FAYETTEVILLE STATE UNIVERSITY
College of Education
Department of Educational Leadership

FAYETTEVILLE
STATE UNIVERSITY™

Master of School Administration
Degree Program
Handbook and Assessment Manual

GREETINGS

Welcome to the Master of School Administration (MSA) Degree Program at Fayetteville State University! This experience represents a significant step toward achieving your professional goal of becoming an effective school administrator.

The Master of School Administration Degree Program has as its major purpose the development of competent professional educational leaders to meet the world challenges of the twenty-first century and beyond. To that end, we embrace and champion all opportunities to be on the "cutting edge" of progressive change; and therefore, we are proactive in improving and promoting our students' academic performance.

Two major themes that include *clinical experiences* and *collaboration* have been integrated into each of the major performance domains of the program. Clinical experiences are integral to each of the courses, and collaboration with local educational agencies in the development and execution of the program ensures that the program is attuned to current demands of education. Both themes are critical in the preparation of visionary leaders.

The Department of Education Leadership and Foundations, housed in the College of Education, is charged with the prime responsibility of developing and implementing the MSA Degree Program. The highly qualified and dedicated faculty and staff provide a challenging but productive academic environment for prospective leaders to develop and grow.

This handbook addresses many of the program specifics, and we hope it will be a resource for you as you progress through the program.

NOTE: THE CONTENTS OF THIS MANUAL ARE SUBJECT TO CHANGE. ANY CHANGES TO THE PROGRAM REQUIREMENTS, COURSE SEQUENCE OR PROCEDURAL PROCESSES WILL BE COMMUNICATED TO STUDENTS IN WRITING OR AS PART OF MEETINGS AND TRAININGS.

Paris Jones, Ed.D.
MSA Director

Introduction

Fayetteville State University (FSU) is committed to delivering intentional curricular and co-curricular learning experiences that engage students in the development of knowledge, skills, attitudes, and behaviors consistent with FSU's mission statement. As the unit responsible for the preparation of educational leaders, the School of Education provides engaging curricular and co-curricular experiences designed to maximize the learning of professional education candidates. An integral component of understanding and improving the candidate experience is a coordinated program of assessing candidate learning. Assessment of candidate learning is a university-wide effort, bridging academic units across FSU.

The assessment system requires the methodical collection of information in order to understand, document, and improve candidate learning. The assessment plan makes our expectations explicit and public; sets appropriate criteria and high standards for learning quality; defines how the unit systematically gathers, analyzes, and interprets evidence to determine how well performance matches those expectations and standards; and requires that the unit uses the resulting information to document, explain, and improve performance. Ultimately, the information collected as part of the assessment program serves as a basis for curricular reform, verification of program effectiveness, program development, budgets, and strategic planning.

The purpose of this manual is to make explicit the systematic gathering and analysis procedures for data appropriate to the transition points.

The School of Education program assessment plan is based on four transition points. At each transition point, appropriate direct or indirect measures of candidate achievement may be used. Direct indicators of learning are immediately observable, e.g., pre- and post-testing, capstone courses, oral examinations, internships, portfolio assessments, evaluation of capstone projects, standardized national exams, performance on licensure, certification or professional exams, and juried performances. Indirect indicators of learning are subsequently observable, and include surveys of alumni, employers, and students, success of candidates in subsequent institutional settings, and job placement data. Professional education candidates are assessed by more direct indicators rather than indirect indicators, at transition points one through three, but by indirect indicators at transition point four.

"Not everything that can be counted... counts
And not everything that counts... can be counted"
-Albert Einstein

The College of Education's (COE) programs and assessment system are aligned to the themes of the COE Conceptual Framework, the North Carolina Department of Public Instruction (NCDPI) professional program standards, and the National Council for the Accreditation of Teacher Education (NCATE) and **Educational Leadership Constituent Council (ELCC)** standards. These standards are used as the framework for the COE assessment instruments (rubrics). Table 1 depicts the alignment between the Conceptual Framework Themes, the NCDPI Standards, and the NCATE Standards.

TABLE 1: Alignment of Themes, NCDPI Standards, and NCATE Standards

Conceptual Framework Themes	North Carolina Department of Public Instruction (NCDPI) Standards	National Council for the Accreditation of Teacher Education Standards
Knowledgeable and Reflective	**Standard 1: Strategic Leadership** **Standard 3: Cultural Leadership** **Standard 4: Human Resource Leadership** **Standard 6: External Development Leadership** **Standard 7: Micro-political Leadership**	**Standard 1 Visionary Leadership** **Standard 3 Organizational Management** **Standard 4 Collaborative Leadership** **Standard 6 Context** **Standard 7 Internship**
Working with Families and the Community	**Standard 3: Cultural Leadership** **Standard 6: External Development Leadership** **Standard 7: Micro-political Leadership**	**Standard 1 Visionary Leadership** **Standard 4 Collaborative Leadership** **Standard 6 Context**
Respect for Diversity and Individual Worth	**Standard 3: Cultural Leadership** **Standard 4: Human Resource Leadership**	**Standard 4 Collaborative Leadership** **Standard 5 Ethical Leadership** **Standard 6 Context**
Technological Competency and Educational Applications	**Standard 1: Strategic Leadership** **Standard 2: Instructional Leadership** **Standard 5: Managerial Leadership**	**Standard 1 Visionary Leadership** **Standard 2 Instructional Leadership**
Caring Disposition and Ethical Responsibility	**Standard 3: Cultural Leadership** **Standard 4: Human Resource Leadership** **Standard 7: Micro-political Leadership**	**Standard 4 Collaborative Leadership** **Standard 5 Ethical Leadership**

