

**Master of School Administration
Education Specialist in Educational Administration
Department of Leadership and Educational Studies
Reich College of Education**

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<http://www.ced.appstate.edu/departments/les/>

The Department of Leadership and Educational Studies offers the following graduate programs related to school administration:

- Master of School Administration (MSA) (Major Code: 433A/13.0409)[T]
- Education Specialist in Educational Administration (Major Code: 428A/13.0401)[T]

The Department of Leadership and Educational Studies also offers graduate programs in Educational Media, Higher Education, and Library Science. These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research.
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology.

Courses in the following disciplines are offered through the Department of Leadership and Educational Studies:

- FDN: educational foundations courses
- HE: higher education courses (see the Higher Education program for course descriptions)
- ITC: instructional technology courses (see the Educational Media – Instructional Technology program for course descriptions)
- LIB: library science courses (see the Library Science program for course descriptions)
- LSA: leadership in school administration courses
- RES: educational research courses

In addition, the School Administration program includes coursework offered by other departments as follows:

CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)

The Department of Leadership and Educational Studies offers a program of study that leads to the Master of School Administration degree (433A/13.0409)[T]. This program prepares candidates for the public school principalship at all grade levels. The focus of the program is upon entry-level, site-based school leadership and leads to the initial licensure for school administration in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The Educational Administration (Ed.S.) degree (428A/13.0401)[T] provides advanced graduate work for public school administration. This degree leads to sixth-year licensure. The program provides extended knowledge of a systematic perspective of the administration of public schools. The focus is to prepare for higher levels of educational administrative responsibility, typically in specialized positions in central office administration. Objectives:

1. To provide an opportunity to apply essential human skills for finding and solving system problems and concerns.
2. To introduce policy issues and the political implications related to policy implementation.
3. To elevate the application of appropriate technical knowledge (school plan, planning, school finance) in order to develop a broader perspective of educational problems and needs.
4. To confront the process of resource allocation as it relates to the professional settings in school systems.
5. To encourage building a relationship between various areas of specialization to the needs of school administration.

General Information for All Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student's advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the Cratis D. Williams Graduate School for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details, it will be sent to the department for action by the faculty in the program area. A number of the degree programs require a student to possess teacher licensure. Students should check for this in the specific degree program requirements.

Location of Program: The School Administration and Educational Administration programs are offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: <http://www.ext-dl.appstate.edu>.

MASTER OF SCHOOL ADMINISTRATION (MSA) (Major Code: 433A/13.0409)[T]

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” or “M” licensure or the equivalent from another state; three years of teaching experience*; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation**, official GRE general or MAT exam scores, and official transcripts from all colleges attended; writing sample; interview upon request.

*Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.)

**At least one of the letters must be from school administrators with whom the applicant has worked.

Basic Criteria for Consideration:

Cumulative undergraduate (or last 60 hours of undergraduate work) GPA = 3.0, GREV = 435, GREQ = 435. MAT score in the 45th percentile may be substituted for the GRE.

Hours: 36 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses: (30 s.h.)**Leadership Practice and Theory:** (9 s.h.)

LSA	5030	The Principalship	3
LSA	5400	Developing and Managing Resources in Schools	3
LSA	5600	School Law	3

Theory and Philosophy: (6 s.h.)

LSA	5820	Theory and Development in Educational Organizations	3
FDN	5840	Social and Philosophical Foundations of Education	3

Research and Data-Informed Decision Making: (9 s.h.)

RES	5000	Research Methods.....	3
RES	5070	School-Based Evaluation and School Improvement Planning.....	3
RES	5560	Classroom Assessment.....	3

Application and Practice: (6 s.h.)

LSA	5900	School Administration and Supervision Internship/Practicum.....	3+3
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REQUIRED TOTAL..... 30

Electives: (6 s.h.)

Select two electives from the following:

(Other elective options are possible with the recommendation of the graduate advisor/coordinator and the approval of the departmental chair.)

