



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

**MASTERS OF ARTS IN EDUCATION: EDUCATION
ADMINISTRATION LEADING TO INSTRUCTIONAL
LEADERSHIP: SCHOOL PRINCIPAL (L1/L2; RANK I)
AND/OR CAREER AND TECHNICAL EDUCATION SCHOOL
PRINCIPAL (RANK I OR II)**

**PGM CODES: 67; 322; 689; 1993; 1994; 2001; 2002;
2003; 2007; 2008; 2021; 2022; 2023; AND 2619**

**SPECIALIST IN EDUCATION: EDUCATION
ADMINISTRATION (RANK I) LEADING TO THE
FOLLOWING ENDORSEMENTS, AS APPLICABLE:
INSTRUCTIONAL LEADERSHIP: SUPERVISOR OF
INSTRUCTION (L1/L2)**

**PGM CODES: 60, 2633; 1998; 2731; 1999; 2732; 2000;
2733; 318; 2004; 2005; 2006; 2650; 2734; 2735; AND 2736**

**INSTRUCTIONAL LEADERSHIP: DIRECTOR OF PUPIL
PERSONNEL (L1/L2)**

PGM CODES: 10; 2603; 2724; 2738; AND 2739

**INSTRUCTIONAL LEADERSHIP: DIRECTOR OF SPECIAL
EDUCATION (L1/L2)**

PGM CODES: 2024; 2740; 2741; AND 2742

**INSTRUCTIONAL LEADERSHIP: SCHOOL
SUPERINTENDENT
PGM CODES: 55; 1996; AND 1997**

OPTION 6 ALTERNATIVE CERTIFICATION

**PROGRAM SUBMISSION
SEPTEMBER 2015**

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16 KAR 3:010; 16 KAR 3:020; 16 KAR 3:030
16 KAR 3:040; 16 KAR 3:050; 16 KAR 3:080; 16 KAR 9:080

I. Executive Summary: Serving our communities through excellence

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic and engaging academic programs. Our programs are designed to provide authentic professional experience to candidates with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

The Education Administration program is located in the College of Education and Human Services (CoEHS) in the Department of Educational Studies, Leadership and Counseling (ELC). The program is structured to serve building and central office administrative positions through distinct, but related programs of study. The structure of the education administration programs provides candidates with a logical and interconnected progression through the masters and specialist or endorsement programs. Faculty are intentional with course design and delivery, shifting toward an executive, global orientation as candidates progress from the initial building principal endorsement to the central office endorsements.

The Master's in Education Administration is a cohort-based, 30-hour program that leads to the Instructional Leadership: School Building Principal certification, with a Career and Technical Education Administration track available within the degree. The Master's degree then serves as the standard admission criteria for three central office endorsements: (1) Instructional Leadership: Supervisor of Instruction (9 hours); (2) Instructional Leadership: Director of Pupil Personnel (9 hours), and (3) Instructional Leadership: Director of Special Education (9 hours). The progression through the education administration curriculum culminates with the program for Instructional Leadership: School Superintendent. Endorsement courses beyond the masters degree may be used to comprise the Specialist in Education: Education Administration degree (EdS).

NOTE: In 2009 and 2013 respectively, the school principal and school superintendent program were reapproved based upon revised statutory requirements. These 'redesign' submissions are posted as supplemental documents to serve as supporting evidence for these programs. References within this document to programmatic elements (eg, admission requirements, exit requirements, program experiences) for these two programs are summary in nature, with further detail available within the supportive documentation.

Admission Requirements

Master of Arts in Education Administration. Applicants to the program must hold a masters degree, document three (3) years of successful teaching experience, hold a Kentucky teaching certificate, and be employed by a partner school district. Additionally, applicants must demonstrate (the ability to improve student achievement, (2) leadership, and (3) an advanced knowledge of curriculum, instruction and assessment. These factors are evaluated through a program application process that is in partnership with the school district (co-selection) and which includes an interview. A full description of the process and related documentation is included as a separate document entitled *MSU Principal Resubmission*. Note: Admission to the CTE Administration track requires CTE specific teaching certification. Occupational track applicants may only require a bachelor degree to apply.