Research Leadership	**Standard 1: Strategic Leadership** **Standard 2: Instructional Leadership**	**Standard 2 Instructional Leadership** **Standard 3 Organizational Management**
Communication	**Standard 1: Strategic Leadership** **Standard 6: External Development Leadership** **Standard 7: Micro-political Leadership**	**Standard 4 Collaborative Leadership** **Standard 5 Ethical Leadership** **Standard 6 Context**

The Fayetteville State Master of School Administration (MSA) program provides aspiring administrators with opportunities to apply theoretical learning acquired in course work to real-life situations as school administrators. The program objectives are to: (a) prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning: (b) develop well-rounded school leaders as creative agents for change: (c) develop culturally responsive and open-minded school leaders who have the knowledge and skills needed that reflect the multicultural, political, economic, and social conditions that exist in schools; (d) recruit, select, and prepare school leaders, with a special focus on minorities and women who represent traditionally under-represented groups with a potential for outstanding educational leadership: and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through a full-time, year-long internship. All MSA students complete 42 hours of graduate credit, which include six hours of electives.

MSA Curriculum

The MSA curriculum includes problem-based instruction through course artifacts, focused modules, video presentations, field experiences, reflective observations, and the use of instructional technology. Fayetteville State is fully accredited by the Southern Association of Colleges and Schools (SACS) and was reaffirmed during the SACS visitation in March 2011. The College of Education is fully accredited by NCATE and the MSA program was approved by the North Carolina State Department of Instruction and met all standards during the NCATE/DPI visit in April 2007. The revised MSA program, approved by NCDPI and the State Board of Education (SBE) in 2010 was implemented in fall 2010.

Fayetteville State's Master of School Administration program consists of (a) course artifacts, (b) full-time year-long internship (c) a comprehensive examination, (d) leadership development plan, (e) seminars, and (f) a cohort model. The admissions process includes an on-campus interview and a writing sample. The 15 credit-hour internship requirement is offered in three parts. Part I begins in July. Part II begins in the fall, and Part III begins in the spring and ends at the close of that academic year.

Artifacts

In each required MSA course, students complete artifacts that provide students with experiences completing the work of an effective school administrator. These experiences enable students to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Students are expected to perform at the developing level (see Pre-Service Rubric) as determined through faculty evaluation. In some cases, due to the nature of the experiences and related elements; a student may, in limited circumstances, perform at the proficient level.

The Internship
The school internship is designed to provide the perspective school administrator with a year-long pre-service experience that will prepare the candidate to effectively transition into an administrative position. The candidate will be required to work with the school leadership in manner that the candidate assumes the roles of a school administrator in increasing responsibility as determined by the candidates' readiness. The candidate will also attend on-campus classes that are the required component of the internship. These classes meet monthly and may meet more frequently if the need arises. During the internship, there will be three evaluations of the candidate's performance as intern. These evaluations will be completed jointly by the cooperating principal and the supervising instructor.

The internship occurs during the second year of the program for full-time students. The full-time three semester internship is designed to provide aspiring administrators many opportunities to apply theoretical learning acquired in course work to real-life situations in the real-world of educational administration. At this point, school districts are provided funds by the State of North Carolina to place all MSA students in a full-time year-long internship. Students are required to have an approved leave-of-absence from their school districts and must submit official written documentation by May of the year the internship will begin. Field-based experiences, an action research project, clinical field experiences, reflective seminars, and enrichment activities are the core of the internship.

During the internship, students are required to complete six Electronic Evidences that will be used to grant licensure. This revised licensure process (new to the class of 2012) is product-based and is integrated within the internship experience. Specifically, interns: (a) observe the functions of administrators; (b) assume leadership roles in planning, implementing, and evaluating selected educational leadership activities; (c) apply theoretical learning acquired in course work to the real world of practice, and (d) gain knowledge and skills in educational leadership. Interns are responsible for successfully completing: (a) leadership self-assessment profiles, (b) an action plan, (c) an electronic internship portfolio uploaded to Task Stream, (d) an action research project; (e) log of required participation in assigned mentoring cadres, and (f) an evaluation of the internship. The electronic portfolio records the student's academic and internship-based experiences. The Pre-Service rubric is the same rubric used to evaluate the electronic evidences required for licensure. These artifacts are aligned with course outcomes as documented in the individual course syllabi. All syllabi will have the artifacts clearly delineated as well as any additional work that is designed to provide the student opportunities to experience the elements of the Pre-Service rubric.

