

## **Master's Degree in Educational Leadership (M.Ed.)**

The Master of Education degree program in Educational Leadership is designed to provide advanced professional studies in graduate-level coursework for candidates who are interested in becoming principals at various levels of K-12 schools, and are committed to excellence in student success. Graduates will become well-qualified professionals as they further their knowledge of the functions of a high achieving school in areas such as curriculum, instruction, management, personnel, finance, school law, public relations and the many facets of student achievement. They will be able to apply the theories and skills learned in the classroom to real situations. Numerous opportunities are provided to work with teachers, students and experienced principals in field experiences and learn how to meet the demands of leadership as a building level administrator. The program will prepare these school leaders to be committed to continuous growth because they will understand that the body of knowledge needed to lead schools is growing and changing. Graduates of this program will be effective leaders who can create and maintain high quality schools. Candidates must have one-year minimum of teaching experience to be enrolled in the program.

The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face courses and online courses and is designed to be completed in three years of ongoing coursework. At the completion of the degree requirements and passing the Praxis II exam, graduates are eligible for certification as a school administrator in South Carolina.

### **ADMISSION REQUIREMENTS**

- A completed application for graduate study at the university.
- An official transcript from each school or college previously attended. (All prior undergraduate academic study must be represented as well as other graduate study.).
- At least two recommendation forms.
- A minimum of one year of full-time teaching experience.
- A copy of current teaching credential(s)
- A minimum GPA of 3.0 on a 4.0 scale on undergraduate work or a report of scores on the Graduate Record Exam (GRE) of no less than 400 on both the verbal and quantitative portions; or a report of a minimum score of 388 on the Miller Analogies Test (MAT). Scores must be no more than five years old..
- Legal arrest/conviction statement
- Approval of the Portal I Faculty Committee

## CURRICULUM

### Education Core (9 semester hours)

- EDUC 607 Research for Today's Schools (3)  
EDUC 630 Advanced Study of Curriculum & Instruction (3)  
EDUC 685 Strategies for Serving Diverse Learners (3)

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### Major Courses (27 semester hours)

- EDAD 600 Introduction to Educational Leadership (3)  
EDAD 635 School Personnel Administration (3)  
EDAD 660 Supervision of Instruction (3)  
EDAD 680 School and Community Relations (3)  
EDAD 684 School Finance/Ethics (3)  
EDAD 686 Legal Basis of Educational Organization & Administration (3)  
EDAD 689 School Principal (3)  
EDAD 694 Elementary School Principal in Practice – Fall (3)  
EDAD 695 Elementary School Principal in Practice – Spring (3)  
EDAD 696 Secondary School Principal in Practice – Fall (3)  
EDAD 697 Secondary School Principal in Practice- Spring (3)

Total Credits Required: 36 Hours

### **Internship Requirements for Various Levels of Administrative Certification:**

- For grades K-6 certification: take two elementary school internships  
For grades K-8 certification: take one elementary and one middle school internship  
For grades 7-12 certification: take one middle school and one high school internship  
For grades 9-12 certification: take two high school internships

### **Major Course Descriptions**

**600 Introduction to Educational Leadership (3).** Students examine the purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems and developing trends are considered for analysis.

**635 School Personnel Administration (3).** The course focuses on techniques to maintain

effective human relations and the use of human resources. Staff evaluation systems, staffing projections, staff-related record management, and benefit programs are examined. The curriculum emphasizes negotiations in the public sector and contract management. Prerequisite: EDAD 600

**660 Supervision of Instruction (3).** This course provides a theoretical and practical overview of the supervision and evaluation of instruction. The domains of supervision and inquiry into current issues and best practices in supervision are introduced. Students will examine the use of a variety of approaches to assist in the development of practical skills using the clinical process and developmental approach to supervision. Prerequisite: EDAD 600

**680 School and Community Relations (3).** The development and analysis of appropriate organizational procedural and administrative arrangements for public relations programs in educational institutions are topics of the course. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support and instituting educational change. Prerequisite: EDAD 600

**684 School Finance/Ethics (3).** Introduction to school finance and school business administration at all levels of school district organization. The course applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. The curriculum includes discussion of ethics in school finance. Prerequisite: EDAD 600

**686 Legal Basis of Educational Organization & Admin. (3).** Basic principles of school law with special attention to legislation in South Carolina and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications and limitations on the Board of Education will be examined. Prerequisite: EDAD 600

**689 School Principal (3).** This course provides an overview of this key position. Analyzes and investigates roles and functions of principalship. The emphasis of the curriculum is on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal. Prerequisite: EDAD 600

**694 Elementary School Principal in Practice (3).** This internship under direct supervision of an on-site experienced elementary administrator and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. Prerequisite: Completion of coursework

**695 Elementary School Principal in Practice (3).** The second in a two-semester supervised elementary internship expands candidate performance of the duties and responsibilities of the school

principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

**695 Secondary School Principal in Practice (3).** This internship under direct supervision of an on-site experienced secondary administrator (“field supervisor”) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. Prerequisite: Completion of coursework

**697 Secondary School Principal in Practice (3).** The second in a two-semester supervised secondary internship expands candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

### **Application Information**

<http://www.coastal.edu/graduate/applications/appGradEd.pdf>

### **Program Contact**

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