Specialist in Education: Education Administration. Applicants to the program must hold a Kentucky teaching certificate, hold a Master of Arts in Education Administration, and document at least five (5) years of experience as an educator at the time of application. Applicants to this program are generally practicing administrators.

Instructional Leadership: Supervisor of Instruction. Applicants to the program must hold a Kentucky teaching certificate, hold a Master of Arts in Education Administration, and document at least three (3) years of experience as an educator at the time of application.

Instructional Leadership: Director of Pupil Personnel. Applicants to the program must hold a Kentucky teaching certificate, hold a Master of Arts in Education Administration, and document at least three (3) years of experience as an educator at the time of application.

Instructional Leadership: Director of Special Education. Applicants to the program must hold a Kentucky teaching or school psychologist certificate, hold a Master of Arts in Education Administration, and provide evidence of at least three (3) years of experience as an educator at the time of application. At least one year must be as a teacher of exceptional children.

Instructional Leadership: School Superintendent. Applicants to the program must hold a valid Kentucky professional certificate and provide evidence of three years of professional education experience at the time of application. Two years of the experience must be as an administrator. The application must provide evidence of the following: (1) The ability to improve student achievement; (2) Knowledge of school laws related to school finance, school operations, and personnel matters; (3) The ability to implement curriculum, instruction and assessment; (4) A commitment to professional growth; (5) Effective communication skills; and (6) The ability to build relationships, foster teamwork, and develop networks. A full description of the process and related documentation is included as a separate document entitled *MSU Superintendent Resubmission*.

Exit Criteria

Master of Arts in Education Administration. To exit the program for degree purposes, candidates must document a 3.0 grade point average, successfully defend a capstone project, and document all required field experiences. Certification as Level 1 School Principal additionally requires passing scores on the followings certification exams: (1) School Leader Licensure Assessment (6011), and (2) Kentucky Specialty Test of Instructional and Administrative Practices (6015).

Specialist in Education: Education Administration. To exit the program, candidates must demonstrate a program grade point of average of 3.0, verify all require field experiences and successfully defend either a specialty study or a capstone project.

Instructional Leadership: Supervisor of Instruction. To exit the program, candidates must demonstrate a program grade point of average of 3.0 and verify all require field experiences.

Instructional Leadership: Director of Pupil Personnel. To exit the program, candidates must demonstrate a program grade point of average of 3.0 and verify all require field experiences.

Instructional Leadership: Director of Special Education. To exit the program, candidates must demonstrate a program grade point of average of 3.0 and verify all require field experiences.

Instructional Leadership: School Superintendent. To exit the program, candidates must demonstrate a program grade point average of 3.0. verify all required field experience/mentor hours, and successfully defend the capstone project.

Rank Change Requirements

In some instances, rank change may be recommended in advance of degree completion. This typically occurs when a candidate's program of study combines several, overlapping outcomes that are not perfectly aligned with the Specialist in Education degree or when there are related transfer hours in association with the Masters degree.

Alternative Routes to Certification

As part of the redesign of the principal and superintendent endorsement programs, criteria and procedures related to option 6 of the Alternative Routes to Administrator Certification were presented and approved. There is also an *Alternative Routes Procedures Manual*, which is attached as supplemental information. These are detailed in the supplemental materials. Option 6 requirements and procedures for DPP, Instructional Supervisor, and Director of Special Education are as follows:

Eligibility for Review. Applicants must either hold a current administrator certification, a Masters degree in Education Administration, or be concurrently enrolled in the MA Cohort. Applicants must demonstrate successful experience as a school administrator or demonstrate the potential to lead through a resume review and a letter of recommendation from a supervisor.

Documentation of Eligibility. Upon verification of the eligibility requirements, a memorandum of agreement will be written for the candidate, who will pass this forward with his/her application.