Electronic Evidences
Students must complete the six (6) electronic evidences that are required by the North Carolina Department of Public Instruction (NCDPI) and FSU in order to be recommended for principal licensure. The six Electronic Evidences are completed during the year-long internship. Due to the comprehensive nature of these products, due dates will be staggered. The Evidences are submitted electronically in Task Stream and evaluated using the Pre-Service School Executive Rubric. Students are expected to demonstrate proficiency in all of the elements of the Pre-Service Rubric to meet licensure requirements.   MSA course work familiarizes students with licensure expectations and additional course work may be assigned to address any performance concerns. In cases where the student has not demonstrated proficiency with regard to some or all of the

Electronic Evidences, the student will be given corrective feedback and opportunities to address said areas in order to meet licensure requirements. It is important to note that the student may **not** earn the MSA degree without completing the six (6) electronic evidences that are required by the North Carolina Department of Public Instruction (NCDPI) and FSU in order to be recommended for principal licensure.

Action Research Project
The Action Research Project is completed under the guidance of a faculty advisor in collaboration with the supervising site-administrator. The Action Research Project is identified during part-one (EDAM 680) of the internship and reinforces practice and problem-based experiences through directed clinical and planned field-based experiences. The Action Research Project demonstrates the candidate's ability to effectively conduct research designed to improve an aspect of school performance. The finished project is presented during the student's last semester of his/her internship experience (EDAM 691).

Enrichment Activities
Participation in planned enrichment activities at Fayetteville State University is one of the major cohort building experiences of the MSA program. All students are required to attend. Each academic year a schedule of activities are provided for both first and second year cohorts. These experiences are extended through opportunities to participate in professional development seminars and workshops provided by regional school districts, inter-and intra-institutional seminars, and other activities related to school administration and educational leadership. Students can actively participate in the planning of university-sponsored professional seminars and workshops. Other opportunities include site visits to school districts with exemplary programs, attendance and participation in business and/or government seminars.

Support Services
University student support services are available to all students admitted to the Master of School Administration Degree Program. Students are encouraged to maximize the opportunities available through the Division of Student Affairs. Services include those of the Career Services and Placement Center, Cooperative Education Program, Job Location and Development Program, Counseling Center, testing and assessment services, student health services, and special services for the handicapped.

Program Completion Timelines
Students in the Master of School Administration Degree Program are required to complete the program within a two-year period. **Students may not vary their program sequence by minimizing or maximizing the number of courses per semester.** All pre-requisites courses must be taken prior to enrolling in the internship. Prerequisites for the internship include: **EDAM 650, 651, 652, 660, 661 & 670.**

Students are admitted in cohorts each fall semester. Candidates must pass a comprehensive examination upon completion of appropriate courses.

Degree Requirements

All graduate students in the program are required to successfully complete forty-two (42) hours of graduate courses which includes six (6) hours of electives. Cognate electives hours shall be selected from the list of elective courses approved by the Department of Educational Leadership. Required courses, course descriptions, and the number of hours per course are detailed in the Program Course of Study section.

Grades Required

A grade of "A" indicates excellent or superior work; "B" indicates work that is good; "C" indicates that, though the work is marginal, credit will be given for the course. A grade of "I" indicates work that is incomplete but is otherwise satisfactory. No credit will be given for grades of "F" or "W" (withdrawal). Graduate students who receive one course grade of "F" or more than two course grades of "C" will be withdrawn from the program. Only grades of "S" (satisfactory), and "U" (unsatisfactory) are reported as final grades for the internship. The University calculates the grade point average using all grades except "S" and "U".

Written Comprehensive Examination
All candidates must successfully complete a comprehensive examination in the spring of the second year of the program. The five hour written examination consists of essay and case study questions. The examination includes content from the knowledge-base of courses taught in the MSA. The examination is developed and scored by the MSA faculty.
The comprehensive examination is a timed written examination designed to provide the candidate with the opportunity to demonstrate the necessary scholarly knowledge required to be a successful school administrator. The Comprehensive Examination is divided into six sections to reflect the academic course work taken in the preceding two years. If a student does not pass all the required sections, the student will be given an oral exam on those portions of the exam the candidate failed.

School Leaders Licensure Process
Beginning with the class of 2012, all students must successfully produce six Electronic Evidences in order to be granted licensure. The Electronic Evidences are submitted electronically in TASK Stream, and evaluated using the Pre-Service School Executive rubric. All elements must be evaluated at the proficient level, any deficiencies must be addressed to receive licensure, and students will be given opportunities for remediation. Course work will be provided to familiarize the student with the expectations and may be assigned additional work to address any performance concerns.

Students are expected to demonstrate proficiency in all of the elements of the Pre-Service rubric to meet licensure requirements.

NORTH CAROLINA

PRINCIPAL

FELLOWS

PROGRAM

NORTH CAROLINA PRINCIPAL FELLOWS PROGRAM

The North Carolina Principal Fellows Program is an essential component of the MSA Program. Students who are admitted to the MSA program at FSU and approved by the North Carolina Principal Fellows Commission receive a financial scholarship loan.

The North Carolina Principal Fellows Program is a scholarship loan program funded by North Carolina General Assembly to assist individuals in earning the master's degree in school administration in preparation for a career in school administration. The award is based upon academic merit, not financial need. Each scholarship loan provides a two-year scholarship to support students who enroll in and complete a full-time two-year master's degree program in school administration.

