School Leadership

Designed to prepare certified teachers with at least two years of teaching experience to become school administrators, Furman’s Master of Arts in School Leadership program includes an introduction to school administration and a sequence of courses and activities planned to guide the candidates in developing the knowledge and skills required of principals and supervisors. A year-long, six-credit internship with monthly seminars provides candidates with opportunities to apply their knowledge and continue to improve their abilities to function as effective, caring school leaders.

Faculty

Harris Heath, Ph.D., School Leadership Program Coordinator, (bottom, left)
Connie McDowell, Ph.D., professor, (top, right)
Troy Terry, Ph.D., Director of Graduate Studies

Masters of Arts Concentration: School Leadership

Program of Study (39 credits)

Core (6 credits of required study)
EDFD 604  Statistics and Measurement in Education (3)
EDFD 606  Research in Education (3)

Concentration (30 credits of required study)
Recommended sequence of courses
EDSL 718  Organization and Control of American Schools (3)
EDSL 719  Leadership in Educational Organizations (3)
EDSL 727  Strategic Planning and Thinking in Education (3)
EDSL 730  Designing and Implementing Curriculum (3)
EDSL 825  Schools and the Law (3)
EDSL 840  Supervision and Instructional Leadership (3)
EDSL 823  School Finance (3)
EDSL 849  The Principalship (3)

Must be taken just prior to/or concurrently with the internship.
Prerequisites: EDSL 718 and 719

EDSL 971E  Internship in Elementary School Administration* (3)
EDSL 972E  Internship in Elementary School Administration* (3)
OR
EDSL 971S  Internship in Secondary School Administration* (3)
EDSL 972S  Internship in Secondary School Administration* (3)
May be taken concurrently only with EDFD 879.

*For all levels of the internship: All courses in the school leadership sequence, including courses in the concentration, as well as electives, must be completed prior to the end of the internship which is a year-long experience.

Exit Requirement (3 credits)
EDFD 879  Master’s Seminar in Education (3)

Must be last course in degree program.
May be taken concurrently only with EDSL 972 E/S.
“Dr. Harris Heath had a great influence on me personally and as a professional. To this day, his words of wisdom still help me get through challenging situations. Furman classes are small, and in some cases cohorts were created that allowed a small group to share the Furman School Leadership experience as an active unit. The program not only helped me understand critical elements of simple psychology, but also helped me become a successful administrator. I highly recommend this program to others and have done so in the past.”

— Miki Golden, Jr.
Hollis Academy

There is no way I could do this job without the experience I had at Furman. The School Leadership Program taught me how to build a charismatic staff, how to be a transformational leader, and how to maintain sanity when my phone rings off the hook and my inbox is full. We met weekly in an inviting atmosphere of people who were in the trenches together. The professors taught from experience and worked with students to find the best possible solutions.

— Adam Dymond
Six Mile Elementary

School Leadership

Furman’s classroom environment was fantastic. The professors demonstrated a professional demeanor and were respectful to the students. They instilled in us a standard of high quality work. Most of my professors had doctorate degrees in the areas they were teaching. Their experience in the “real world” was an added benefit as they were able to give us practical advice about school administration.

Because we were given practical advice and “real world” examples, I am able to use the advice effectively in my administrative experience. Also, the in-basket and curriculum activities are tasks that I can apply daily in my current job. Sometimes, I look back and laugh thinking of how right my professors were!

The biggest challenge I face is balancing the duties of a school administrator with the duties of an instructional leader. When I was attending Furman, my professors told me this would be a challenge for any administrator; I just didn’t imagine that it would be this real. However, my preparation at Furman helped me make sure that I am an effective instructional leader and an effective school administrator. When I need advice, I have on-going communication with one of my professors, and he is willing to help me and guide me.

I am extremely happy that I chose Furman University, and I think my choice has made me a better administrator.

—Bárbara Bingham
DIF/AA of Special Education
Carolina High School and Academy

“There are professional relationships that I was able to grow with members of the cohort and the professors have made a big impact. I feel like I have a solid group of professionals that I can engage in professional dialogue with and a group of professors that equipped me with the tools needed to be an effective instructional leader.”

— Nerissa Lewis
Mitchell Road Elementary

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