

2023-2024

EPP Master of School Administration

Fayetteville State University



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of Master of School Administration Program

The Master of School Administration (MSA) program at Fayetteville State University's College of Education is designed to prepare aspiring educational leaders for effective and visionary leadership roles in K-12 schools. This program offers a comprehensive curriculum that combines theoretical knowledge with practical application, equipping students with the skills and competencies necessary to lead K-12 schools in a rapidly evolving educational landscape. Through rigorous coursework, field experiences, and mentorship opportunities, MSA candidates develop a deep understanding of educational administration, instructional leadership, organizational management, and community engagement. With a strong emphasis on equity, diversity, and inclusion, the MSA program cultivates leaders who are committed to fostering positive change, promoting student success, and creating inclusive learning environments. Graduates of the MSA program emerge as confident and competent school administrators, poised to make a lasting impact on the educational landscape and drive meaningful improvement in schools and communities. We had our first MSA Add-On certification student to complete her principal certification for the 2023-2024 school year.

The program has set several objectives to guide its curriculum and outcomes. Firstly, it aims to prepare visionary school leaders who can effectively navigate the process of restructuring schools and foster a culture of shared accountability for teaching and learning. Secondly, the

program focuses on developing well-rounded school leaders who can act as creative change agents, bringing innovative ideas and approaches to educational institutions.

Cultural responsiveness is another key aspect emphasized by the MSA program. It aims to develop school leaders who possess an open-minded and inclusive perspective, equipped with the necessary knowledge and skills to address the multicultural, political, economic, and social issues prevalent in today's schools.

Furthermore, the program places a special emphasis on recruiting, selecting, and preparing school leaders from traditionally under-represented groups, recognizing the importance of diversity in educational leadership.

The MSA program provides candidates with a comprehensive learning experience, culminating in a full-time, year-long internship where they can demonstrate their knowledge, skills, and abilities in a real-world setting. In total, candidates complete 42 hours of graduate credit, including six hours of electives and 15 hours dedicated to the internship.

To deliver an immersive learning experience, the MSA program at Fayetteville State University employs a comprehensive curriculum that incorporates various instructional methods. These include problem-based instruction through course artifacts, focused modules, virtual simulations, research projects, field experiences, reflective observations, and the integration of instructional technology. This diverse range of approaches ensures that students receive a well-rounded education and are prepared to meet the challenges of school administration effectively. Fayetteville State University holds full accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which was reaffirmed during the SACSCOC visitation in March 2022. Additionally, the College of Education has obtained full accreditation from the Council for the Accreditation of Educator Preparation (CAEP). The MSA program has also been approved by the North Carolina State Department of Instruction after meeting all the necessary standards during the CAEP/NCDPI visit in March 2022.

In the academic year of 2023-2024, the MSA program saw a total of 7 MSA graduates and 1 MSA-Add-on Certification. Out of this cohort, all 8 successfully completed all the requirements for graduation and or certification on May 11, 2024.

With the addition of the 7 graduates from May 2024, the FSU MSA program has produced a total of 488 graduates to date.

Moreover, the Educational Leadership and School Administration department organized an orientation for principals who were assigned new interns for the 23-24 academic year. This orientation was conducted in collaboration with the Cumberland County School System and Hoke County School System.

Special Characteristics of the Master of School Administration Program

Full-Time Program: Fayetteville State University's Master of School Administration Program consists of: (a) course artifacts scored by multiple faculty, (b) a full-time, year-long internship, (c) a comprehensive examination, (d) creation of a leadership development plan, (e) seminars, (f) multi-modality course formats, and (g) a cohort model. The admissions process includes an on-campus interview and writing sample.

Internship: All MSA candidates are required to take a leave of absence from their respective school districts and complete a full-time, year-long internship in their second year in the program. Field-based experiences at public school sites, an action research project, reflective seminars, and enrichment activities are the core of the internship. The three-part internship requirement is offered over three semesters, i.e. summer, fall, and spring.

Comprehensive Examination: All MSA candidates must successfully complete a five-hour written comprehensive examination in the spring of the second year of the program. The examination, which is developed and scored by multiple MSA faculty members, is divided into six sections to reflect the program's core academic coursework. If a candidate does not pass all the required sections, the candidate is given another opportunity to retake the applicable portions of the exam. In certain instances, candidates may be offered an oral examination on applicable portions.

Artifacts: In each required MSA course, candidates complete artifacts that provide them with experiences completing the work of an effective school administrator. These experiences enable candidates to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Candidates are expected to perform at the "developing" level, an average rating based on the Pre-Service Rubric, as determined through faculty evaluation. In limited cases, due to the nature of the experiences and related elements, a candidate may perform at the "proficient" level. To receive principal licensure, all candidates must receive a score of "proficient" on all the elements in the Pre-Service Rubric.

Pre-Service Electronic Evidences: Candidate 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 Evidences are submitted electronically to the Learning Assessment Tools (LAT) platform in Task Stream and evaluated using the Pre-Service School Executive Rubric. MSA course work familiarizes candidates with licensure expectations and additional course work may be assigned to address any performance concerns. To meet licensure requirements, candidates are expected to demonstrate proficiency in all the elements of the Pre-Service Rubric. Candidates are given opportunities for remediation to address any deficiencies and obtain 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 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.

MSA Add-On Licensure Only Program (Part-Time): The MSA Add-On Licensure Only Program is an exceptional opportunity for experienced educators who aspire to take on leadership roles in K-12 school settings. With a strong focus on preparing individuals to become school executives, this post-master's program is designed to equip candidates with the necessary skills and knowledge.

Candidates who already possess a master's degree, a teaching license, and a minimum of three years of experience in a school setting can avail themselves of the "add-on" licensure option provided by the program. Upon completion, graduates earn the prestigious K-12 School Administrator license, opening doors to exciting career prospects.

The program offers a flexible timeframe, allowing students to complete the requirements within two years by following the designated program sequence for full-time MSA students. However, for those who require a more accommodating pace, the Add-On program allows candidates to extend their completion time up to three years, ensuring that each individual can balance their professional and personal commitments.

Since its inception in the 2022-2023 academic year, the MSA Add-On program has already welcomed its first group of dedicated candidates. Currently, Fayetteville State University is proud to have one student enrolled in the program for the 22-23 school year. Looking ahead, the university remains committed to actively recruiting new candidates for the upcoming 23-24 school year, recognizing the importance of attracting exceptional educators who aspire to make a significant impact in school leadership.

Leadership Symposium Speaker Series: In Spring 2024 the ELSA Department sponsored and hosted a three-part symposium series addressing contemporary leadership issues and challenges. This symposium aims to offer participants valuable insights into the complexities of leadership in modern organizations, drawing from the real-life experiences of leaders across various sectors.

The primary goal of the symposium is to explore current leadership issues and challenges and present potential solutions based on the lived experiences of leaders in diverse organizations. This initiative seeks to deepen participants' understanding of leadership dynamics and their significant impact on organizational success or failure. By the end of the three-part series, participants will have gained comprehensive leadership knowledge. They will be equipped to tackle the challenges they face in their organizations, using the expertise and strategies shared during the symposium to drive positive change.

Each series consisted of a two-hour session carefully structured to maximize learning and engagement. This interactive format highlights key takeaways and actionable strategies that participants can immediately apply to their leadership practices. The symposium offers a unique opportunity for participants to delve into contemporary leadership challenges, learn from experienced leaders, and share their experiences in a supportive and enriching environment. The ELSA Department is dedicated to fostering leadership excellence and is confident that this symposium will significantly enhance the professional development of all attendees.