Additional information may be retrieved from: http://www.ncpfp.org/

TRANSITION POINT I: ADMISSION TO MASTER OF SCHOOL ADMINISTRATION

The first transition point of the assessment process is admission to Master of School Administration program. This transition point includes several requirements. Students who apply for admission to graduate programs in the School of Education must have a baccalaureate degree from an accredited institution. Students must also have an overall minimum 2.5 grade point average on a 4.00 scale for all undergraduate study, or a minimum 2.75 grade point average on a 4.0 scale for the last sixty (60) hours of study, which may include no more than twelve (12) hours of graduate study. **Students must provide a score on the general section of the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within the last five years, and submit three letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in education.**

DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Department of Educational Leadership provides programs designed to prepare administrators, supervisors, and master teachers as facilitators of learning at all levels in the nation's schools. School administration programs are offered at the master's and doctoral (Ed.D.) levels**.** To be eligible for admission to the MSA program, an applicant must meet the above requirements plus the specific requirements as outlined below:

MASTER OF SCHOOL ADMINISTRATION

The Master of School Administration requires forty-two (42) semester hours of graduate course credits. Designed to prepare school leaders for the nation, this program is envisioned as a catalyst for the development of dynamic visionary school leaders who will mold effective schools to meet the present and future needs of society. These leaders will include, but will not be limited to principals and assistant principals.

PROGRAM REQUIREMENTS

All students enrolled in the Master of School Administration Degree Program will be required to complete forty-two (42) hours of graduate course credits, including six (6) hours of electives selected from business, arts and sciences, or special education. **A maximum of six (6) hours of graduate transfer credits with a grade of 3.0 or higher may be accepted towards completion of the degree.** Only courses from an accredited institution will be considered. Transfer credits accepted will be applied toward required electives. These courses must be in business, arts and sciences, or special education. Students may choose between two programs of study. The program requires a year-long internship beginning the first semester of their second year. During Summer Session 1 students will take EDAM 680, Internship 1 with the remaining internship requirements addressed in EDAM 690 and 691. Students may also take one elective EDAM 698 which is offered during the summer. In addition to the Graduate School admission requirements listed above, the following must also be met.

1. Three letters of recommendation.
2. Hold a North Carolina "A" or "M" teaching license.

3. Written essay outlining one's graduate educational goals and professional objectives.
4. Completion of personal interview, writing exercise and problem solving activity.

Other Requirements School of Education
Students will be admitted in cohorts each fall semester. Candidates must pass a comprehensive examination upon completion of appropriate courses. For additional program information, applicants should contact the program coordinator or department chair.

Program Requirements, 42 Credits

PROGRAM COURSES AND SEQUENCE

Year I – Semester 1

EDAM 650 **Educational Leadership Development Seminar (campus)**
EDAM 651 **Organizational Development and Diversity for School Leaders (online)**
EDAM 652 **School-Based Program Evaluation and Improvement (hybrid)**

Year I – Semester 2

EDAM 660 **Leadership and Organizational Theories in Schools (online)**
EDAM 661 **School Law and Public Policy Issues (campus)**
EDAM 670 **Resource Management and Schools (hybrid)**

Year I – Summer ll

EDAM 680 **Internship – Part I**
Elective (MSA elective – EDAM 698- online)

Year II – Semester 1

EDAM 671 **Leadership for Learning (hybrid)**
EDAM 690 **Internship – Part II**

Year II – Semester 2

EDAM 691 **Internship – Part III**
Elective (MSA elective – EDUC 680(hybrid))

CHECKLIST FOR ADMISSION TO MSA PROGRAM

Upon receipt of all requirements of T**ransition Point I: Admission to Master in School Administration,** the department chairperson and the Coordinator of MSA Program will determine whether or not the applicant has met the requirements needed for admission the program. The following checklist should serve as a guideline for determining your readiness for admission to the MSA program.

Each of the items listed below is required for admission to the MSA program. The student should verify the requirement is met by indicating the date the requirement is submitted to/ processed by the persons and offices indicated below.

Requirements	Met	Not Met	How to Process/Submit
1. Formal graduate application to Fayetteville State University			Access application on line.
2. Undergraduate GPA of 2.75 overall or 3.00 in the last sixty (60) hours of course work.			Contact your undergraduate institution or most recent graduate experience and request all materials be sent to the graduate admissions office.
3. A GRE or MAT score taken within the last five years.			Arrange to take the MAT or GRE and or submit scores to the graduate admissions office.
4. Three letters of recommendation			Submit with application materials listed above
5. Hold a North Carolina "A" or "M" teaching license.			Submit with application materials listed above
6. Written essay			Submit with application materials listed above

7. Completion of personal interview and writing exercise.			Once the completed application is forwarded and reviewed by the department of Educational Leadership and the MSA program, selected candidates will be contacted to arrange the interviews and writing exercises.

TRANSITION POINT II: ADMISSION TO SCHOOL ADMINISTRATION INTERNSHIP

REQUIREMENTS

At transition point two – admission to administrative internship – the student should have completed the professional education coursework and is ready to enter the school as a pre-service administrative intern on a full-time basis under supervision. Students must meet the following requirements to be admitted to the administrative internship:

1. an official audit after 18 credit hours
2. maintain a GPA of 3.0 or higher;
3. successful completion of all required field experiences;
4. application for internship, placement request letter, release form;
5. complete all educational leadership courses with a grade of B or better; and
6. complete the all required artifacts.

