

**MASTER OF SCIENCE IN EDUCATION**  
**Educational Leadership**  
**Technology**  
**Online**

[www.hsu.edu](http://www.hsu.edu)

The HSU Master of Science in Education (M.S.E.) in educational leadership and technology as well as building level leader and curriculum program administrator programs of study, through continuous commitment to exemplary teaching, leadership, research and service, produce effective educational leaders dedicated to education and outstanding candidate performance. Academic standards are evident in each program component and highly qualified professors of educational leadership facilitate the learning process. The admissions procedure requires the candidate to carefully defend the desire to be a school leader as well as to examine personal motivations and potential through a written and oral application process.

The programs are driven by standards and research delivered through courses aligned to the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC) and the International Society for Technology in Education (ISTE). Students gain knowledge, skills, and dispositions necessary to be productive and successful school leaders.

The Educational Leadership Department supports the Teachers College mission by focusing on communication, professionalism, knowledge and best practices. The department also focuses on the following dispositions:

1. Valuing diversity
2. Fairness to all
3. Having a sense of efficacy
4. Being reflective learners
5. Emphasizing professionalism

**Mission Statement:**

The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader's skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

**3 Goals:**

1. Knowledge: To graduate candidates with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate candidates with the necessary leadership skills and applications to succeed as a building level administrator.

3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district.

## **Knowledge**

Educational Leadership candidates will demonstrate their knowledge and mastery of educational leadership ISLLC and ELCC Standards to promote the success of every student by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Measure 1: SLLA

Measure 2: Exit Portfolio

## **Skills**

Candidates will develop leadership skills through the learning opportunities and field experiences provided them by the department. Educational Leadership students will demonstrate their skills and application of educational leadership ELCC Standards to promote the success of all students by:

1. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
2. Managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.
3. Acting with integrity, fairly, and in an ethical manner.
4. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Measure 1: Leadership Impacting Student Achievement-Action Research Project

Measure 2: Learner Centered Schedule

## **Collaboration**

Candidates will attain knowledge of methods of collaboration through the learning opportunities provided them by the department. They will apply this knowledge and develop skills of collaboration through field based opportunities. This knowledge and these skills demonstrate the ISLLC/ELCC standards that promote the success of all students by:

ISLLC Standards:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by all stakeholders.
2. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ELCC Standards:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
3. Participating in a field based internship which provides significant opportunities for candidates to synthesize and apply their knowledge and practice and develop their skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Measure 1: Professional Learning Community Assessment

Measure 2: Survey for Systematic Planning for School Improvement

Measure 3: Internship Portfolio Review Assessment

The students will also focus on the five NETS-A standards in all courses. These standards are:

1. Visionary Leadership;
2. Digital-Age Learning and Culture;
3. Excellence in Professional Practice;
4. Systemic Involvement;
5. Digital Citizenship.

Mastery and understanding of these standards will be included as a section in the Exit Portfolio.

### **Admission policy and procedures**

The following are required for admission:

1. A bachelor's degree from an accredited institution.
2. Possession of a standard teacher's license.
3. Three years of experience as a licensed public school classroom teacher at the desired level of administrative licensure is recommended. Four years of teaching experience (three of five in the area or level at which administrative licensure is required for licensure).
4. An overall undergraduate grade point average of 2.70 (2.50 conditional)
5. Submission of the following to the Dean of the Graduate School:

- completed application and immunization form with \$25 non-refundable fee;
- official transcripts from all universities attended;

The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.

An interview with an admission committee composed of faculty from Educational Leadership at HSU will be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status. A recommended graduation plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.

The Graduate Dean will notify the candidate in writing of his/her program status.

### **EXIT EVALUATION PROCEDURES**

1. The Exit Evaluation Committee is composed of the faculty advisor serving as chair of the committee, one faculty member from the Educational Leadership program, and the candidate's mentor.
2. The candidate will present an electronic exit portfolio presentation which exhibits mastery of the ELCC, ISLLC and NETS-A standards to the Exit Evaluation Committee.
3. The Exit Evaluation Committee will use rubrics based on the ISLLC standards, the ELCC standards and the NETS-A standards to evaluate the candidate's electronic exit portfolio as the candidate presents the portfolio. (See portfolio section below).
4. The candidate will upload artifacts from the exit portfolio to TK20 the Teachers College accountability system. An average of scores from the electronic presentation will be placed on TK20.
5. The faculty advisor will send to the candidate, Coordinator of the Educational Leadership Program, and the Dean of the Graduate School a letter indicating successful completion of the program of study, portfolio defense and internship. This information will also be placed in the candidate's Graduate School file.
6. Candidates will also report their findings for their action research project that will be introduced in the orientation session.

### **Master of Science in Education Degree for Educational Leadership- 30 hours**

The MSE in Educational Leadership consists of 30 credit hours. All courses address particular competencies required by the Interstate School Leaders Licensure Consortium (ISLLC), National Council for the Accreditation of Teacher Education (NCATE), and the National Education Technology Standards for Administrators (NETS-A).

### **Courses Required for the MSE Degree in Educational Leadership**

EDL 6123	Research for Educational Practitioners
EDL 6623	Curriculum Strategies for Educational Leaders
EDL 6213	Organizational Leadership

EDL 6223 Supervision and Educational Leadership  
EDL 6333 School Finance and Resource Management  
EDL 6343 School / Community Resources and Relationships  
EDL 6453 Educational Law and Political Systems  
SPE 6313 Special Education Law  
EDL 6693 Technology for School Leaders  
EDL 6533 Principal Internship P-12 (with 217 Internship Hours)  
**Total 30 hours for MSE degree**

## **Master of Science in Education Degree for Technology- 30 hours**

The MSE in Technology consists of 30 credit hours. All courses address particular competencies required by the Interstate School Leaders Licensure Consortium (ISLLC), National Council for the Accreditation of Teacher Education (NCATE), and the National Education Technology Standards for Administrators (NETS-A).