Recommendation for Temporary Provisional Certification. The school superintendent will forward a letter of hire and a CA-TP to the Alternative Certification coordinator for final verification and the subsequent recommendation.

Supervision. The University will supervise the candidate through course meetings and on-site school visits. The school district agrees to provide mentoring for the remaining hours.

Exit Requirements. The candidate must complete all level 1 requirements to exit the program and be recommended for the appropriate level 1. Per regulation, the candidate must complete all course requirements within two years and document all required mentor hours and related university coursework.

Modes of Delivery

Courses for the Master of Arts in Education Administration are offered in a cohort structure, mostly face-to-face with some hybridization. Cohorts rotate across the five Murray State campuses. Courses that comprise the administrative endorsements and the Specialist in Education degree are offered face-to-face, online, and hybridized (online and face-to-face). These courses are offered in Murray and Madisonville, which are central to the service region.

II. Relationship to College Conceptual Framework

The ultimate goal of Murray State University's preparation programs is to educate individuals who will become Reflective Decision-Makers. The conceptualization of the educator as reflective decision-maker is at the heart of the western academic tradition. John Dewey and more recent educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems. Therefore, the theme that provides a shared vision and guides our programs in preparing individuals to work within the educational community is the Educator as Reflective Decision-maker.

The Murray State University Education Administration program develops the capacity of school leaders as 'ethical change agents' to reflect upon both personal and organizational practices. This orientation requires that candidates possess the dispositions, skills and abilities to lead organizational responses to both effective and ineffective or just and unjust organizational practices. These dispositions, skills and abilities include (1) student-centered orientation, (2) strategic planning and change facilitation skills, (3) ability to lead instruction and develop an instructional culture, and (4) capacity to connect to internal and external constituencies as an advocate. Reflection and self-awareness as a leader are critical characteristics of effective administrators and are central to the pedagogy within our program.

III. Continuous Assessment

A series of signature assessments and field experiences are aligned to the appropriate Student Learning Outcomes and are used to support the continuous assessment of the program and of the students. All administrative programs are aligned to the Interstate School Leader Licensure Consortium (ISLLC) standards and the Technology Standards for School Administrators (TSSA). Additionally, Masters degree courses are aligned with the Kentucky Dimensions and Functions (KDF), a set of competency descriptors developed as part of the principal redesign work in 2008. The supplemental *MSU Principal Redesign* information describes these in more detail. Superintendent program courses are aligned to the Superintendent Leadership Plan standards, which are used to evaluate superintendents in the state of Kentucky. These are describe in more detail in the *MSU Superintendent Redesign* document.

Continuous assessment of the program. Livetext and Google Classroom are used to scores signature assignments using collaboratively designed rubrics. Data from these assessments inform faculty decisions regarding program improvements. Candidates also complete self-assessments, which provide insight as to perceive professional growth that assists in program planning. Graduate surveys are used to capture important feedback regarding the degree programs. Candidates' certification test score results for the School Leader Licensure Assessment and the Kentucky Test of Administrative Practices are used to verify program effectiveness. The faculty meets at least monthly through the semester to discuss programmatic needs and an advisory council meets annually.

Continuous assessment of students.

Student's instructional leadership potential is assessed upon entry into programs. Throughout the program, candidates receive feedback from faculty based upon signature, formative assessments through Livetext. Internship experiences provide the opportunity for feedback based upon authentic tasks, with the first Internship providing formalized, midpoint feedback and capstone projects assessing student growth at exit. Student self-assessment is key an important aspect of this process, which culminates with the capstone assessments in the degree programs.

IV. Program Experiences

The coursework and performance-based activities of the Education Administration program are built upon the key components of the Unit's conceptual framework, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the Technology Standards for School Administrators (TSSA). It is important to note that both the ISLLC and TSSA standards approach education administration generically. More specific alignment is provided for the principal and superintendent programs using the Kentucky Dimensions and Functions and the Superintendent Leadership Plan. The Kentucky Code of Ethics is revisited through the introductory principal course (ADM 601) as related to educators' increased level of responsibility and involvement in the profession, and with students, the school, district and community as administrators. Ethics is stressed in all courses and is focused upon in the Legal and Ethical Issues in Schools (ADM 672), as well as in Educational Policy and Ethics (ADM 657) and the introductory superintendent certification course (ADM 739).