In addition to the above requirements, the candidate must have completed the following assignments:
1. have reflected favorable disposition scale (Phase I)
2. successfully completed an environmental scan; and
3. have completed the initial components of the action research project.

CHECKLIST FOR ADMISSION TO SCHOOL ADMINISTRATOR INTERNSHIP

Upon receipt of all requirements for admission to the administrative internship, the department chairperson and the Director of MSA program will determine whether or not the candidate has met the requirements needed for admission to the internship. The following checklist will help you identify and track the requirements at Transition Point II and your readiness of admission to the internship. You should indicate the date that you submitted each requirement to the office or individual identified below.

Requirements	Met	Not Met	How to Process/Submit
1. Audit of 18 hours (C or better on all courses)			Conducted by MSA director
2. GPA of 3.0 or higher			Conducted by MSA director
3. Completion of Required Field Experiences			Documented in course requirements
4. Application for Internship			Completed by student and submitted to MSA director.
5. Internship Placement Request Form			Completed by student and submitted to MSA director.
6. Release form			Completed by student and submitted to MSA directorr.

REQUIREMENTS

INTERNSHIP

The school internship is designed to provide the perspective school administrator a year-long pre-service experience that will prepare the candidate to effectively transition into an administrative position. The candidate will be required to work with the school leadership in manner that the candidate assumes the roles of a school administrator in increasing responsibility as determined by the candidate's readiness. The candidate will also attend on-campus classes that are the required component of the internship. These classes meet monthly and may meet more frequently if the need arises. It is required that the Six (6) Electronic Evidences be completed during the internship. During the internship, there will be three evaluations of the candidate's performance as intern. These evaluations will be complete jointly by the cooperating principal and the supervising instructor.

COMPREHENSIVE EXAMINATION

All candidates shall successfully complete a comprehensive examination in the spring of the second year of the program. The comprehensive examination is a timed written examination designed to provide the candidate the opportunity to demonstrate the necessary scholarly knowledge required to be a successful school administrator. The comprehensive examination will be divided into six sections to reflect the academic course work on the preceding two years. Faculty will evaluate the exam and in the event a student fails to pass all the required sections, the student will be given another opportunity to retake those portions of the exam the candidate failed.

SELECTING ELECTRONIC EVIDENCES

The Electronic Evidences are required of the student to demonstrate proficiency with the elements which comprise the Pre-Service School Executive Standards in North Carolina. Each of the **evidences** will be submitted by the student during the internship courses (EDAM 690/691) and evaluated electronically via TASK Stream by the faculty of the Department of Educational Leadership. The student must achieve an evaluation rating of proficient (3 or 4) for all of the **evidences** in order to be recommended for licensure as a School Executive in the State of North Carolina and the **MSA** degree. If the student fails to achieve a proficient rating the student will be required to address the deficiencies noted, resubmit the evidence(s) and once a proficient rating is achieved will be recommended for licensure.

The student will not be granted an MSA degree until the student has satisfactorily met NCDPI licensure requirements.
The evidence completion will be considered as part of your final grade each semester; therefore students must complete evidences 1, 2, and 4 in EDAM 690 (Internship Part II) and evidences 3, 5, and 6 must be completed in EDAM 691(Internship Part III). Students failing to complete the evidences as prescribed will receive an incomplete (I) for the semester in which the

evidences were assigned. (Please note that the preceding paragraph has been added and is the revised policy related to students graduating from the MSA program)

ACTION RESEARCH REQUIREMENTS

The Action Research Project (ARP) demonstrates the candidate's ability to effectively conduct research designed to improve an aspect of school performance. The ARP must incorporate the basic components below:

Action Research Outline
1. Title
   - The title should clearly and concisely inform the reader of the nature and purpose of your research.
   - Clear titles that define the 1) target audience, 2) issue or topic, and 3) context are very appropriate
   - Example:
     - Improving Freshman Discipline During Transitions in a Comprehensive High School
   - Action Research Outline
2. Introduction
   - What benefit did you realize as a result of the study?
   - How did the action research process improve your ability to perform your function?
   - How did the act of studying a real world phenomena improve your ability to lead?
   - How did this make your school better and why?
   - What was your personal motivation to do this particular study?
3. Problem Definition
   - State clearly and specifically the problem you are studying
   - State this in terms of the impact the solution will have on your school in terms of the purpose of the study or state the specific questions you are seeking to answer
4. Purpose of the Study
   - State clearly why the study was important in terms of *your setting*.
   - Use data from your setting as support i.e., the data gathered from the environmental scan
   - State why this study may have general importance or relevance in the field of education
   - Use a few thoughts/references from your literature review
5. Review of the Literature
   - Usually starts with a brief introduction to the problem and presents the reader with the organizational framework for the review
   - Provides the reader with information that is relevant to the specific study
   - The review will support the questions asked or hypotheses statement(s)
   - Related findings or similar evidence to support the importance of the study
6. Method
   - Restate the questions
   - Design – clearly communicates the type of study

- Description of the site
- Describe the setting
- Describe the participants
- Describe other contextual variables
- Describe how the data was collected including a description of the instruments if any
  - (If used, a sample of the instrument is placed in the appendix of the study)
- Cleary and completely explain the data collection and analysis procedures

7. Findings and Discussion
   - Discuss your findings
     - Show how the findings answered your questions
     - What have you learned for this study

8. References
   - Use APA style for all sections of the paper, including the Table of Contents.
   - Include ALL the cited works in the reference section.
   - If you include tables/charts/graphs, follow APA format.

