

MSA Course Offerings

Fall	Spring	Summer I	Summer II
EDAM 5215	EDAM 5353	EDAM 5112	EDAM 5112
EDAM 5216	EDAM 5216	EDAM 5216	EDAM 5216
EDAM 5112	EDAM 5112	EDAM 5335	EDAM 5335
EDAM 5332	EDAM 5331	EDAM 5332	EDAM 5332
EDAM 5335	EDAM 5945	EDAM 5331	EDAM 5331
EDGR 5910	EDGR 5920	EDAM 5945	EDAM 5945
EDAM 7010	EDAM 7011	EDGR 5910	EDGR 5920
EDAM 7110	EDAM 7110	Elective	Elective
Elective	Elective		

MSA Course Descriptions

EDAM 5112: Legal and Political Aspects of Educational Administration (3)

Legal and Political Aspects of Educational Administration is designed to encompass two major foci. The first pertains to education law. In this regard, the course will acquaint the candidate with the structure and function of the court system as well as legal concepts and principles pertaining to constitutional, statutory, and case law. A major purpose of the course is to familiarize the candidate with the status of education law pertaining to governance, religion, desegregation, student's rights, and teacher's rights. The course will include emphasis in general concepts of tort liability and labor law as related to education administration. Candidates will explore the legal implications of decisions regarding hiring, teacher and staff dismissal, suspension, corporal punishment as well as the rights of teachers and parents, and legal authority over curriculum. The second focus will include an examination and analysis of macro-political issues, processes, and problems that influence decision-making and policy-making in elementary, middle, and secondary schools. Knowledge about important political theories, analytical frameworks, and major research findings are necessary tools for educational leaders of successful schools. Through lectures, readings, presentations, discussions, and clinical experiences, candidates will be exposed to the dynamics of everyday American power politics and how powerful interests use institutions and culture to perpetuate injustices. The course will prepare candidates to intelligently engage the political area in efforts to influence political processes in favor of their school.

EDAM 5215: Culturally Responsive Pedagogy (3)

This course examines the dynamics of culturally responsive pedagogy within the confines of diversity variables – ethnicity, race, faith, language, socioeconomic status, ability differences, gender, family structures, and sexual orientation – and as it relates to cognition, teaching, learning, and achievement. Teaching and learning strategies, concepts, and theories, embedded in student-centered learning and appropriate for diverse student populations will provide the focus of the course. An emphasis will be placed on rigor and relevance, removing barriers to 21st Century learning, technology integration, accountability factors, and making global connections. The candidate will participate in 10 hours of clinical experiences that will result in a culturally responsive pedagogical service-learning project.

EDAM 5216: Instructional Leadership for Empowering Teachers (3)

This course will focus on the best instructional leadership and school practices for school improvement facilitated by collaborative structures and professional development within the school to establish and achieve high expectations for students and teachers. An emphasis will be placed on the professional, behavioral, and cultural tasks of supervision as it relates to facilitating change, engaging teachers in reflective professional conversations, addressing diversity, conducting teacher observation and evaluation, influencing teacher-working conditions, and empowering teachers as leaders. Key to the instructional leader's role in empowering learning communities is the recruitment, retention, and development of quality teachers who can shape the culture and climate of the school to promote shared ownership of the school's vision. The candidate will participate in 10 hours of clinical experiences resulting in an instructional leadership service-learning project.

EDAM 5331: Organizational Management for Transformational School Leaders (3)

This course will introduce students to a core set of human resource leadership skills and knowledge necessary for 21st Century school executives. It critically examines and applies the assumptions, concepts, and tools of the new approaches to managing an organization. Topics covered in the class include educational reform, professional learning communities, communication, and day-to-day decision making for school executives. Emphasis is on staff recruitment, retention, professional development, evaluations, and support. Emphasis is also placed on critical readings, field experiences, case studies, and written work as it relates to the societal changes that shape public schools and school reform. The candidate will participate in 10 hours of clinical experiences resulting in a leadership service-learning project.

EDAM 5332: Community Relations: Building Social Capital for School Change (3)

This course will introduce candidates to recent theoretical work on the role social capital plays in democratic life and community development. Social capital refers to connections within and between social networks as well as connections among individuals that allow them to act collectively, whether that involves social support, civic engagement, or political participation. The course will explore the variety of ways that social ties and social organizations--and associated norms of trust, cooperation, and reciprocity--contribute to a healthy community and better schooling. This course will also examine the role of school, family, and community partnerships as a component of whole-school educational reform. Emphasis will also be placed on establishing and sustaining effective partnerships among school staff, parents, and community members. The candidate will participate in 10 hours of clinical experiences resulting in a service-learning project.

