



Program of Study: Master of Education (M.Ed.) in Education Administration (Eligible for Credential)

Program Description

The Master of Education in Education Administration (Eligible for Credential) is a program designed for any individual interested in Educational Administration in the K-12 setting and is seeking an administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must be prepared to complete a part time 8 week administrative internship component at the end of the program. Graduates of the program are prepared to become informed educational administrators in public and private schools and other settings requiring an administrative credential. Students must have a teaching certificate or be eligible for certification to be admitted into this program. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in an administrative credentialing program. Enrollment in this program requires documentation of 3 years of certified teaching experience.

Course Number	Course Title	Course Description	Credits
EDA 529	Education Administration Foundation and Framework	This course orients students to the program, the field, and the Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.	3
EDA 531	Survey of Organizational Theory	This course provides a new paradigm for the school leader to apply the fundamental concepts of organizational theories and models to educational enterprises. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #1.	3
EDA 530	Educational Leadership	Upon completion of this course, educational leaders will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #2.	3
EDA 532	Legal Issues in Education	Upon completion of this course, educational leaders will possess an understanding of legal principles, along with the origin and development of laws governing American schools. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard #6.	3
EDA 533	Public School Finance	Upon completion of this course, the student will possess an understanding of the application of school finance topics related to education at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major challenges in the operation of local schools.	3

EDA 550	Supervision and Instructional Leadership	Because of the pervasive nature of supervision and instructional leadership, this course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on ISLLC Standard #2. Upon completion of this course, the student will possess an understanding for the application of 1) models and theories of supervision, 2) interpersonal and technical skills needed for supervision, and 3) tasks and functions of the supervisor.	3
EDA 560	Curriculum Development for School Improvement	Upon completion of this course, educational leaders will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. They will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and withstand personal biases. This course responds to a portion of the Interstate Leaders Licensure Consortium (ISLLC) Standard #2	3
EDA 570	Action Research in Education Administration	This course is designed to provide a theoretical foundation and framework for action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design of a peer-supported action research project. The student's research project will be personalized to his or her school.	3
EDA 590	Educational Leadership in Technology	Upon completion of this course, the student will possess an understanding for the application of 1) financial, organizational, and implementation challenges of integrating technology into the educational community, 2) leadership strategies to integrate technology into the educational community, and 3) effective evaluation and assessment plans of current and future technology integration in the educational community. This course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on the ISLLC Standard #3.	3
EDA 540	The Principalship	Personnel management in educational organizations includes recruitment, selection, orientation, development, compensation, and evaluations. This course will focus on attracting and retaining a quality workforce in education. This course responds to all six of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.	3
ESL 523	SEI English Language Teaching: Foundations and Methodologies	This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students, Standard III: Knowledge of Culture and Diversity, Standard VIII: Learning Environment, Standard IX: Assessment, Standard XI: Linkages with Families.	3

The internship must be the last course a student takes in the program.

EDA 580	Internship in Educational Administration	This supervised clinical internship will encourage a cooperative arrangement among the key stakeholders. Upon completion, the candidate will possess an understanding of the complexity of being a leader, ranging from developing a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations.	3
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Total Master of Education in Educational Administration (Eligible for Credential) Credits: 36

The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment, as well take as six credits of Structured English Instruction.

POS 300	Arizona/Federal Government	A survey of Arizona History and Government, as well as American government. Meets the teacher certification requirement for Arizona Government and American government.	3
ESL 533	Advanced Methodologies of Structured English Instruction	In this course students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.	3