TRANSITION POINT IV: GRADUATES & PROGRAM COMPLETERS

REQUIREMENTS

At transition point four, all candidates (graduates & program completers) will complete exit surveys (see Appendix D) and all employers of the candidates will also be asked to complete surveys. Mentors will be surveyed as well. Data about candidate performance helps the COE to continue to maintain and develop a quality program. The surveys may be requested by both the Department of Public Instruction and Fayetteville State University.

CONCLUSION

This manual will continue to evolve during your enrollment in the Master of School Administration program at Fayetteville State University. You will be responsible for ensuring that you comply with the requirements in place at the time of your admission. By attending meetings and reading the periodic email updates, you will remain informed about changes that may occur during your matriculation. If you have questions about anything included in this manual, please seek the counsel of your advisor, MSA coordinator, or department chair.

APPENDIX A
Program of Study

Course Descriptions

Course number: EDAM 650
Course name: Educational Leadership Development Seminar
This seminar will be an introductory graduate course in educational leadership for prospective leaders at all levels of the school organization. Elements of effective leadership, standards-informed educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills and dispositions necessary to develop into a successful, innovative educational leader. Students will apply this knowledge to build and enhance their philosophical and theoretical frameworks as a prospective school leaders. Clinical experiences in school and district settings will be required.

Course number: **EDAM 651**
Course name: Organizational Development and Diversity for School Leaders
This course is designed to study multicultural education and its link to school leadership, cultural understanding, and critical problems related to the organization of schools through the lens of human behavior. A focus is on the preparation of administrators to transform schools by understanding theoretical, sociological, political, and historical elements as they relate to ethnicity, race, socioeconomic status, gender, exceptionality, language, religion, and sexual orientation. Students in this course will engage in personal, professional, and organizational discovery of what is required of educational leaders in an increasingly diverse and connected world. *Prerequisite: Must be admitted to the MSA degree program*

Course number: EDAM 652
 Course name: School-Based Program Evaluation and Improvement
The focus of this course is to provide the student with a variety of opportunities to apply data analysis procedures using real or simulated school data sets. The student will be introduced to qualitative and quantitative methods and how these tools can be utilized to evaluate and improve school performance and program improvement. The student will use the following data types: student performance, teacher and community survey, and state and or local reports. The student will be required to work with school-based personnel as part of their field experiences to collect, analyze, and interpret relevant school improvement data. The student will be able to analyze the data to facilitate school improvement decision-making and the development of real and simulated school improvement plans.

Course number: EDAM 660
Course name: Leadership and Organizational Theories in Schools
An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards. *Prerequisite: Must be admitted to the MSA degree program and EDAM 650*

Course number: EDAM 661
Course name: School Law and Public Policy Issues
This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and court decisions that have helped to shape school law. A focus is on the study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and the analysis of case law. Students are expected to complete analyses of recent state and federal judicial decisions and legal structures related to responsibility and accountability of school leaders. The course engages the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels.

Course number: EDAM 670
Course name: Resource Management and Schools
This course is designed to provide an examination of the theory and practice of human resource management and public school finance in relation to expenditures and resources at the local, state and federal levels of support in school districts. It also provides an examination of social issues that impact the school learning environment, to include gender, quality, multicultural education, diversity; and privatization. It provides an in-depth study of the basic principles of money management in public education and how to manage it. The primary focus is on the management of dollars (fiscal), space (building operations), people (human resources), community resources (engagement) and time. The course addresses the issue of equity and adequacy in funding public schools and advancing the critical importance of data driven decision-making that maximizes learning.

Course number: EDAM 671
Course name: Leadership for Learning
This course will provide the student with an introduction to the philosophical and social foundations of curriculum in schools. The student will be exposed to those foundational philosophical and social theories that have driven the development of school curricula. The student will be introduced to and utilize school improvement practices that focus on teaching for learning. Special emphasis will be given to researched-based improvement practices that include effective leadership behaviors and teaching pedagogy. The student will participate with other school-based personnel to observe, analyze, and interpret school data to develop learning improvement plans. The student will be able to analyze school-based approaches to teaching for learning and make improvement recommendations in real and simulated school improvement planning situations.

Course number: EDAM 680
Course name: Internship, Part 1
An exploratory summer field experience will afford opportunities for interns to make site visits to exemplary school sites and programs. This course is a prerequisite to EDAM 690. Interns may also participate in intensive summer staff development and in service programs. Weekly seminars with participating faculty members and joint training with mentors/coaches will be designed to develop individualized and quality internship experiences for EDAM 690 and EDAM 691.

Course number: EDAM 690
Course name: Internship, Part 2
Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches.

Course number: EDAM 691
Course name: Internship, Part 3
Internship Part III is the second semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches.