### **Courses Required for the MSE Degree Technology**

EDL 6123 Research for Educational Practitioners  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6693 Technology for School Leaders  
EDL 7713 Technology for Communication  
EDL 7703 Integrating Technology into the Instructional Program  
EDL 7723 Technology for District Administrators  
EDL 6553 21<sup>st</sup> Century Technology  
EDL 7473 Leadership for Curriculum and Instruction  
**Total 30 hours**

## **PROGRAMS OF STUDY**

### **Building Level Program of Study (Candidate must have master's degree)**

EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Educational Leadership  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
SPE 6313 Special Education Law  
EDL 6693 Technology for School Leaders  
EDL 6533 Principal Internship P-12 (217 Internship Hours)  
**Total 24 Hours**

### **Program of Study for Curriculum Program Administrator**

The program of study for the Curriculum Program Administrator includes 12 hours of educational leadership core courses that constitute the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be a successful school leader/administrator. Candidates will complete an additional 18 hours in the chosen specialty. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable coursework for transfer credit by presenting official transcripts from an NCATE accredited and approved educational leadership program of study. Appropriate courses may be substituted with agreement from the coordinator of the program.

### **Program of Study for Curriculum Specialist (Candidate must have master's degree)**

#### Core Administrative Courses

- EDL 6213 Organizational Leadership
- EDL 6223 Supervision and Educational Leadership
- EDL 6333 School Finance and Resource Management
- EDL 6453 Educational Law and Political Systems
- EDL 6343 School / Community Resources and Relationships

**Total 15 hours**

#### Courses for Specialty

- EDL 6623 Curriculum Strategies for Educational Leaders
- EDL 6693 Technology for School Leaders
- EDL 7473 Leadership for Curriculum and Instruction
- EDL 7633 Curriculum Alignment and Assessment
- EDL 7643 Curriculum Specialist Internship (217 hours)

**Total 15 hours**

### **Program of Study for the Special Education Supervisor (Candidate must have master's degree)**

#### Core Administrative Courses

- EDL 6213 Organizational Leadership
- EDL 6223 Supervision and Educational Leadership
- EDL 6333 School Finance and Resource Management
- EDL 6453 Educational Law and Political Systems
- EDL 6343 School / Community Resources and Relationships

**Total 15 hours**

#### Courses for Specialty-

- EDL 6623 Curriculum Strategies for Educational Leaders
- EDL 6693 Technology for School Leaders
- SPE 6323 Behavior Management
- SPE 6313 Special Education Law
- EDL 6653 Internship for Special Education Supervisor (217 hours)

**Total 15 hours**

## **Internship**

The internship experience in all programs is based on the Standards for Licensure of Beginning Administrators and meets the ELCC standard 7 requirements. Experiences address the ISLLC and ELCC standards. Projects, activities and the internship will be completed in the area of specialization and in concert with a licensed public school mentor and university professor in the area of specialization.

## **PORTFOLIO REQUIREMENTS AND PROCEDURES**

Candidates enrolled in the MSE degree program and programs of study for building level leader and curriculum program administrator are required to maintain a professional portfolio throughout their course of study. Artifacts and reflections for the portfolio will be placed on Tk20. This portfolio will be presented electronically at the completion of their program to demonstrate mastery of the ISLLC, ELCC and NETS-A standards.

The program portfolio is maintained and continuously updated by the candidate throughout the program. The university advisor who is a professor in the area of specialization oversees the portfolio process and ensures that this working document is comprehensive, detailed and revised as new knowledge and skills are introduced. Organization of the program portfolio includes a variety of artifacts from course assignments which document successful understanding of goals and objectives of the HSU educational leadership program of study as well as the area of specialization and are aligned to the ISLLC, ELCC and NETS-A standards. Following a review by the candidate's advisor, the candidate presents the portfolio to the Educational Leadership Exit Review Committee in a formal presentation, which includes the candidate's reflection on learning throughout the program, as well as the opportunity for committee members to request additional information and clarification of the candidate's understanding of the information presented.

## **Exit Requirements**

The Educational Leadership Exit Review Committee is comprised of the candidate's EDL program advisor from the area of specialization, an EDL faculty member, and the public school mentor from the candidate's internship site. Members of the Committee carefully view the candidate's portfolio, as well as oral and written presentation, rating the candidate's performance on a rubric aligned to the program outcomes.

During this exit process, the candidate will also present findings of the action research project that is introduced in the first formal course and completed at the end of the program.

## **State Licensure Exam**

All candidates seeking Building Level or Curriculum/Program Administrator licensure in Arkansas will take the School Leaders Licensure Assessment (SLLA). The SLLA is based upon the acquisition of knowledge and skills necessary for successful leadership at the building level which is meshed in all course work in the MSE programs. It is recommended that the candidate take the Assessment after the internship semester. The candidate must attain the Arkansas established cut score to qualify for licensure.

## **Instructional Facilitator Program of Study**

In spring 2010, the Arkansas Department of Education approved Henderson State University to offer a 15 hour credit plan to address the needs of an Instructional Facilitator. Presently, this program does not culminate in a license.

The following courses are required for this program of study:

EDL 6213 Organizational Leadership

EDL 6223 Supervision and Education Leadership

EDL 6623 Curriculum Strategies for Instructional Leaders

EDL 6633 Curriculum Alignment and Assessment

EDL 6693 Technology for School Leaders

**Total: 15 hours**