The Education Administration programs at Murray State University provides candidates seeking licensure in all areas with the core principles of the unit’s conceptual framework, the ISLLC and TSSA standards, and EPSB themes. The preparation of reflective decision-makers is evident throughout the course work, activities and assessments of the students. Candidates regularly are asked to reflect, verbally or in writing, upon learning and professional development in relation to standards. Signature assignments are used to capture student development in critical competency areas. Livetext and Google docs are used to compile these results to support the continuous improvement process. The capstone experiences at the end of the degree programs require the candidate to use change leadership strategies per Kotter to develop and implement a change to improve student learning at the building or district level. This culminating event provides valuable insights into the professional skills and dispositions of the candidates. Most importantly, the candidate reflects on his/her own experiences, what has been learned about the profession, and what has been learned about individual strengths, weaknesses, ethics, and values.

The Education Administration program provides a pathway for educators to earn certification starting with Building Principal certification through the Masters degree in Education Administration to Superintendent certification, which is beyond the Masters degree and can be obtained in concert with the EdS or as a standalone credential. Program experiences for the degrees and endorsements contained within the Education Administration program are described below.

Master of Arts in Education Administration. This is our core program, upon which all other Education Administration degrees and programs are built. As part of the 30-hour principal preparation program for the Masters of Arts in Educational Administration, candidates complete three principal internships in courses ADM 632, 671, and 681. In all coursework, except ADM 672 (Legal and Ethical Issues in Schools), students gain clinical experience by logging over 500 clock hours of field experiences. Candidates must also complete and defend a “capstone project” that requires students to apply best practices in change leadership. Completion of the degree and submission of passing scores on the School Leader Licensure Assessment and Kentucky Test of Administrative Practices earns candidates Level 1 principal certification. Level 2 certification is earned through an additional six hours of course work. This program is described in detail through the MSU Principal Redesign, attached as supplemental information

Director of Pupil Personnel Certificate (L1/L2). This program builds upon the experiences of the principal preparation program, focusing candidates on the central office role of the DPP. Level 1 certification for the Director of Pupil Personnel is accomplished completing a six hour program for Level 1, which addressed the accounting procedures related to the role of the DPP (ADM 667) as well as general administrative development (ADM 669). Level 2 certification is earned through an additional three hours of course work, which further develops candidates skills in working with at-risk students and families (ADM 677/HDL 692/COM 639). All course work earned beyond the master’s degree may be counted toward the EdS degree.

Director of Special Education Certificate (L1/L2). This program builds upon the experiences of the principal preparation program or the school psychology program, focusing candidates on the central office role of the Director of Special Education. Level 1 certification is earned through a six-hour program that addresses special education law (SED 603) and the specific role of the special education administrator (SED 650). Level 2 certification is earned through an additional three of course work, which addresses the the financial and instructional role of the central office (ADM 749/ADM 759). Candidates for DSE must be certified in special education, with three years of experience, one of which is in a special education classroom. All course work earned beyond the master's degree may be counted toward the EdS degree.

Supervisor of Instruction Certificate (L1/L2). This program builds upon the experiences of the principal preparation program, focusing candidates on the central office role of the Supervisor of Instruction. Level I certification is designed to support a general administrative professional growth (ADM 669) with focus on growth as a central office administrator (ADM 749/ ADM 759). Level II licensure is earned through an additional three hours of course work focused on the central office perspective (ADM 749/ ADM 759). All course work earned beyond the master's degree may be counted toward the EdS degree.