Electives

Course number: EDAM 698
Course name: Computer Usage for Educational Administrators
This course is designed to enhance the computer literacy of educational administrators in the field of education and provide exposure to a wide spectrum of electronic technology in administration and a classroom setting. Attention will be paid to technologies that permit access to all branches of education. This will include networks and bulletin boards, interactive voice, visual interactions, data and image transmission, designing and implementing instructional and administrative procedures. Students will be expected to demonstrate knowledge of computer skills in word processing, data management, spreadsheets, graphics and courseware applications and authoring tools.

Course number: EDUC 680
Course name: Special Topics in School Administration
This course examines special topics in the area of school administration and leadership that affect school practices. Selected topics range from varied aspects of school administration and leadership. They include but are not limited to: 1) School Vision, Mission and Strategic Goals; 2) Teaching for Learning; 3) Understanding Collaborative School Climates; 4) Human and Fiscal Resource Management, 5) Parental and Community Involvement; 6) Leadership development, and 7) Politics and Policy.

Students may also select electives from Teacher Education, School of Business and Economics and the College of Arts and Sciences with the approval of their advisor.

COURSE ARTIFACTS OVERVIEW

The artifacts as required in Transition Point II will provide the student experience in the activities of an effective school administrator. These activities will be course based that may include field

experiences to assist the student to participate in school-based activities in a controlled manner. These preparation activities will assist the student to develop a set a prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. The student will be expected to perform at the developing level (see Pre-Service Rubric) as determined through faculty evaluation. In some cases due to the nature of the activity and related elements; a student may, in limited circumstances, perform at the proficient level. It must be noted that it is required that to receive licensure, the student shall receive a score of Proficient for all of the elements in the Pre-Service Rubric.

Artifact 1 Leadership Analysis and Development

This artifact will be assigned in **EDAM 650**, Educational Leadership Development Seminar. The student will assess and evaluate her/his leadership style. After the assessment and analysis is completed the student will reflect on the findings as evidenced in a written summary. The student will then develop a plan of professional growth designed to address the discoveries noted during the analysis.

Artifact 2 Organizational Development and Diversity

This artifact will be assigned in **EDAM 651**. The student will be expected to write a multicultural philosophy statement that permeates the entire school community. The philosophy statement should address the following: faculty disposition and recruitment of teachers; multicultural curriculum and pedagogy; community engagement; assessment; and school policies. Develop a professional learning community, with the task of analyzing special education placement policies, trends and statistics in the local school building, local education agency (LEA), state and nation.

Artifact 3 School-Based Program Evaluation and Improvement

This artifact will be assigned in **EDAM 652**. The student will be expected to analyze various data sets to develop an understanding of the historical, present, and future performance trends in a school. Once the data has be analyzed and understood the student will then develop SMART goals and activities to guide the work of school-based personnel as evidenced in a simulated school improvement plan.

Artifact 4 Leadership and Organizational Theories in Schools

This artifact will be assigned in **EDAM 660**. The student will be expected to develop a plan of action that could move the school out of the low performing category that uses the knowledge you have gained in the course Leading in Educational Organizations.

Artifact 5 School Law and Public Policy Issues

This artifact will be assigned in **EDAM 661**. The student will be expected to analyze, and revise policy in accordance with statutory requirements and tort law. The second activity in the course will require the student to develop policy in accordance with statutory requirements and tort law.

Artifact 6 Resource Management and Schools

This artifact will be assigned in **EDAM 670**. The student will be expected to analyze actual student achievement data and draw valid conclusions with regard to the strengths and gaps in student performance, tends, disaggregated sub-group performance. Then develop school improvement goals aligned to the analysis. To address realistic financial concerns, the student will develop school improvement activities that are bound by financial constraints. The student will develop a SIP that contains the information required as per the SIP template distributed in class. The student will develop a school-based human resource plan that will be used to support how teachers and other staff are recruited, hired, orientated, develop professionally and are evaluated. The plan will be consistent with federal, state, and local statutes and policies. The plan will assist school leadership as they strive to employ the most highly qualified professional and support staff focusing on continuous school improvement.

Artifact 7 Leadership for Learning

This artifact will be assigned in **EDAM 671**. The student will use appropriate 1) student achievement data that has been disaggregated at the teacher and student level, 2) teacher Working Conditions data, and 3) observational data to develop suggested instructional improvements for the selected teacher(s) and school. The improvements will be evidence-based solutions designed to target the identified areas of the teaching and learning process and the professional working conditions present in the school. The focus of the work will be to improve the teaching and learning in the classroom or school.

Six DPI Electronic Evidences
For MSA Licensure

Evidence One: Positive Impact on Student Learning
Interns will work with others to plan and assess data-driven instructional programs that reflect high expectations for staff and students and are aligned with district initiatives. Activities to be evaluated are clustered in three areas: Analysis of data, Development of practices that foster high achievement, and Instructional leadership interaction with teachers.

Evidence Two: Teacher Empowerment and Leadership
Interns will work with others within the context determined through analysis of the Teacher Working Conditions Survey and other data to promote a climate of teacher leadership and collaborative decision-making in the school. Activities to be evaluated are clustered in two areas: Analysis of data and Involvement in school activities that foster teacher leadership.

