

## MASTER OF SCHOOL ADMINISTRATION

Director: Carol Higy

### Program Description

The thirty-eight (38) semester hour Master of School Administration is designed to prepare administrative leaders for the system of elementary, middle, and high schools. The Master of School Administration leads to licensure in school administration.

The conceptual framework of this program is built around five domains, which provide the program structure and purpose. The five domains are as follows:

1. Strategic leadership—training leaders to think strategically, reflecting and communicating about current educational issues and identifying and using strategic problem solving and decision-making skills.
2. Instructional leadership—preparing administrator to take a leadership role defining, refining, and implementing the schooling process; developing learning centered school improvement and leadership skills.
3. Organizational leadership—equipping administrator with skills, abilities, and values to work productively within the organization; addressing ethical and societal aspects of leadership.
4. Political leadership—preparing administrator to interact collaboratively with the various publics; investigating politics and legal aspects of education.
5. Managerial leadership—preparing administrator to respond effectively, efficiently, and in a timely manner to the multiplicity of factors involved in the operation of schools; developing an understanding of, and practicing the application of, school based management skills.

Problem-based learning, practice experiences, and ongoing assessment are key features of this program of study.

Requirements for a Master of School Administration	Sem. Hrs.
<b>Required Courses</b>	32
EDNL 502 Legal Aspects of Educational Leadership	
EDNL 560 Managing Organizational Change	
EDN 566 Applied Educational Research <sup>1</sup>	
EDNL 571 Analyzing Educational Issues	
EDNL 572 Ethical and Societal Aspects of Educational Leadership	
EDNL 573 School Based Management	
EDNL 580 Supervision and Instructional Leadership	
EDNL 585 Curriculum Leadership	
EDNL 590 Internship and Seminar in Administration I	
EDNL 595 Internship and Seminar in Administration II	
<b>Guided Electives</b>	6
Each student must complete two (2) three-semester-hour Guided Electives that will be beneficial in expanding her or his understanding of the Pre-K–12 educational program.	

**Program  
Total: 38**

Requirements for a Master of School Administration: Curriculum and Instruction Specialist*	Sem. Hrs.
<b>Required Courses</b>	29
EDNL 502 Legal Aspects of Educational Leadership	
EDNL 560 Managing Organizational Change	
EDN 566 Applied Educational Research <sup>1</sup>	

- EDNL 571 Analyzing Educational Issues  
 EDNL 572 Ethical and Societal Aspects of Educational Leadership  
 EDNL 580 Supervision and Instructional Leadership  
 EDNL 585 Curriculum Leadership  
 EDNL 596 Internship and Seminar in Supervision I  
 EDNL 597 Internship and Seminar in Supervision II

**Guided Electives**

- Choose one course from AIS<sup>2</sup> 505; EDN<sup>1</sup> 512, 532, or 560; ENG<sup>3</sup> 585; or PCN<sup>4</sup> 597 3
- Each student must complete two (2) three-semester-hour cognate electives focused on a content area of the public school curriculum to be determined by the specific program. 6

**Program  
Total: 38**

**Requirements for an Add-On Curriculum and Instruction Specialist License\*****Sem. Hrs.****Required Courses**

8

- EDNL 596 Internship and Seminar in Supervision I  
 EDNL 597 Internship and Seminar in Supervision II

**Guided Electives from Courses with a Diversity Focus**

3

- Choose one course from AIS<sup>2</sup> 505; EDN<sup>1</sup> 512, 532, or 560; ENG<sup>3</sup> 585; or PCN<sup>4</sup> 565

**Cognate Electives in Subject Matter**

6

- Each student must complete two (2) three-semester-hour cognate electives focused on a content area of the public school curriculum to be determined by the specific program.

**Total: 17**

\*Pending program approval by the North Carolina Department of Public Instruction.

<sup>1-4</sup>See course descriptions in the following program listings: <sup>1</sup>M.A. Ed., <sup>2</sup>M.A. in Social Studies Education, <sup>3</sup>M.A. in English Education, <sup>4</sup>M.A. in School and Service Agency Counseling.

**COURSES****EDNL 502 Legal Aspects of Educational Leadership**

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. Credit: 3 semester hours

**EDNL 560 Managing Organizational Change**

Managing Organizational Change is designed to develop an understanding of the processes that are necessary for bringing about change and improvement in complex educational organizations. Studying, applying, and evaluating a variety of planning and organizational processes to bring about predetermined educational expectations are the major components of this course. Credit: 3 sem. hours

**EDNL 571 Analyzing Educational Issues**

This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, law, and political science. Credit: 3 semester hours each

**EDNL 572 Ethical and Societal Aspects of Educational Leadership**

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making. Credit: 3 semester hours

**EDNL 573 School Based Management**

This course focuses on school quality and the elements essential to administer and operate schools in a manner that supports quality education. Specific aspects of quality considered include 1) the school as a system and a renewing learning organization, 2) team leadership and school-based decision making, 3) school culture and climate, 4) human and material resources, 5) school reform, and 6) relationships of the state, local district, school, and community. Credit: 3 semester hours

**EDNL 580 Supervision and Instructional Leadership**

In this course, candidates focus on developing an understanding of the essential elements of developmental supervision, quality instruction, and effective learning. Particular attention is focused on knowledge and application of effective leadership models and styles for implementing quality instruction. Candidates develop supervisory skills they can use to strengthen the instructional program in schools by facilitating and supporting the professional development of teachers in order to improve student learning. Credit: 3 semester hours

**EDNL 585 Curriculum Leadership**

In this course, candidates focus on developing the knowledge and skills needed to design and implement effective curricula. Emphasis is placed on the importance of ongoing review of curriculum and assessment and the analysis of current data to make appropriate school improvement decisions. Curriculum mapping is examined as a tool for aligning content, skills, and assessment measures, and ensuring that these are aligned with mandated standards and tests. Candidates are provided with opportunities to apply “best practices” to improve curriculum, instruction, and assessment in classrooms and schools. Credit: 3 semester hours

**EDNL 590 and 595 Internship and Seminar in Administration I and II**

These two courses are composed of a two-semester internship in a school setting in order to give the candidates the opportunity to apply, practice, and refine the knowledge and skills acquired from course work. During this experience, the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate’s internship participation will be supervised jointly by school-based administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 4 semester hours each. PREREQ: Completion of 15 hours of graduate work or permission of program director.

**EDNL 596 and 597 Internship and Seminar in Supervision I and II**

These two courses are composed of a two-semester internship in a central office setting in order to give the candidates the opportunity to apply, practice, and refine the knowledge, skill, dispositions, and performance indicators acquired from course work. During this experience, the candidate will play an active role in identifying and solving central office-related problems and will also engage in the assigned duties of the central office. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate’s internship participation will be supervised jointly by both central office administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 4 semesters hours each. PREREQ: Completion of 15 hours of graduate work or permission of program director.