

MASTER OF SCHOOL ADMINISTRATION

Director: Larry G. Mabe

Program Description

The thirty-nine (39) 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 the NC Standards for School Executives, which provide the program structure and purpose. The seven standards are as follows:

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school's vision, mission and goals in the 21st century.

Standard 2: Instructional Leadership

School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment.

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school.

Standard 4: Human Resource Leadership

School executives will ensure that the school is a professional learning community.

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership.

Standard 7: Micropolitical Leadership

The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success.

In addition, the MSA program adheres to the ISLLC standards indicated below:

Standard 1. 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.

Standard 2. 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.

Standard 3. 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.

Standard 4. 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.

Standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6. 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.

Program-Specific Admission Requirement:

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

Requirements for a Master of School Administration**Sem. Hrs.****Required Courses**

33

- EDN 5660 Applied Educational Research¹
- EDNL 5030 Engaging our Families, Schools, and Communities
- 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 5880 Leading School Improvement and Organizational Change
- EDNL 5900 Internship and Seminar in Educational Leadership I
- EDNL 5950 Internship and Seminar in Educational Leadership II

Guided Electives

6

Each student must complete two (2) three-semester-hour Guided Electives are recommended by the Advisor, in consultation with the student, and approved by the MSA Program Director.

**Program
Total: 39**

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 completed 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.

COURSES**EDNL 5030. Engaging our Families, Schools, and Communities (3 credits)**

This course will combine the latest research in partnership building with practical approaches for identifying and structuring community support. Throughout the semester, the candidate will spend considerable time developing strategies for improved community support of schools. Course projects and assignments will be field-based, collaborative, and reflective best practices in constructivist teaching and learning.

EDNL 5710. Analyzing Educational Issues (3 credits)

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.

EDNL 5720. Ethical and Societal Aspects of Educational Leadership (3 credits)

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.

EDNL 5730. School Based Management (3 credits)

The candidate will develop effective management strategies for school operations, understand management complexities that impact decisions related to the use of instructional time, evaluating instruction, fiscal responsibility, and resource management, internal and external communication, and public school law mandates.

EDNL 5800. Supervision and Instructional Leadership (3 credits)

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.

EDNL 5850. Curriculum Leadership (3 credits)

This course is designed to introduce prospective school executives to the role of curriculum leadership and “best practices” in managing a standards-based curriculum, including local and state assessments. The candidates will demonstrate their understanding of the North Carolina School Executive Standards by creating critical evidences that align activities with specific leadership standards. Strategies for improving curricular delivery and student assessment will be explored throughout the course.

EDNL 5860. Legal Aspects of Educational Leadership (3 credits)

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.

EDNL 5880. Leading School Improvement and Organizational Change (3 credits)

This course introduces the candidate to the school improvement process with attention to implementing change in the operations, policies, and governance of the school. The candidates will apply their understanding of key concepts that pertain to stakeholder involvement, teacher empowerment, and strategic planning for increased student achievement.

EDNL 5900 and 5950. Internship and Seminar in Educational Leadership I and II (3 credits each)

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 educational leadership 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. PREREQ: Completion of 15 hours of graduate work and permission of program director.