

# **CURRICULUM FOR MASTER OF EDUCATION FOR SCHOOL DIRECTORS**

## **1. RATIONALE**

School principals are instructional leaders as well as managers. These roles however are not being properly discharged in most cases in Ethiopia. The Federal Democratic Republic of Ethiopia Education sector Development program (1999) States that school are not properly managed. In a similar fashion, Teacher Education System overhaul TESO (2003), the new teacher education reform in Ethiopia underscored that one of the reasons for low quality of education in Ethiopia is that schools are not properly managed. From these one can understand that one way through which quality of education is maintained in improving quality of school managers.

## **2. FACULTY**

The department of pedagogical sciences currently has the following instructors who can teach in the graduate program.

No of Faculty	Specialization	Qualification	Rank
Ato Adane Tessera Dr. Ojo	Educational Management	MA Ph.D	Assistant professor Assistant professor
Dr. Dawit Mekonnen Ato Negusie Kassahun	Curriculum	Ph.D MA	Assistant professor Senior Lecturer
Ato Reda Darge Dr. Tsehai Jemberu Dr. Yalew Endawoke	Educational Psychology	MA Ph.D Ph.D	Associate professor Assistant professor Associate professor

However, it has very experienced staff that can serve in the graduate program as co-instructors. The department has also intended to upgrade its staff to the required level. Until this is achieved, expatriates will be employed and staff from the University of Illinois at Chicago involved.

## **3. PROGRAM OBJECTIVES**

The objective of this masters program is to train principals that can effectively

1. execute their roles as instructional leaders,
2. manage human, financial and material capital at their disposal,
3. mobilize community for the betterment of secondary schools and

4. conduct research to improve the functioning of their schools.

#### **4. GRADUATES PROFILE**

Graduates will have the following profiles

1. They will be equipped with managerial skills that will enable them to make the maximum use of the human, financial and material resources.
2. They will be equipped with the knowledge and skills about the roles principles should play as instructional leaders.
3. They will have the capacity to deal with ethical challenges that face them.
4. They will have the capacity to adjust their leadership styles to different situations.
5. They will have supervisory skills.
6. They will have the knowledge and skills of conducting scientific research to improve the functioning of their work places.
7. They will act as change agents as regards educational innovations.

#### **5. ACADEMIC REQUIREMENTS**

##### **5.1. ADMISSION REQUIREMENTS**

To be admitted to the master program application should:

- a) have a bachelor's degree, or equivalent, in Education from a recognized university.
- b) Have at least a CGPA of 2.00 in undergraduate courses.
- c) Have at least three years teaching experience in at a secondary school level.
- d) Submit letters of recommendations, two from their undergraduate instructors testifying their ability to successfully complete the program, and the other from a referee who is familiar with the applicants' professional work.
- e) Pass entrance exams set by the department of pedagogical sciences.
- f) Produce three official transcripts of their academic record from each university attended. The transcripts should be sent directly to the Bahir Dar University from the issuing institutions.
- g) Submit the application form to the registrar in three copies.
- h) Present a proof of financial support.
- i) Pay an application fee.

##### **5.2. DURATION OF STUDY**

The program of study shall take two academic years. If a student fails to complete the program within this period, for accepted reasons by the Faculty Graduate Committee, he/she may be allowed to continue for one additional year.

A full time student shall take a total of 12 credit hours per semester as a normal semester load. The total number of credit hours for course work is 24 credit hours and the thesis shall have 6 credit hours.

### **5.3. ASSIGNMENT AND EVALUATION**

Assessment takes many forms. These include term papers, presentations and examinations.

#### **5.3.1. GRADING PRACTICES POLICY**

The grading practices policy falls within the general framework of Bahir Dar University grading system:

1. Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedures established in the course. The assigning of grades is solely the instructor's prerogative, Should a dispute over an academic or procedural matter relating to a grade between a student and the instructor arise and not be resolved, the student may make an appeal to the Department Graduate committee with in two days after the course grade is posted. If the appeal is not made within this time limit, the assigned grade becomes a final grade (will be retained).
2. The grading system for course work has a primary classification of A, B+, B, C+, C, D, and F where
  - A = 4.00
  - B+ =3.50
  - B = 3.00
  - C+ = 2.50
  - C= 2.00
  - D= 1.00
  - F = 0.00

For the master's thesis the grading system is as follows:

- a) Excellent pass: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
- b) Very good pass: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

- c) Satisfactory: good grasp of the topics, good level of knowledge and critical evaluation, but lacks the ability to properly synthesize and to discriminate relevant issues and proper treatment of the data.
  - d) Poor: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
3. To complete the course program and to be eligible for graduation, the student should obtain a minimum cumulative grade point average (CGPA) of 3.00 (B). If a student fails to obtain this grade, given that the student has C grades, he/she is entitled to repeat the courses in which he/she has got C. Repeated courses shall have grades not exceeding B. A student will receive a grade of 'I' for incomplete when he/she fails to sit for exam or to defend the thesis, for whatever reason.

