The 36-hour Master of Education in Administration and Supervision leads to certification by the South Carolina Department of Education in elementary or secondary administration. The program meets the standards of the Educational Leadership Constituent Council (ELCC) and the evaluation criteria of the South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). The program provides candidates with a total of 300 hours of field experience, including a semester capstone internship in an elementary or secondary school other than the one in which the candidate currently serves. Candidates may begin the program in Term I in August or Term III in January. The College of Education cannot recommend a graduate from this program for Initial Certification in Administration unless the candidate has completed a minimum of three years of public school teaching. A candidate seeking Initial Certification in Administration as an elementary school principal must complete at least one year of the three years in grades K-8. A candidate seeking Initial Certification in Administration as a secondary school principal must complete at least one year of the three years in grades 7-12.
Current Issues in Public School Education (3)
Policies, programs, and trends that directly or indirectly impact public schools are examined and evaluated using research, analysis, and assessment in order to determine their relevance to teaching and learning in diverse public school settings.

Addressing Diversity in the Educational Setting (3)
An inquiry into the multicultural dimensions of American educators by comparison to ethnic, racial, religious, and social issues with regard to cultural and socioeconomic differences including a philosophical analysis of the concepts of cultural pluralism and its broad implications. A field lab of five hours in a classroom other than the candidate's own classroom is required.

School and Community Relations (3)
Using inquiry, research, and evaluation strategies regarding school and community relations the interdependence of school and community is identified and defined in terms of societal expectations of America's schools and the effects of these expectations on educational political, economic, and demographic changes on educational policy.

School Law (3)
This course focuses on legal principles involved in school administration and in court actions. Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence education. Students will learn to be leaders who have the knowledge and ability to promote the success of all students by evaluating and synthesizing our legal system as it pertains to education.

School Finance (3)
This course involves school finances relative to public school programs, revenues and experience. It explains why education and school finance are important and why current practices exist. The course examines how school leaders prepare and administer strategic financial plans. A strategic financial plan, strategic vision, resources stewardship, accounting and budgeting systems, and financial frameworks will be studied and discussed.

Public School Administration (3)
This course focuses in the theoretical bases of school administration; organizational principles, patterns and practices in public schools; decision making; administration of programs and services. Designed to assist in preparing aspiring school administrators with the program management and instructional leadership skills necessary to facilitate and/or direct the planning, programming and related activities necessary to raise standards and improve student achievement in public schools. This course offers future school leaders the opportunity to examine theory, practice, and skills in the area of human resources administration. Ways to effectively attract, train, motivate, and assign personnel in order to accomplish the goals and mission of the school district will be topics of discussion throughout the course.

The Principal as Educational Leader (3)
Instructional leadership addresses the critical aspects of the teaching-learning process: curriculum development, student differences, learning, student motivation, teaching, classroom management, assessing student learning, and assessing and changing school climate and culture. A special emphasis is given to promoting a positive school culture, providing an effective instructional program and applying best practice to student learning.

Research Analysis for School Improvement (3)
This course is designed to familiarize the future elementary or high school administrator with basic research and statistical concepts for the purpose of interpreting and applying research results to make sound educational decisions for school improvement.
Educational Leadership (3)
A study of administrative theory leadership principles, including the conceptual and structural organization of public education as well as educational governance at the federal, state, and local levels. It is also a study of administrative theory, leadership principles, the conceptual and structural organization of the environment, and the processes involved in educational leadership. The course is to provide an initial understanding of the nature and specific characteristics of educational leaders, the varied roles of educational leaders and the relevant theories and practices of effective educational leaders to improve student learning.

