



**COLLEGE OF EDUCATION**

**SCHOOL ADMINISTRATION PROGRAM HANDBOOK**

**May 2017**

**POLICIES, PROCEDURES, AND REQUIREMENTS FOR THE STUDY AND  
COMPLETION OF THE MA IN SCHOOL ADMINISTRATION**

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The Master of Arts (MA) in School Administration program is intended for educators who aspire to become leaders in P-12 educational organizations. The aim of the program is to develop dynamic, transformational school leaders with a rich sense of social justice. Graduates of this program will have completed the required coursework for both the New Jersey supervisor and principal\* certifications. Upon successful completion of all coursework and benchmarks in the Master of Arts in School Administration program, students may apply and be recommended for Supervisor Certification and the Principal Certificate of Eligibility through the New Jersey Department of Education.

\*Matriculated students who successfully complete this program will meet all state-required coursework for the Principal Certificate in New Jersey. However, in order to be recommended by Rowan University for the Principal Certificate, students must also provide:

- Evidence confirming at least 5 years of satisfactory, full-time educational experience (demonstrated by a letter from the student's school superintendent) in any New Jersey Department of Education-certified position; and,
- Evidence of a score of 163 or better on the School Leader Licensure Assessment Test (<http://www.ets.org/sls/>). Please note the minimum required score and other test information are subject to change.

For more information regarding the certification process, please visit the College of Education Office of Field Experiences:

<https://academics.rowan.edu/education/AdvisingCenter/certification/index.html>

### Program at a Glance

- This program consists of 12 courses and 36 graduate semester hours (SH).
- The program is part-time.
- Depending upon module of entry, it is possible to complete the program in 7 consecutive semesters.
- The program is offered in the following formats:
  - Accelerated, online/blended with three on-campus required meetings.
  - Face-to-face on Rowan's Glassboro campus
- Courses are 8 weeks long and offered two per term. Any exceptions are noted within this document.
- The final courses in the program require a field placement that is to be completed at the student's place of employment (in the school and district where the student works) .
- Candidates must successfully complete a field experience component of approximately 300 clock hours through the Practicum/Seminar courses in Administration and Supervision.
- Candidates must successfully present a professional portfolio as a requirement for successfully completing the program. The program portfolio shall include student-developed and student-selected artifacts that represent authentic learning products. The portfolio shall further include learning reflections for each course in the program as well

as a summative program learning reflection, which summarizes and synthesizes the extent to which the candidate has successfully achieved the prescribed national and state standards for the program. Specific directions and required content are included in the MSA Program Manual.

For more information regarding the certification process, please visit the College of Education Office of Field Experiences:  
<https://academics.rowan.edu/education/programs/edServLead/SchoolAdmin/index.html>

### **Program Goals for the MA in School Administration Program**

Program Goal 1: Candidates have acquired sufficient content knowledge to enact the roles and responsibilities of a school leader.

Program Goal 2: Candidates demonstrate their ability to sustain school cultures and instructional programs conducive to student learning.

Program Goal 3: Candidates promote continual and sustainable school improvement through a shared vision of learning by collaborating with faculty and community members and through the ongoing collection of data to ensure student learning.

Program Goal 4: Candidates advocate for the needs of students in their community by applying knowledge that promotes the success of every student acting to influence decisions affecting student learning.

### **2011 ELCC Building Level Standards**

The MA in School Administration program goals, outcomes and expectations are based on the below outlined building level leadership standards put forth by the Educational Leadership Constituent Council (ELCC) and approved by the Interstate School Leaders Licensure Consortium (ISLLC).

**Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the

other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

The National Policy Board for Educational Administration posted new standards in 2016. Once they have been incorporated into the SLLA assessment, they will become a part of the MSA program.