Superintendent of Schools Certificate. This program builds upon the experiences of the principal preparation program, focusing candidates on the central office role of the Superintendent of Schools. The program, which was redesigned and reapproved in 2013, focused on the development of the executive school leader and is aligned with the Superintendent Leadership Plan guidelines. Candidates complete a 12 hour program that culminates with a capstone experience through a practicum. Candidates must be certified as an administrator and document three years of experience as teacher, with two years of successful administrative experience. All course work earned beyond the master's degree may be counted toward the EdS degree. Details pertaining to this program are contained within the supplemental MSU Superintendent Redesign document.

Specialist in Education. The Specialist in Education degree is a 21 to 30 hour program of study that supports the certification curriculum for the central office certificates. Completers of the EdS, will earn certification for DPP Level 2, Supervisor of Instruction Level 2 and may earn Director of Special Education Level 2 if they requisite experiences are documented. Certification as School Superintendent requires the minimum teaching and administrative experience that is described in statute and the program. A candidate may earn the degree without superintendent certification by completing a specialty study in lieu of the capstone course.

Table 1 demonstrates the alignment of course work with the Interstate School Leaders Licensure Consortium (ISLLC) and Technology Standards for School Administrators (TSSA) standards. Table 2 illustrates the alignment of the CAEP/EPsB themes.

Table 1.

Integration of ISLLC and TSSA standards in Education Administration Courses Across Programs.

Courses	ISLLC I	ISLLC II	ISLLC III	ISLLC IV	ISLLC V	ISLLC VI	TSSA I	TSSA II	TSSA III	TSSA IV	TSSA V	TSSA VI
PRINCIPAL PROGRAM, LEVEL 1												
ADM 601 – School Leadership and Culture	X	X	X	X	X	X	X	X	X	X	X	X
ADM 602 – <u>Social-Political Dimensions of School Leadership</u>	X		X	X	X	X			X	X		X
ADM 611 – <u>School-Wide Instructional Leadership</u>	X	X	X	X	X	X	X	X	X		X	X
ADM 612 – Development of School Personnel		X	X		X	X		X	X	X		
ADM 631 – Organizations and Operations of Schools	X	X	X	X	X	X	X	X	X	X	X	X
ADM 632 – Principal Internship I	X	X	X	X	X	X	X	X	X	X	X	X
ADM 671 – Principal Internship II	X	X	X	X	X	X	X	X	X	X	X	X
ADM 672 – Legal and Ethical Issues in Schools			X	X	X	X	X		X	X		
ADM 681 – Instructional Leadership for Diverse Learners	X	X	X	X	X	X		X	X	X	X	X
ADM 682 – Principal Internship III	X	X	X	X	X	X		X	X	X	X	X

CTE 672 – Managing CTE Facilities		X	X			X		X	X	X		
CTE 676 – Organization and Administration of Career and Technical Education	X		X			X		X	X	X		
LEVEL 2 PRINCIPAL AND CENTRAL OFFICE CERTIFICATION COURSES												
ADM 657 – Educational Policy and Ethics	X	X	X	X	X	X			X			X
ADM 667 – Pupil Personnel Accounting	X	X	X	X		X			X			
ADM 669 – Seminar		X	X	X	X	X	X		X	X		X
ADM 670 – Educational Technology	X	X	X	X	X	X	X	X	X	X	X	X
ADM 677 – Crisis Management in Schools			X	X					X	X		X
HDL 692 – Group Processes			X	X					X			
COM 639 – Seminar in Conflict Resolution			X	X					X			
SED 603 – Special Education Law			X	X	X	X			X			X
SED 650 – Administration of Special Education Services	X	X	X	X				X	X		X	X
SUPERINTENDENT COURSES												
ADM 739 – The Superintendency	X	X	X	X	X	X	X	X	X	X	X	X
ADM 749 – School District Administration		X	X	X		X	X		X	X	X	X

ADM 759 – Strategic Planning	X	X	X				X	X	X	X	X	X
ADM 779 – Superintendent Practicum	X	X	X	X	X	X	X	X	X	X	X	

Table 2.