CI	5050	Supervision of Instruction (3 s.h.)	
CI	5055	Connecting Learners and Subject Matter (3 s.h.)	
CI	5060	Curriculum Planning (3 s.h.)	
CI	5230	Studies in Applied Instructional Strategies (3 s.h.)	
CI/LSA	5585	Teacher Leadership and School Improvement (3 s.h.)	
FDN	5801	Education of the Culturally Diverse (3 s.h.)	
ITC	5220	Computers in Educational Settings (3 s.h.)	
LSA	5850	Politics and Public Policy Analysis for Educational Leadership (3 s.h.)	
LSA	5800	Critical Inquiry and Thought in Educational Leadership (3 s.h.)	
LSA	5850	Politics and Public Policy Analysis for Educational Leadership (3 s.h.)	
LSA	5999	Thesis (3-6 s.h.)	

ELECTIVE TOTAL.....6

TOTAL HOURS FOR THE MSA DEGREE..... 36

Thesis: None required

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

PROGRAM OF STUDY FOR THE EDUCATION SPECIALIST IN EDUCATIONAL ADMINISTRATION**(Major Code: 428A/13.0401 [T])****This Ed.S degree leads to NC superintendent licensure.**

Admission Requirements: Master's degree in School Administration (MSA or equivalent) from an accredited college or university; current principal licensure (NC licensure code 12 or its equivalent from another state; three years of teaching experience*; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation**, official GRE general or MAT exam scores, and official transcripts from all colleges attended; writing sample; interview upon request.

*Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.). Priority will be given to practicing principals and assistant/associate principals whose career goal is to be a superintendent and those with evidence of leadership activity in schools and/or related settings.

**At least one letter should be from a site-based school administrator and superintendent with whom the applicant has worked.

Basic Criteria for Consideration:

Cumulative graduate GPA of 3.5, GREV + GREQ = 900 with minimum GREV of 400, and GREW at least 3.5. MAT score at 50th percentile or above may be substituted for the GRE. **OR**

Minimum cumulative graduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

Hours: 30 semester hours**Location:** On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.**Required Courses for Ed.S. Degree and Advanced Principal Licensure: (15 s.h.)**

LSA	6300	Personnel Administration in Education.....	3
LSA	6400	Administering Change in Education	3
LSA	6700	Politics in Administration	3
LSA	6900	School Administration and Supervision/Internship/Field Study.	6
REQUIRED HOURS			15

Licensure Options: (CHOOSE ONE) (15 s.h.)**SUPERINTENDENT LICENSURE OPTION**

LSA	6180	School Finance	3
LSA	6491	Educational Facilities.....	3
Electives	(5000 level or above)		9

(9 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

GENERAL OPTION

Electives (5000 level or above).....	15
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(15 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

OPTION HOURS 15**TOTAL HOURS FOR THE ED.S. DEGREE** 30**Thesis:** None required**Proficiency:** None required**Comprehensive:** Prior to graduation, the student must successfully complete a comprehensive examination.**Product of Learning:** None required

GRADUATE COURSES IN FOUNDATIONS OF EDUCATION (FDN)**FDN 5500. Independent Study/(1-4).On Demand.**

FDN 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

FDN 5800. History of American Education/(3).S. A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

FDN 5801. Education of the Culturally Diverse/(3).F. A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. [Dual-listed with FDN 4800.]

FDN 5810. Education in Appalachian America/(3).S. A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. [Dual-listed with FDN 4810.]

FDN 5840. Social and Philosophical Foundations of Education/(3).F;S. An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education - particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

FDN 5861. History of Postsecondary Education in America/(3).F. The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

FDN 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FDN 5989 does not count toward a degree.

FDN 5999. Thesis/(3-4).On Demand. For (077) Instructional Technology Specialist only. Graded on an S/U basis.

FDN 6500. Independent Study/(1-4).On Demand.**FDN 6530-6549. Selected Topics/(1-4).On Demand.**

FDN 6600. Historical Survey of Reading Education/(3).F. Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: 1) sociology of reading, 2) physiology and psychology of reading, and 3) pedagogy of reading.

GRADUATE COURSES IN LEADERSHIP IN SCHOOL ADMINISTRATION (LSA)

LSA 5010. Public School Administration/(3).On Demand. An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

LSA 5030. The Principalship/(3).F;S. The purpose of this course is to help students develop a conceptual framework for the leadership role and functions of the principalship. Leadership theory, principles and practice applicable to the organizational components of schools will be emphasized. Research on leadership and the processes of leading change will be analyzed.