### **Program Policies and Procedures**

The faculty and staff of the School Administration program provide enrolled students with appropriate advisement and academic support that will enable student success. It is a student's responsibility to ensure he/she understands the university, department, and program policies. Please familiarize yourself with all the university's policies including, but not limited to, the following:

- Academic Integrity
- Academic Probation
- Attendance
- Change of Grade Policy
- Dismissal Conditions
- Satisfactory Academic Progress
- Use of the Incomplete Grade
- Time Limitations

Policies on the above can be found in the College of Graduate and Continuing Education (CGCE) Graduate Policy Guide and the Rowan Student Handbook:

<https://rowanu.com/academic-resources/graduate-policies>

To facilitate students through program requirements, the Advisor of the School Administration Program provides support by:

- Providing specific information about university, college, department, and program policies, procedures, resources, and programs that affect the student;
- Referring candidates to university and college support services that provide assistance with their program study;

In addition, faculty members serve as informal advisors to students.

### Transfer Credit Evaluation Process and Policy

The Master of Arts (MA) in School Administration program allows incoming students to transfer no more than two courses (up to 6 graduate credits) into the program providing a grade of B or better was earned, the course and credits are deemed equivalent to required course and credits in the sequence, and the course was taken within the past 10 years. Transfer credit at the graduate or post- baccalaureate level is only evaluated upon request. Instructions and forms for requesting transfer credit are available from the CGCE website at [www.rowancge.com/forms](http://www.rowancge.com/forms).

### Field Experiences and Hours

Several courses require field hours. It is the student's responsibility to coordinate, log and track hours as required and outlined in the individual course syllabi. For the practicum/internship courses (EDAM 27600 and EDAM 27601), students are required to complete 300 hours (150 in each course), which must be logged in detail and signed off by the student's field mentor at the end of the course.

### Practicum Manual

In addition to this program handbook, student also receive a Practicum Manual Handbook for the practicum internship courses. This manual outlines all internship requirements, includes all forms and provides resources and information for successful completion of the practicum.

### Required meetings for online/blended format

For those enrolled in the online/blended format of the MA in School Administration program, there are required face to face meetings co-inciding with important transitions points within the program: orientation, pre-practicum and end of practicum. These meetings are held on Saturday mornings on Rowan's Glassboro campus, and the dates are outlined to students at the point of acceptance in the program.

### Graduation Requirements

- Minimum 3.0 GPA
- Successful completion of field experience for Practicum/Seminar I & II
- Completion of MSA Portfolio
- Successful completion of all courses (with a B- or better; no more than two B- grades can be earned)



- Completion of the School Leaders Licensure Assessment (SLLA) Praxis III Information on graduation procedures can be found on the registrar's website:  
<http://www.rowan.edu/provost/registrar/graduation.html>.

### **Course Requirements**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
EDSU 28546	Educational Organizations & Leadership (S)	3 S.H.
EDAM 27535	School Finance & Records (P)	3 S.H.
EDSU 28510	Curriculum Design & Development for Instructional Leaders (S)	3 S.H.
EDAM 27510	Change for School Improvement (P)	3 S.H.
EDAM 27521	Introduction to the Principalship (P)	3 S.H.
CURR 29590	Curriculum Evaluation (S)	3 S.H.
EDSU 28522	Instructional Leadership & Supervision (S)	3 S.H.
EDST 24504	Action Research in Education	3 S.H.
EDAM 27559	Law & Ethics for School Leadership (P)	3 S.H.
EDSU 28523	Building Organizational Capacity (P)	3 S.H.
EDAM 27600	Practicum/Seminar I in Administration & Supervision (P)  (15 week course)	3 S.H.
EDAM 27601	Practicum/Seminar II in Administration & Supervision (P)  (15 week course)	3 S.H.

