

MASTER OF SCHOOL ADMINISTRATION

Director: Carol Higby

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.

Program-Specific Admission Requirement:

A minimum of 3 years teaching experience is required for admission.

Requirements for a Master of School Administration	Sem. Hrs.
Required Courses	32
EDN 5660 Applied Educational Research ¹	
EDNL 5710 Analyzing Educational Issues	
EDNL 5720 Ethical and Societal Aspects of Educational Leadership	
EDNL 5730 School Based Management	
EDNL 5800 Supervision and Instructional Leadership	
EDNL 5850 Curriculum Leadership	
EDNL 5860 Legal Aspects of Educational Leadership	
EDNL 5870 Managing Organizational Change	
EDNL 5900 Internship and Seminar in Administration I	
EDNL 5950 Internship and Seminar in Administration II	
Guided Electives	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 an Add-On School Administration License

The School Administration Add-on Licensure Program is designed to prepare a select group of experienced educators for positions of administrative leadership in P-12 settings. Individuals holding a Master's Degree from a regionally accredited institution who have 3 years of teaching or other professional education experience or are employed by an LEA as an assistant principal may apply to the School Administration program for consideration for an add-on license in School Administration. The licensure-only protocol for this program reflects the standards for the school administration program, and an appropriate required program of study will be detailed in the successful applicant's letter of admission. Every student will be required to complete a supervised internship. In addition to completing any requirements prescribed by UNCP for the school administration license, an individual must also satisfy testing requirements for the license.

COURSES

EDNL 5710 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.

EDNL 5720 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. PREREQ: Completion of 15 hours of graduate coursework.

EDNL 5730 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 5800 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. PREREQ: Completion of 15 hours of graduate work.

EDNL 5850 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 5860 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. PREREQ: Completion of 15 hours of graduate coursework or permission of program director.

EDNL 5870 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 semester hours. PREREQ: Completion of 15 hours of graduate coursework or permission of program director.

EDNL 5900 and 5950 Internship and Seminar in Administration I and II

These two courses are composed of a two-semester internship in a public 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 and permission of program director.

EDNL 5960 and 5970 Internship and Seminar in Supervision I and II

These two courses are composed of a two-semester internship in a public school district 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 semester hours each. PREREQ: Completion of 15 hours of graduate work and permission of program director.