#### **5.4.2. THE MASTER'S THESIS**

- a) The thesis shall be a specialized study, under the direction of the supervisor focusing up on topics that are of particular interest to the student.
- b) The thesis is the partial fulfillment of the requirement of the masters degree program.
- c) The student, in consultation with the supervisor, selects a topic that shall be approved first by the Department then by the Faculty Graduate Committee.
- d) The submission date of the thesis shall be determined by the department in each academic year. The student must submit 5 copies of the final version of the thesis.
- e) Thesis presentation is open for all interested and chaired by a person appointed by the FGC (Faculty Graduate Committee). During the presentation, the student can use any aid which he/she thinks can help in clarifying the work.
- f) The examining board of the thesis shall constitute the supervisor, an external examiner, and a chair person.
- g) After the defense, the examining Board decides on either accept or reject the thesis:
  - 1. Accepted
    - i. Thesis is accepted with no change or with some minor changes
    - ii. Accepted with modification. The thesis requires substantial changes in content, methodology, data analysis and

interpretation, and/or conclusion reached. The Examining Board must indicate what to be changed and the time by which the final change is to be resubmitted.

## 2. Reject

The thesis shall be rejected if

- i. the work does not reflect scientific way of treating the problem raised or a thesis that received a grade of "Poor",  
or
  - ii. the work is plagiarized, or
  - iii. the work is not original and has been already used to receive a degree from any university or college.
- h) A thesis must have an abstract and it should not be more than 500 words

## **5.5 GRADUATION REQUIREMENTS**

A student who meet and fulfils at least the minimum requirements laid down in the regulations and whose research study and examination results are judged to be sufficient merit shall be recommended by the dean of the graduate program, through the office of the Registrar, for approval of graduation and the award of credentials.

## **5.6. DEGREE NOMENCLATURE**

The type of Master of Degree conferred shall be master of Education (M.Ed) in School Principal ship.

## LIST OF COURSES FOR THE M.ED PROGRAM

Course Code	Credits	Courses
Edpm. 541	4	School Social Work and Community Relations
Edpm. 561	3	Human Resources Management
Edpm. 531	3	Financial and Physical Resources Management
Edpm. 551	4	Educational Leadership and Supervision
Edpm. 646	2	Policy and Management of Change in Education
Educ. 542	2	History and Philosophy of Education
Edpm 522	2	Educational Psychology
Educ. 562	3	Curriculum Design, Implementation and Evaluation
Edpm 641	3	Advanced Research Methods in Educational Planning and Management
Edpm 642	6	Internship and Thesis Report Presentation
<b>Total Credits</b>	<b>32</b>	

### Course Break Down

#### Year I, Semester I

No	Course Title	Cr, Hrs	Course Code	Prerequisite
1	Educational Leadership and Supervision	4	Edpm.551	
2	History and Philosophy of Education	2	Educ 542	
3	Curriculum Design, Implementation and Evaluation	3	Educ 631	
	<b>Total</b>	<b>9</b>		

#### Year I, Semester II

No	Course Title	Cr, Hrs	Course Code	Prerequisite
1	Human Resources Management	3	Edpm. 561	
2	Financial and Physical Resources Management	3	Edpm 531	
3	Educational Psychology	2	Epsy 522	
	<b>Total</b>	<b>8</b>		

### Year II, Semester I

No	Course Title	Cr, Hrs	Course Code	Prerequisite
1	School Social Work and Community Relations	4	Edpm. 541	
2	Policy and Management of Change in Education	2	Edpm 646	
3	Advanced Research Methods in Educational Planning and Management	3	Edpm.561	
	<b>Total</b>	<b>9</b>		

### Year II, Semester II

No	Course Title	Cr, Hrs	Course Code	Prerequisite
1	Internship and Thesis Report Presentation	6	Edpm. 642	Research Methods
	<b>Total</b>	<b>6</b>		

#### COURSE DESCRIPTIONS

**Course Title: Educational Leadership and Supervision**

**Course Number: Edpm 551**

**Credit Hour: 4**

**Course Objectives:** At the end of the course, the learner will be able to:

- Understand the nature, characteristics, functions and roles of management and leadership in education
- Analyze theories of management and leadership and their impact on practice of school management
- Use the techniques of instructional supervision to improve instruction
- Develop their skills in employing legal and ethical behaviors while managing schools.