Evidence Three: Community Involvement and Engagement
The interns will work with the school community to ensure that communication is effective and conducive to participation of all stakeholders in the implementation of a school plan that promotes high achievement and well-being. Activities to be evaluated are clustered in two areas: Working with school improvement teams and Communication with school audiences.

Evidence Four: Organizational Management
The interns will work with others in the school community to ensure compliance with polices that govern the school, and to ensure that the school day is organized for learning. Activities to be evaluated are clustered in two areas: Policy and Organization of the school day.

**Evidence Five: School Culture and Safety**
The interns will work with others in the school community to maintain a school culture that is focused on student learning and well-being. The interns will also work with stakeholders to ensure that the school climate is conducive to the achievement and well-being of students. Activities to be evaluated are clustered in two areas: Fostering effective school culture and developing supportive school climate.

Evidence Six: School Improvement
The interns will work with others to ensure that strategies to promote school improvement are routinely reviewed for effectiveness, and that the school program is systematically aligned with goals of the school. The activities to be evaluated are clustered in two areas: Using data in the continuous improvement process and Vision for the 21st Century.

APPENDIX B

Fayetteville State University
College of Education
Conceptual Framework Model
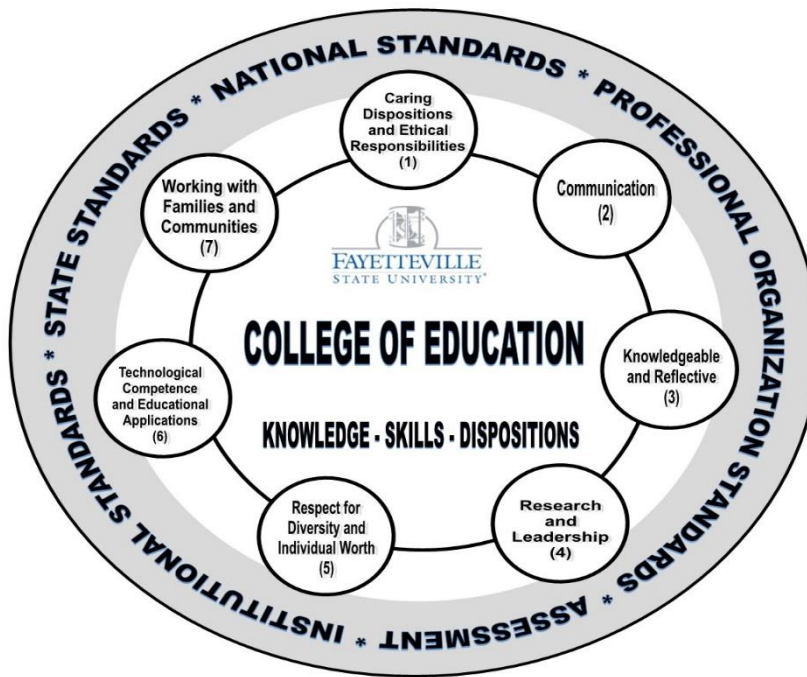
"The College of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

Description of the Conceptual Framework

The vision of the College of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Candidates leave programs of study knowledgeable about subject matter, experienced in the teaching process, and prepared to use knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents, and is organized around, the philosophical and theoretical underpinnings of the seven key tenets of the Conceptual Framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and applications for students' learning; and working with families and communities).

The Conceptual Framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The Conceptual Framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents the system of beliefs, our values, and practices that determine how faculty in the COE instruct and interact with candidates, P-12 educators, students, and families. The Conceptual Framework builds on the COE's **vision and mission statements**.

Through its philosophy, the Conceptual Framework provides direction for curriculum and programs within the COE. The Conceptual Framework identifies the knowledge base that under grids curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does; and why these strategies will yield the required results for knowledgeable, reflective, and caring professionals. The Conceptual Framework reiterates a commitment to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values candidates should demonstrate.

The unit's philosophy helps shape the Conceptual Framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations are based. The Conceptual Framework is linked to beliefs, values, and philosophy that guides teaching and learning within the COE. All facets of the Conceptual Framework are interrelated, interdependent, and interactive. The themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and applications for student learning; and working with families and communities. The candidate proficiencies, which are an outgrowth of the Conceptual Framework themes, are accomplished through teaching, research, and service.

The Conceptual Framework themes help to strengthen the unit's and institution's mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The Conceptual Framework underscores the importance of assuring that candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps education professionals to develop sensitivity to all types of diversity

and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The programs produce teachers who become leaders in schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and promoting the success of all students. In short, our Conceptual Framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

The COE expects that all candidates will be knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in schools and classrooms, are able to apply research to practice, can communicate effectively with all students and parents, and will work diligently to prepare students to function in a diverse, global, and technologically advanced society. All programs are designed to provide experiences and assessments to meet these expectations.

Conceptual Framework Themes	College of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates know the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates are knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.
Respect for Diversity and Individual Worth (5)	Candidates develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Applications for Student Learning (6)	Candidates know that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates are able to identify the characteristics of diverse families and communities. Candidates use that knowledge to help students learn, achieve, and succeed in life.

Each theme of the Conceptual Framework is supported by indicators that guide candidates in each program in measurable steps to achieving the expectations of each theme. The indicators are reflected in evaluations rubrics that assess key assessments in each program.