



## For

Current teachers with four or more years of teaching experience or administrators who wish to enhance their skills and knowledge in educational leadership while working towards North Carolina state licensure as a School Administrator.

## What you Learn

The Master of Arts School Administration program focuses on preparing experienced teachers to serve as educational leaders; it is designed to relate to the needs of educators in both theory and practice. The program is designed to meet the following program goals for prospective school administrators: (1) provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement; (2) promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings; (3) foster the development of the ability to evaluate classroom teachers within an academic environment; (4) develop the capacity to interpret and implement educational research in the total school program; and (5) provide preparation for service as instructional and educational leaders.

## How you Learn

A five semester MSA program with an integrated curriculum will be offered. Each semester students will take one module, consisting of six integrated semester hours with one 1-semester hour internship during the first 4 semesters and with a two hour internship during the last semester.

**Fully Online:** You will log into Blackboard to complete assignments, participate in online discussions, and complete group activities. While there are no face-to-face meetings, some of the activities may include chats, discussion boards, recorded and/or live webinars, and various web links for viewing. While your classes will operate in Blackboard, your final project will be stored as an electronic portfolio using TaskStream. The electronic portfolio is required for North Carolina licensure. Candidates are required to register and submit the NC Principal Portfolio Assessment (NCPA). Upon full acceptance to the online program you will be required to complete online certification to verify your proficiency in an online environment.

## Career Outcomes

Upon completion of this program, students will have earned a Master of Arts School Administration degree and will be subject to state licensure requirements in order to receive North Carolina state licensure as a School Administrator. Applicants with an earned master's degree in an education-related field may earn up to 12 transfer credit hours and complete the program in three consecutive semesters.

## Prerequisites

Applicants to the Master of Arts in School Administration program must hold a bachelor's degree from a regionally accredited institution and have earned a minimum cumulative GPA of 2.50. In addition, applicants must have a minimum of three years of teaching experience recognized by the North Carolina Department of Public Instruction (NCDPI) by the time of program completion.

## Degree Requirements

First Semester	MELS 601	Executive Leadership in a 21 <sup>st</sup> Century Change Environment	6
	MELS 697	Executive Leadership Internship 100 Clinical Hours	1
Second Semester	MELS 602	Research and Assessment for 21 <sup>st</sup> Century Executive Leaders	6
	MELS 697	Executive Leadership Internship 100 Clinical Hours	1
Third Semester	MELS 603	Resource Management for 21 <sup>st</sup> Century Executive Leaders	6
	MELS 697	Executive Leadership Internship 100 Clinical Hours	1
Fourth Semester	MELS 604	21 <sup>st</sup> Century Curriculum & Instruction Development	6
	MELS 697	Executive Leadership Internship 100 Clinical Hours	1
Fifth Semester	MELS 605	21 <sup>st</sup> Century School Leadership	6
	MELS 696	Executive Leadership Internship 100 Clinical Hours	2
<b>Total Credit Hours:</b>			<b>36</b>



## For

Current teachers with four or more years of teaching experience or administrators who already earned a master's degree and who wish to enhance their skills and knowledge in educational leadership while working towards North Carolina state licensure as a School Administrator.

## What you Learn

The Master of Arts School Administration program focuses on preparing experienced teachers to serve as educational leaders; it is designed to relate to the needs of educators in both theory and practice. The program is designed to meet the following program goals for prospective school administrators: (1) provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement; (2) promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings; (3) foster the development of the ability to evaluate classroom teachers within an academic environment; (4) develop the capacity to interpret and implement educational research in the total school program; and (5) provide preparation for service as instructional and educational leaders.

## How you Learn

**Fully Online:** Applicants with an earned master's degree in an education-related field may earn up to 12 transfer credit hours and complete the program in three consecutive semesters. Semesters 1, 2, and 3 will consist of six integrated semester hours with one 2-hour internship each. You will log into Blackboard to complete assignments, participate in online discussions, and complete group activities. While there are no face-to-face meetings, some of the activities may include chats, discussion boards, recorded and/or live webinars, and various web links.