EPSB Themes in School Administration Programs

Courses	Diversity	Assessment	Literacy Education	Gap Closure
ADM 601 – School Leadership and Culture	A, E	A, E		A, E
ADM 602 – <u>Social-Political Dimensions of School Leadership</u>	A, E	A, E		A, E
ADM 611 – <u>School-Wide Instructional Leadership</u>	A, E	A, E		A, E
ADM 612 – Development of School Personnel	A, E	A, E		A, E
ADM 631 – Organizations and Operations of Schools	A, E	A, E		A, E
ADM 632 – Principal Internship I	A, E	A, E		A, E
ADM 671 – Principal Internship II	A, E	A, E		A, E
ADM 672 – Legal and Ethical Issues in Schools	A, E			
ADM 681 – Instructional Leadership for Diverse Learners	A, E	A, E		A, E
ADM 682 – Principal Internship III	A, E	A, E		A, E
CTE 672 – Managing CTE Facilities	A, E			A, E
CTE 676 – Organization and Administration of Career and Technical Education	A, E			A, E
ADM 657 – Educational	A, E			

Policy and Ethics				
ADM 667 – Pupil Personnel Accounting	A, E	A, E		
ADM 669 – Seminar	A, E	A, E		A, E
ADM 670 – Educational Technology		A, E		A
ADM 675 – Introduction to Alternative settings	K, A, E	K, A, E		
ADM 677 – Crisis Management in Schools		K, A, E		
ADM 678 – School Safety Assessment		K, A E		
ADM 679 – Current Issues in School Safety	K, A, E	K, A, E		
ADM 739 – The Superintendency	A, E			
ADM 749 – School District Administration	A, E	A, E		A, E
ADM 759 – Strategic Planning	A, E	A, E		A, E
ADM 779 – Superintendent Practicum	A, E	A, E		A, E
HDL 692 – Group Processes	A			
COM 639 – Seminar in Conflict Resolution	A			A
SED 603 – Special Education law	A, E	A, E	A, E	A

SED 650 – Administration of Special Education Services	A, E			A
K- Knowledge, A- Application, E- Evaluation				

Course Descriptions for Educational Administration Programs

ADM 601 School Leadership and Culture (3). This course examines school leader effectiveness from a variety of theoretical and standards based perspectives, with the role of the school leader in the development of school culture emphasized. Field-experience is required.

ADM 602 Social-Political Dimensions of School Leadership (3). This course provides students with an understanding of the formal and informal socio-political structure within a school-community, as well as strategies for communicating with the public, and collaborating with community stakeholders. A school problem is identified and investigated through collaborative processes. Field experience required.

ADM 611 School-Wide Instructional Leadership (3). This course is a study of the supervisory functions dealing with curriculum and program evaluation. In addition, analysis and techniques for bringing about program and curricular change resulting in student achievement gains will be stressed.

ADM 612 Development of School Personnel (3). This course focuses candidates on research and best practices as related to formal induction, mentoring, professional development and supervision/evaluation of staff. Skills related to the supervision/evaluation of staff are modeled. Models of instructional leadership and faculty supervision are explored. Approaches to instructional coaching are modeled and evaluated

ADM 631 Organizations and Operations of Schools (3). This course will develop competencies and skills in the allocation of resources and structuring of the organization to improve student learning within the context of best practices and related Kentucky statute and regulation. The principal’s role as related to the site-based council policies and processes are emphasized.

ADM 632 Principal Internship I (3). This course will develop competencies and skills in the allocation of resources and structuring of the organization to improve student learning within the context of best practices and related Kentucky statute and regulation. Field experience required. This course is taken concurrent with ADM 631.

ADM 671 Principal Internship II (3). This course prepares school leaders to engage stakeholders in the strategic dialogue regarding the vision and mission of the organization, and the allocation of resources and decision-making authority accordingly. Field experience required.

ADM 672 Legal and Ethical Issues in Schools (3). This course addresses critical aspects of the legal system as related to school issues. Ethical dimensions of the role are explored.