	Total Credits	36 S.H.
(S)= Supervisor Certificate course		
(P)= Principal Certificate course		

Course descriptions are available at <http://www.rowan.edu/catalogs/>

Sample course sequence:

Year 1			
	Spring	Summer	Fall
<b>1<sup>st</sup> 8 Weeks</b>	<b>EDSU 28546: Educational Organizations &amp; Leadership*</b> (3 SH) <i>[No pre-reqs]</i>	<b>EDSU 28510: Curriculum Design &amp; Development for Instructional Leaders*</b> (3 SH) <i>[No pre-reqs]</i>	<b>EDAM 27521: Introduction to the Principalship #</b> (3 SH) <i>[No pre-reqs]</i>
<b>2<sup>nd</sup> 8 Weeks</b>	EDAM 27535: School Finance & Records # (3 SH) <i>[No pre-reqs]</i>	EDAM 27510: Change for School Improvement # (3 SH) <i>[No pre-reqs]</i>	CURR 29590: Curriculum Evaluation* (3 SH) <i>[No pre-reqs]</i>
Year 2			
<b>1<sup>st</sup> 8 Weeks</b>	EDSU 28522: Instructional Leadership & Supervision*# (3 SH) <i>[No pre-reqs]</i>	<b>EDAM 27559: Law &amp; Ethics for School Leadership #</b> (3 SH) <i>[No pre-reqs]</i>	EDAM 27600: Practicum/ Seminar I in Administration & Supervision # (3 SH) <i>[Pre-reqs: all courses in program]</i>
<b>2<sup>nd</sup> 8 Weeks</b>	EDST 24504: Action Research in Education (3 SH) <i>[No pre-reqs]</i>	EDSU 28523: Building Organizational Capacity # (3 SH) <i>[No pre-reqs]</i>	<i>Offered across 15 weeks.</i>  <i>See "Special Note about Practicum"</i>
Year 3			
<b>Across 15 Weeks</b>	EDAM 27601: Practicum/ Seminar II in Administration & Supervision # (3 SH) <i>[Pre-reqs: all courses in program as well as EDAM 27.600]</i>		

	<i>See “Special Note about Practicum”</i>
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*All courses are 8-week module courses unless otherwise noted.*

*Special Note about Practicum: During the terms students are enrolled in Practicum, federal aid is usually not available due to failure to meet federal SH minimums, so please plan accordingly. Also, Practicum courses include internships/field placements that most often occur during the day and in the student’s place of employment.*

### **Benchmarks**

Upon admission to the program, candidates are required to adhere to the following assessment benchmarks:

1. Candidates will progress through the first 4 courses, during which time they begin to demonstrate required proficiencies through the development of course-embedded and/or field experience products and artifacts. During this phase, in each course, candidates produce assigned course products. They may also develop other products and/or authentic artifacts as part of their professional practice. These products, which are intended to clearly describe and demonstrate candidates’ achievement of the core proficiency areas and the ELLC standards, should be placed in their program portfolio. Candidates also produce learning reflections at the conclusion of each course, which should also be included in the portfolio. At the conclusion of Phase 1, candidates are assessed by their program advisor based upon completion of first 4 courses and satisfactory GPA.
2. During the second 6 courses, candidates continue to demonstrate required proficiencies through the development of course-embedded and/or field experience products. During this phase, in each course, candidates produce assigned course and/or field products, as well as other authentic learning products developed as part of their professional practice. These products, representative of their achievement of the core proficiencies and ELLC standards, should be placed in the candidate’s program portfolio. Candidates also produce learning reflections at the conclusion of each course, which should also be included in the portfolio.

As part of this second phase of the program, candidates are expected to take the School Leaders Licensure Assessment (SLLA), select and begin work with a field mentor, and develop a plan for the Practicum/Seminar (internship) courses. At the conclusion of Phase 2, candidates are assessed based upon the following criteria: (1) completion of all courses, (2) satisfactory GPA, (3) SLLA score, and (4) plan for internship.

3. During the final phase of the program, working with field mentors, candidates engage in a 300 clock-hour field (internship) experience, during which time they continue their demonstration of the core proficiencies and ELCC standards. Authentic products continue to be placed in the portfolios. Candidates prepare a final reflective paper that synthesizes their learning experiences. Field mentors assess candidate performance using an assessment instrument. As the culminating activity, candidates present their portfolios and change projects to demonstrate they have successfully achieved all of the required standards.