## Prerequisites

Applicants to the 12-month Add-On Licensure Master of Arts in School Administration program must hold a master's degree in an education-related field from a regionally accredited institution with a minimum GPA of 2.50 on all graduate-level coursework. Applicants must also hold a current North Carolina Professional Educator's License or equivalent. **Note: An official transcript from the institution where the master's degree was conferred is required. If relevant coursework was completed elsewhere, additional official transcripts may be requested to evaluate eligibility for transfer credit.**

## Degree Requirements

First Semester	MELS 601	Executive Leadership in a 21st Century Change Environment	6
	MELS 698	Executive Leadership Internship 200 Clinical Hours	2
Second Semester	MELS 603	Resource Management for 21st Century Executive Leaders	6
	MELS 698	Executive Leadership Internship 200 Clinical Hours	2
Third Semester	MELS 605	21st Century School Leadership	6
	MELS 698	Executive Leadership Internship 100 Clinical Hours	2
<b>Total Credit Hours:</b>			<b>24</b>

**e-Portfolio** - In addition, North Carolina requires an e-portfolio for licensure.

## For

Current school teachers who wish to enhance their leadership skills, pedagogy expertise, and career opportunities by earning a Master's degree in Curriculum Leadership & Instructional Coaching

## What you Learn

The M.A. Curriculum Leadership & Instructional Coaching includes thirty-three semester hours focusing on theoretical foundations and practical applications of teacher leadership. Students explore current research and professional literature, deepen content knowledge, forge new professional connections, and create new ways of thinking and doing. Students may choose a traditional K-12 Curriculum Leadership and Instructional Coaching program or a concentration in Academically/Intellectually Gifted Education. The program also includes a customized internship in conjunction with the last three courses taken by students.

## How you Learn

The program is designed to offer the depth of a concentration and the breadth of a cross-disciplinary perspective to develop curricular leaders who can shape educational practices at all levels.

**Fully Online:** You will log into Blackboard to complete assignments, participate in online discussions, and complete group activities. While there are no face-to-face meetings, some of the activities may include chats, discussion boards, recorded and/or live webinars, and various web links for viewing. Your classes will operate in Blackboard and each semester's final projects will be submitted in an electronic portfolio in Taskstream. Upon full acceptance to the online program you will be required to complete online certification to verify your proficiency in an online environment.

## Career Outcomes

Upon completion of this program, students will have earned a M.A. Curriculum Leadership & Instructional Coaching and will be recommended for graduate-level licensure in Curriculum & Instruction, which requires a satisfactory score on the Praxis II exam. Students enrolled in the Academically/Intellectually Gifted Education concentration will be recommended for AIG licensure after the completion of the first two courses in the program. Students completing the program typically work as teacher leaders within their own classrooms, as Curriculum or Instructional Leaders supporting other teachers within a site or district, as mentors/coaches for colleagues, and/or as instructors for undergraduate teacher candidates.

## Prerequisites

Applicants must hold a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 2.50. While three years of teaching experience is strongly recommended, it is not required for admission. To be eligible for graduate-level licensure, students must hold a current initial teaching license. Upon successful completion of the program, candidates will be eligible to take the Curriculum Specialist Praxis Exam and will be recommended for licensure in North Carolina. **Note: Candidates residing outside North Carolina are responsible for consulting their state's Department of Education to determine eligibility for licensure reciprocity and to confirm any additional state-specific requirements.**

## Degree Requirements

<b>First Semester</b>	MTCI 690 or 691	Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (depending on student's choice of program)	6
<b>Second Semester</b> All MTLCI candidates will take the following course (6 credit hours)	MTCI 692	Leading Differentiation Strategies for Diverse Populations	6
<b>Third Semester</b> All MTLCI candidates will take the following courses (7 credit hours total)	MTCI 693	Current Issues and Special Topics for Teacher Leaders	6
	MTCI 696	Teacher Leader Internship Seminar	1
<b>Fourth Semester</b> All MTLCI candidates will take the following courses (7 credit hours total)	MTCI 694	Measurement, Assessment and Action Research for Teacher Leaders	6
	MTCI 696	Teacher Leader Internship Seminar	1
<b>Fifth Semester</b> All MTLCI candidates will take the following courses (7 credit hours total)	MTCI 695	Teaching and Leading Instruction	6
	MTCI 696	Teacher Leader Internship Seminar	1
<b>Total Credit Hours:</b>			<b>33</b>



## For

Current school teachers who wish to add on the Academically/Intellectually Gifted Education (AIG) Add-on Licensure Certification by completing non-degree, graduate level coursework.