ADM 681 Instructional Leadership for Diverse Learners (3). This course addresses issues surrounding the needs of students and families from diverse backgrounds and of diverse abilities. Cultural proficient leadership practices, an understanding developmentally appropriate instructional practices, and school organization as related to students with disabilities and gifted/talented students is addressed.

ADM 682 Principal Internship III (3). This internship is taken concurrent with ADM 681 and provides students with opportunities to implement and evaluate interventions for diverse learners, as well as support for the completion of the capstone project. Field experience required.

ADM 657 Educational Policy and Ethics (3). Course explores policy development at the local, state, and federal levels as related to school improvement, social justice and the ethical dimensions of leadership. Contemporary issues of educational policy and ethics at the local, state and national levels will be highlighted in the course.

ADM 667 Pupil Personnel Accounting (3). The specific procedures in pupil accounting which are the responsibility of the director of pupil personnel. A study of systematized records management including some attention to machine data processing. Field research project required.

ADM 669 Seminar in School Administration (3). For advanced graduate students in school administration. Deals with current problems and issues and stresses independent investigation.

ADM 670 Topics in Educational Technology (3). Critical aspects of the management and administration of educational technology will be addressed. Topics covered may include administration and instruction, school and classroom management, networking, distance learning, statistical reporting, pupil scheduling, information retrieval systems, and technology policy issues.

ADM 674 Directed Study in School Administration (3). Designed for advanced graduate students who want to do in-depth research on special problems. Requires advanced study and analysis of literature and preparation of substantial research documents. May be repeated once for credit.

ADM 675 Introduction to Alternative Education Settings (3). Course serves as an overview to effective teaching and administrative practice in the alternative education settings. Students enrolled in the course must maintain a portfolio of course assignments and documentation of field experiences for evaluation for university credit. Field hours are required.

ADM 677 Crisis Management in Educational Settings (3). The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Field hours are required.

ADM 739 The School Superintendency (3). The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills and dispositions necessary to serve successfully in the position are examined.

ADM 749 School District Administration (3). This performance-based course focuses on school system operations including financial management and policy, administration of auxiliary services, human resources planning and management, federal and state programs, facilities planning and management and curriculum and instructional support. The emphasis throughout the course will be on the skills needed to perform the functions of the superintendent and the underlying policy development and implications.

ADM 759 Strategic Planning in Education (3). An examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro goals of organizations.

ADM 779 The Superintendency Practicum (1-3). An analysis of the role of the school district superintendent in practice with emphasis on changes in society and schools as well as with reference to job responsibilities of the position. Students enrolling in the practicum are expected to spend time interacting with practicing school administrators at school district locations. (Student will be required to take a total of three hours credit.)

ADM 798 Specialty Study (3). This course is designed to enable the student, with the supervision of his/her graduate faculty committee, to select a problem directly related to the student's area of concentration, survey the research literature, collect and analyze research data and prepare the research paper.

CTE 672 Managing CTE Learning Facilities (3) Principles and practices for planning, organizing, and maintaining school shop, laboratory and classroom facilities used in teaching vocational subjects. Emphasis is given to classroom management and control, supply inventory, equipment maintenance and safety. An independent study project or research report is required.

CTE 676 Organization and Administration of Career and Technical Education (3). A study of the organization and administration of technology, vocational and technical education programs on various school levels and the development and coordination of external advisory boards. The students will experience development of a strategic plan that includes a mission statement, rationale for change, goals and objectives, action steps, as well as a program evaluation strategy. State and national legislation affecting technology and vocational education will be studied.

D. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Dodson, Richard	Ed.D., School Administration, Northern Arizona University	Program Coordinator, Full time teaching in Principal Preparation Program cohort	Assistant Professor	Peer Reviewed Journals (2), 2013, 2014; Presentations at NCPEA (2012, 2013, 2014) plus state and regional presentations; Member of the NCPEA research review board	Full time to Institution, Full-time to Unit, Fulltime to Program
Pharis, Thomas	Ed.D., School Administration, Valdosta State University	Full time teaching in Principal Preparation Program cohort; Alternative Certification for Principals coordinator	Assistant Professor	Director of Administrative Alternative Route to certification for MSU	Full time to Institution, Full-time to Unit, Fulltime to Program
Allen, Larry	Ph.D., University of Tennessee	Full time teaching in Superintendent courses; part time in Principal Preparation Program cohort	Assistant Professor	Director of Superintendent Program; Serves on EPSB Superintendent Review Committee;	Full time to Institution, Full-time to Unit, Fulltime to Program

Lyons, Robert	Ed.D., Leadership and Policy Studies, The University of Memphis	Assistant Dean. Parttime teaching in general administration and research areas	Professor	Presentations as AACTE and KATE (2012, 2014); Peer-reviewed publication, most recent 2013; Serves on Principal Review Committee at EPSB.	Full time to Institution, Full-time to Unit, Part-time to Program
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- (1) e.g., faculty, clinical supervisor, department chair, etc.
- (2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.
- (3) *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
- (4) *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
- (5) e.g. officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.*



Murray State University
Master of Arts in School Administration
Career & Technical Education Principal Concentration



Admission requirements:

1. Earned Rank 2, as appropriate for certification area;
2. Documented affiliation with a partner school district;
3. Minimum of three (3) years of teaching experience at time of application;
4. Valid Kentucky Teaching Certificate in a CTE area or an approved waiver of Kentucky certification;

Level 1 Courses

Course #	Course Description	Professor	Semester	Grade
ADM 601	School Leadership & Culture			
ADM 602	Sociopolitical Dimensions of School Leadership			
ADM 611	School-wide Instructional Leadership			
ADM 612	Development of School Personnel			
CTE 672	Managing CTE Learning Facilities			
CTE 676	Organization and Administration of Career & Technical Education			
ADM 671	Internship II			
ADM 672	Legal and Ethical Issues in Schools			
ADM 681	Instructional Leadership for Diverse Learners			
ADM 682	Internship III			

Program Completion

6. Candidates must successfully defend the capstone project.
7. Verification of field experience hours.
8. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
9. Candidates must have at least a 3.0 cumulative GPA.
10. For CTE principal certification, candidates must successfully complete tests required by EPSB for principal certification.

Candidate's Name (printed) _____

Candidate's Signature/Date

Advisor's Signature/Date

Note: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at [502-564-4606](tel:502-564-4606) or [888-598-7667](tel:888-598-7667).



**Murray State University
L1 & L2 Endorsement
Director of Special Education**

Admission requirements:

1. Earned master's degree in Education Administration or Kentucky administrative postmaster's endorsement;
2. Three years of teaching experience at the time of application;
3. Qualify for a Kentucky teaching certificate in special education area or school psychology;
4. Provide evidence of three years' experience as a teacher or school psychologist, with at least one year as a teacher of exceptional children or school psychologist.

Director of Special Education

Level 1 Courses

Course #	Course Description	Professor	Semester	Grade
SED 603	Special Education Law			
SED 650	Administration of Special Education Programs			

Level 2 Courses

Course #	Course Description	Professor	Semester	Grade
ADM 749 OR ADM 759	School District Administration Strategic Planning in Education			

Program Completion

1. Candidates must complete coursework with at least a 3.0 cumulative GPA.
2. Successful completion of course embedded assessments for candidate and continuous assessment is verified.
3. A TC-1 is filed with the Office of Teacher Education Services at the completion of required coursework to receive the endorsement.

Candidate's Name (printed) _____

_____/_____/_____ / _____/_____/_____

Candidate's Signature/Date

Advisor's Signature/Date

Note: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at [502-564-4604](tel:502-564-4604) or [888-598-7667](tel:888-598-7667).

SEE LINKS FOR:

<http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>

SELECTED EDUCATATIONAL ADMISTRATION COURSES

ADM 601

ADM 602

ADM 611

ADM 612

ADM 631

ADM 632

ADM 749

ADM 779