3
ED-REM-5730	Educational Statistics³	3
2.30 Community Education		
ED-ADM-6301	Education Administration Policy Research	3
ED-ADM-6900	Internship	6
2.40 School Specialization		
Select 2.41 or 2.42 listed below:²		6
—2.41 Elementary School Administration		
—ED-ADM-6302	Elementary School Administration	
—ELE-ED-6411	Curriculum Leadership Elementary Programs	
—2.42 Secondary School Administration		

ED ADM 6304	Secondary School Administration	
SEC ED 6415	Curriculum Leadership in Education	
Total Hours		33

¹ Exit Requirement – Taken within the last 9 semester hours of the M.Ed. program.

² Students take either section 2.41 or section 2.42, not both sections.

³ This course will not be offered in 2014-2015. Please contact the department for more information.

Degree Requirements

The M.Ed. in Community Education consists of 33 hours of graduate coursework in the following areas:

Core		
EDUC/HIST 6142	The History and Practice of Community Education ¹	
TCH ED 6440	Innovation in Education	3
ED TECH 6460	Technology Development in Community Organizations	3
ED FND 6422	Analysis of Cultural Literacies	3
EDUC 6442	Leadership in Community Education	3
Approved Electives (see Approved Electives information below)		12-15
Capstone Experience (see Capstone Experience information below)		3-6
ED TECH 6490	Internship	
HIST 6125	Practicum in Public History and Cultural Heritage ²	

¹ HIST 6142 topic must be The History and Practice of Community Education.

² HIST 6125 is for students pursuing a graduate certificate in Museums, Heritage and Public History.

Approved Electives

To fulfill the approved elective requirement, students will complete an additional 12-15 credit hours of coursework. With advisor approval, students will choose 4 or 5 courses that meet their individualized needs. Faculty have expertise in such community education topics as: technology for community engagement; inclusive communities; health, human performance and community engagement; social justice and the urban educational context; adult education; and museums, heritage and public history.

Capstone Experience

The capstone experience (3-6 credit hours) provides students with an opportunity to gain in-depth experience in a community education context. For professionals already working in community education contexts, the capstone experience facilitates project-based learning that can be completed on-site.

Sign-offs from other departments affected by this proposal

Department	Contact Person	Phone #	Objections
S004900	Maris Gillette	X5684	No
Rationale	This masters degree is being updated to reflect changes in the field of informal education, including greater awareness of and responsiveness to community education contexts, an expanded emphasis on bridging in-school, out-of-school, and life-long learning, and innovations related to technology applications, heritage partnerships, and community-capacity building. Furthermore, this masters degree will build upon and link together previous curricular development in the College of Education at the undergraduate level (i.e., Bachelors of Education Degree with emphasis areas in Early Childhood, Youth and Adult Services, Park and Museum Programs, and Exercise Science and Wellness) and graduate level (e.g., Doctor of Education in Educational Practice with emphases in such areas as Heritage Leadership, STEM Education Enhancement, Global Education and Leadership, Creativity and Generative Design in Education.) The College of Education intends to create a seamless education pathway for those who seek to increase their knowledge, skills and abilities related to cutting-edge developments in informal education.		