## What you Learn

The AIG Add-on Licensure Certification includes 12 semester hours focusing on theoretical foundations and practical applications of giftedness.

## How you Learn

**Fully Online:** You will log into Blackboard to complete assignments, participate in online discussions, and complete group activities. While there are no face-to-face meetings, some of the activities may include chats, discussion boards, recorded and/or live webinars, and various web links for viewing. Your classes will operate in Blackboard and each semester's final projects will be submitted in an electronic portfolio in Taskstream. Upon full acceptance to the online program you will be required to complete online certification to verify your proficiency in an online environment.

## Career Outcomes

Upon completion of the two 6-credit hour courses, students will be recommended for AIG licensure. Students receiving AIG licensure can implement AIG strategies into their classroom instruction, support other teachers within a (site or district) in the planning and implementation of AIG strategies through coaching and modeling, and/or collaborate with their respective district in the planning and implementation of the AIG curriculum.

## Prerequisites

Applicants must hold a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 2.50. Three years of teaching experience is strongly recommended, though not required for admission. Upon successful completion of the program, candidates will be recommended for licensure in North Carolina. **Note: Candidates residing outside North Carolina should contact their state's Department of Education to confirm reciprocity and determine any additional licensure requirements**

## Degree Requirements

<b>First Semester</b>	MTCI 691	Philosophy, History and Methodology of Curriculum and Instruction for Teacher Leaders-Academically/Intellectually Gifted Education	6
<b>Second Semester</b>	MTCI 692	Leading Differentiation Strategies for Diverse Populations	6
<b>Total Credit Hours:</b>			<b>12</b>

**\*This is not an official schedule and your cohort may take these courses in a different order.**



## For

Licensed K-12 teachers interested in furthering their skills in technology and/or advancing their careers

## What you Learn

- To understand, analyze, and evaluate how online resources can be utilized and integrated within the classroom for successful student learning
- To understand and facilitate the integration of technology into the K-12 curriculum
- To understand basic troubleshooting for technology issues that might arise in the classroom
- To understand how technology can transform teaching and student learning
- To understand, visualize, and plan for current and future technology initiative
- To understand and become an experienced user of web applications, blogs, social media, and discussion forums

## How you Learn

**Fully Online:** You will log into Blackboard to complete assignments, participate in online discussions, and complete group activities. While there are no face-to-face meetings, collaborative interfaces will allow audio/video interaction among all participants. Some of the activities may include chats, discussion boards, recorded and/or live webinars, various web links for viewing, and internships with real-life technology exposure and working experience. Your classes will operate in Blackboard and each semester's final projects will be submitted in an electronic portfolio in Taskstream. Upon full acceptance to the online program you will be required to complete online certification to verify your proficiency in an online environment.

## Career Outcomes

Upon completion of this program, educators will qualify for an NCDPI 077 - Instructional Technology Specialist Computer License. Educators with a teaching certificate and acceptance into the program who complete the first three courses in the program will qualify for a Special Endorsement in Computer Education 079. The state of North Carolina offers reciprocity to several states. It is the responsibility of the applicant to check specific state requirements.

## Prerequisites

Applicants must hold a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 2.50. A current initial teaching license is required for admission to the program.

## Degree Requirements (135 Clinical Internship Hours)

<b>First Semester</b>	MAIT 650	The Web of Everything: Student Safety Online, Social Networking, Societal Impact, and Current Trends	6
<b>Second Semester</b>	MAIT 651	HyperMedia: The Art of Effective Integration	6
<b>Third Semester</b>	MAIT 652	Innovative Learning: Physical and Virtual	6
	MAIT 653	Internship - 45 Hours	1
<b>Fourth Semester</b>	MAIT 654	P <sup>3</sup> : Policies, Practices, and Professionalism in a Technology Infused Society	6
	MAIT 655	Internship - 45 Hours	1
<b>Fifth Semester</b>	MAIT 656	Transformational Technology and Strategic Leadership for the World of Tomorrow	6
	MAIT 657	Internship - 45 Hours	1
<b>Total Credit Hours:</b>			<b>33</b>

**e-Portfolio** - In addition, North Carolina requires an e-portfolio for licensure.