LSA 5400. Developing and Managing Resources in Schools/(3).F;S. This course is designed to prepare entry-level school leaders and executives to provide the necessary leadership in key areas of resources management, including the management of dollars (fiscal), space (building operations), people (personnel management), community resources

(engagement) and time. All candidates will be expected to engage in significant electronic exploration, solving various problems in managing resources and sharing their solutions with other candidates.

LSA 5500. Independent Study/(1-4).On Demand.

LSA 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

LSA 5585. Teacher Leadership and School Improvement/(3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant- observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as CI 5585.)

LSA 5600. School Law/(3).F. A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

LSA 5800. Critical Inquiry and Thought in Educational Leadership/(3).On Demand. This course is designed as a culminating course for the Master of School Administration program. The course examines current issues and problems that impact school administration. Emphasis is focused on administrative tasks, roles, and functions of educational leaders in schools. The course includes an in-depth review of contemporary trends that change or influence educational administration and governance.

LSA 5820. Theory and Development in Educational Organizations/(3).On Demand. The purpose of this course is to inform students in educational leadership of the nature of organizations and ways in which educational organizations maintain themselves. During the course, it will be emphasized that organizational theory and development are eventually about how people grow and develop relationships. The course is designed to bring educational leadership and organizational thinking into a common framework. Students will have the opportunity to examine their own assumptions about organizations, to engage in the study of organizational culture, and to study how organizations form as they do.

LSA 5850. Politics and Public Policy Analysis for Educational Leadership/(3).On Demand. Designed to give students a comprehensive view of the transformation of educational problems into policy and the bureaucratic duties of public education administrators. Equip educational leaders with knowledge of policy theory, development, implementation and analysis necessary in the management of public educational institutions and agencies.

LSA 5900. School Administration and Supervision Internship/Practicum/(3-6).F;S. This course is designed to provide students with supervised experiences of leadership and management or a supervised project-based learning experience in a school setting under the direction of competent personnel. Graded on an S/U basis.

LSA 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. LSA 5989 does not count toward a degree.

LSA 5999. Thesis/(3-6).F;S. Graded on an S/U basis.

LSA 6180. School Finance/(3).F. A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

LSA 6300. Personnel Administration in Education/(3).S. This course will provide the student with a broad array of tools for administering the human resources in a school or school system. Particular attention will be paid to issues such as tenure, grievances, evaluation, interviewing, and recruitment. Appropriate statutory law will be examined.

LSA 6400. Administering Change in Education/(3).F;S. This seminar course is designed to assist school leaders in the process of leading and managing change in educational organizations. The content is appropriate for any practicing or

aspiring educational leader who will face the dynamics of changing educational settings. The course will provide both conceptual and practical models for managing the change process. A primary focus will be placed on educational and instructional leadership.

LSA 6491. Educational Facilities/(3).S. Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

LSA 6500. Independent Study/(1-4).On Demand.

LSA 6530-6549. Selected Topics/(1-4).On Demand. Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

LSA 6600. Seminar in Legal Problems/(3).S. Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as HE 6600.)

LSA 6700. Politics in Administration/(3).F. Politics in Administration will focus on those less obvious processes that accompany the decision-making process. Particular attention will be paid to concepts such as power brokering, interdependence of agencies, and agency politics.

LSA 6900. School Administration and Supervision Internship/Field Study/(2-8).F;S. Supervised experiences of leadership and management under the direction of competent personnel, or study of problems in public schools, public school systems, or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

LSA 6999. Education Specialist Thesis/(2-4).F;S. Graded on an S/U basis.

GRADUATE COURSES IN RESEARCH (RES)

RES 5000. Research Methods/(3).F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

RES 5070. School-Based Evaluation and School Improvement Planning/(3).On Demand. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.

RES 5500. Independent Study/(1-4).On Demand.

RES 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

RES 5560. Classroom Assessment/(3).F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio

assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

RES 5600. Educational Statistics / (3).F;S. A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

RES 6000. Advanced Research Methods, Design and Application / (3).F;S. This course provides advanced guided study in the foundations for and practice of research methods in social and behavioral sciences. Emphasis will be placed on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students' capacity for and professional application of research in assessment, accountability and data-informed decision making. The course also prepares students to design research that may be required for advanced graduate degrees.