Grant Writing Strategies for Educators (3)
This course is designed to provide students with the practical skills of preparing competitive grant proposals for submission to private foundations, corporations, professional associations, and other funding sources. Students will be introduced to various sources of funding, common components of grant proposals, as well as strategies to develop each component of a grant proposal. Students will work individually and collaboratively with other professionals to design standards/research based, data driven, grant proposals that will increase educator effectiveness and results for all students. They will apply skills learned by working directly with other class members, district staff, and school staff to develop a standards based, data supported grant proposal for submission to an appropriate funding source for their project. The goal is to assist educators to develop the competencies that are necessary to develop a grant proposal that supports instruction, academic achievement, and well-being for their students as well as their own professional development. Course discussions will include review and analysis of funded projects, development of the Needs Statement, Project Summary, Goals and Objectives, Project Strategies, Evaluation and Budget. Some procedures in grant implementation will also be covered.

Data Analysis to Inform Instruction (3)
This course is a study of strategic planning and thinking for a learner-focused educational system which integrates curriculum, instruction, assessment, facilities, human resources, finance, and educational technology.

Internship in Elementary School Administration I (3)
This is an internship with an experienced elementary principal. The purpose of this field placement is to provide the intern with professional experiences in an administrative role. The goal is to provide candidates and opportunity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

Internship in Elementary School Administration II (3)

Internship in Secondary School Administration I (3)
This is an internship with an experienced secondary principal. The purpose of this field placement is to provide the intern with professional experiences in an administrative role. The goal is to provide candidates and opportunity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

Internship in Elementary School Administration II (3)

Always check the current course catalog found on the Anderson University website for the most up-to-date program information.
TO APPLY FOR FINANCIAL AID, PLEASE SUBMIT THE FOLLOWING:
For consideration of federal and state funds, complete the Free Application for Federal Student Aid (FAFSA). FAFSA information is listed below. All online students receive a tuition discount, which makes them ineligible for institutional scholarships. The information below shows the various types of funds available to online students. For information visit andersonuniversity.edu/admission/freshmen/financial-aid.

FAFSA INFORMATION
- PIN website: www.pin.ed.gov
- FAFSA website: http://www.fafsa.ed.gov
- Anderson school code: 003418

VETERANS BENEFITS:
Anderson University is proud to partner with the U.S. Department of Veteran Affairs in assisting our military veterans in obtaining their education. Check out our Veterans Benefits flier to learn how the process works. You can also contact our VA Certifying Official at: veteranaffairs@andersonuniversity.edu or 864-231-5742.
HISTORY

Anderson University traces its origins back to 1911, when it was chartered as a four-year college for women. Public minded citizens of Anderson, South Carolina wanted a college to be established in the growing area since a previous institution, The Johnson Female University had closed during the Civil War. With a donation of land and money from area citizens, the South Carolina Baptist Convention agreed to partner with those who wanted an institution of higher learning in Anderson, and the school opened its doors in 1912.

What we know as Anderson University has throughout its history adapted to the educational needs of South Carolinians and those outside the State seeking a great education in a Christian environment. In 2005, the school officially became Anderson University as it added graduate programs and reorganized into colleges. The University is in the midst of the biggest period of growth in its history, having nearly doubled in enrollment over the past 7 years. Today, 2,908 students enjoy a high-quality education in some 53 fields of study.

AU’s scenic campus, located in the historic district of Anderson, South Carolina, benefits from its proximity to the foothills of the Blue Ridge Mountains and the vibrant city of Greenville, South Carolina. Anderson’s campus has recently grown from its original 68 acres to more than 270 acres, including four new major building projects that have been completed within the past four years.
ANDERSON UNIVERSITY NATIONAL RECOGNITION
Anderson University has received numerous accolades and national recognition as an intentionally Christian university offering exceptional academics.

Recent recognitions include:

- Top Tier University #20 on 2014 ranking of Regional Colleges (South) - *U.S. News & World Report*
- One of “America’s 100 Best College Buys”
- One of “49 Up-and-Coming” universities to watch, for progress and innovation, for the past five years in a row - *U.S. News & World Report*
- 138 Best Southeastern Colleges - The Princeton Review
- The #2 Regional College in the South for “Excellence in Teaching” - *U.S. News & World Report*
- A Best Christian College - Institutional Research & Evaluation