EDAM 5335: School Leadership and Transformational Practices (3)

An analysis of various leadership theories and reviews of research about leadership and leadership styles with an emphasis on strategic leadership and transformational practices will be emphasized. This course addresses qualities that an effective leader must possess and how the role and expectations for the contemporary leader have been redefined. Key educational challenges embedded in school executive positions will be explored. In addition, all teaching and learning are focused on transferring theory to practice and self-reflection. Field-based clinical experiences, case study analyses, simulations, and in-basket techniques will be utilized to supplement lectures and discussions. The candidate will participate in 10 hours of clinical experiences resulting in a service-learning project.

EDAM 5353: Culturally Responsive Leadership for Marginalized Communities (3)

Culturally Responsive Leadership for Marginalized Communities will provide candidates with an opportunity to explore the purposes and principles of social justice, advocacy, and culturally responsive leadership, particularly as related to public schools and the legal, socio-political, cultural, and economic contexts in which schools operate. The course will also provide candidates with a theoretical framework for understanding the dynamics and forms of oppression and afford them an opportunity to engage self-interrogation regarding “isms,” such as racism, sexism, ableism, and classism. Students will be asked to analyze their experiences and the experiences of others from the perspective of what is “just” or “unjust” and critique their dispositional reactions to injustices experienced by themselves and others. Candidates will also examine how social change has been forged in the past, identify current manifestation of “social injustice” and consider how they might serve as advocates for a more just educational system, society, and world. Candidates will also explore way to develop and use shared vision, values and goals to define the identity and culture of the school as well as acknowledge failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. Candidates will also examine strategies that develop a sense of efficacy and empowerment among staff, which influences the school’s identity, culture, and performance. The course will provide practical research opportunities to examine the cultures of schools and their communal origins, learn how to audit them, and mobilize them for academic and social success.

EDAM 5945: Data Analysis: School Assessments and Accountability (3)

The course Data Analysis for School Assessments and Accountability prepares educators with the knowledge, skills, and the dispositions to systematically collect, analyze, and use data to demonstrate effective management of the public school learning mission. The major focus for the course will be to convert raw [school] data into meaningful information and reports to improve teaching and learning, as well as, school accountability. Other components include learning to track school and student data on electronic databases, and understanding data warehousing to more effectively link multiple data sources to a student. SPSS and Excel software are used for data analyses.

EDAM 7010: Internship Seminar (3)

During the internship, candidates participate in a weekly seminar on campus, develop an electronic professional portfolio, prepare for the licensing exam and participate in related learning opportunities. Taken by permission of instructor/advisor only.

EDAM 7011: Internship Seminar in Domestic and Global Education (3)

Internship Seminar in Domestic and Global Education is an introduction to the practical aspects of school administration. The purpose of the seminar is to share internship concepts and improve administrative skills, disposition, and knowledge. Emphasis is on field experiences that are supervised by a practicing administrator. The seminar is designed to expose candidates to culturally responsive leadership in diverse settings – rural, urban, suburban, and in marginalized communities. . Particular attention will be given to comparative analyses between the international educational perspectives, systems, policies, and pedagogies in other countries and those of the American system of education. Candidates may have the opportunity to travel to schools and school districts regionally, nationally, and abroad and gain insight from comparative studies of educational practices both domestic and global. Additional emphasis is placed on school reform initiatives and data-

driven decision-making along with the goal of learning how to be an effective leader in an achieving school

EDAM 7110: Internship Supervision (3/3)

The activities for the internship are aligned with the North Carolina Standards for School Executives. The internship provides an opportunity for skill development in key leadership areas including: strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micro-political leadership. The internship is a yearlong (ten months – fall and spring semesters), full-time or part-time clinical experience.

EDGR 5910: Introduction to Statistical Methods in Education (3)

Introduction to Statistical Methods in Education is a required graduate level course in applied statistics relevant to education and the social sciences. Candidates also learn to apply statistical procedures in a research project to address issues of diversity. Topics covered include measurement scales, constructing data tables, descriptive statistics (central tendency, and variability), converting scores to standard scales, inferential statistics (correlation, tests of significance, analysis of variance, and chi-square), and hypothesis test procedures. Data are compiled and analyzed using primarily SPSS software.

EDGR 5920: Procedures in Educational Research (3) *Prerequisite: EDGR 5910*

Procedures in Educational Research is an introductory course in educational research, is oriented to the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice.

Students will be exposed to the fundamental concepts, principles, procedures, and techniques of research in education. The focus of the course will be on “quantitative” approaches to research in education. However, “qualitative” approaches will also be discussed. One major goal of the course is to help students develop competence in critically evaluating published reports of educational research. A second major goal of the course is to help students gain some understanding of the research proposal process and acquire the skills for preparing a research proposal in education. The necessity of matching the inquiry method chosen to the type of question being investigated will be emphasized. EDGR 5920 is consistent with professional standards that emphasize the role of data, active inquiry, and careful analysis in decision-making in education (see ELCC, NCATE, and the North Carolina Department of Public Instruction Standards)