#### DESCRIPTION

This course comprises three dimensions, Educational Management and leadership instructional supervision and legal and ethical issues in school leadership and supervision. Accordingly, the content of the course include: roles and factions of management, early and current theories of

management and leadership skills, supervision and its domains (curriculum development, instructional improvement, and staff development); supervisor techniques, such as observations and site based and clinical supervision for instructional and school improvement.

**Course Title: History and Philosophy of Education**

**Course code: Educ 542**

**Credit Hours: 2**

**Course Objectives:**

At the end of the course, students will be able to:

- Understand the role of Educational philosophy in shaping educational practice
- Analyze different Philosophies of education and their impact on the goals and methods of education
- Recognize the role of understanding of educational Philosophies to planning and management of school learning

#### **DESCRIPTION**

This course examines the aim of education in historical and philosophical context. Details include character development, economic productivity, social, justice (functions of education), individual intellectual development, improved functioning of social and governmental groups, achievement of the joy of learning, historical periods in which various aims were given priority (identified), major works of philosophers such as John Dewey, Alfred Whitehead, and Moris van Cleave, and classical (early) theories.

**Course Title: Curriculum Design, Implementation and Evaluation**

**Course code: Educ 562**

**Credit Hours: 3**

This course addresses the question of what curriculum is and the development of the curriculum field. Curriculum development models and their corresponding components will also be covered. The dimensions and determinants of curriculum implementation, models of curriculum implementation, and the essence of curriculum evaluation will also be addressed. Special attention is given to the contrast between general studies and specialized learning techniques for individualized learning, overlapping topics between curriculum and instruction.

## **Course Objectives**

At the end of the course, the learner will be able to:

- Use curriculum development models and principles in the preparation of school syllabus and textbooks;
- Analyze the process of curriculum implementation; and
- Evaluate the curricula of primary and secondary schools and implementation practices.

**Course Title: Human Resource Management**

**Course Code: Edpm. 561**

**Credit Hours: 3**

### **Course Objectives:**

At the end of the course, the learner will be able to

- Understand what human resource management is and the procedures involved
- Develop practical skills related to human resource management
- Appreciate the contribution of effective personnel management in promoting organizational outcome.

## **DESCRIPTION**

This course aims at developing the conceptual, technical and attitudinal talents of trainees for effective and efficient school leadership. It introduces learners specifically to personnel issues and interpersonal skills. Topics include staffing, human resource development, planning recruitment, selection and employment, staff induction an orientation, on-going professional development and interpersonal relations and conflict resolution in school settings.

**Course Title: Financial and Physical Resource Management**

**Course code: Edpm.551**

**Credit Hours: 3**

### **Course Objectives**

At the end of the course, the learner will be able to:

- Understand basic concepts and principles of financial accounting
- Understand costing in schools
- Design schemes in costing

- Develop a budgeting plan
- Develop an income generation scheme
- Develop skills in physical facilities administration

## **DESCRIPTION**

This course acquaints learners with some of the accounting technicalities intended to help principals manage their finances and make the budget transparent (understandable). It also introduces learners to the concepts of budgeting and income generation. Other issues dealt in the course are administration and use of existing school buildings, new construction and renovation. Topics include elementary accounting, costing, budgeting, managing physical plants of schools and income generation for school development.

**Course Title: Educational Psychology**

**Course code: EPSy 522**

**Credit Hours: 2**

**Course Objectives:**

At the end of the course, the learner will be able to

- Analyze learning theories and principles and their classroom applications
- Appreciate the values of each theories of learning in shaping classroom learning.
- Understand the needs interests and differences among learners in order to develop appropriate teaching plans

## **Description**

In this course theories of learning are considered with special attention given to developmental stages of the learner.(Contents of this course include understanding learners, theories and principles of learning and their classroom implications, the role of school principal in the application of the principles in classroom situations.

**Course Title: School Social Work and Community Relations**

**Course code: Edpm 541**

**Credit Hours: 4**

**Course Objectives:**

At the end of the course, the learner will be able to

- Understand the concept of school and family partnership
- Analyze dimensions of partnership between school and local association, and community organization
- Understand the roles of school in community development
- Understand the roles of the community in school functioning

**DESCRIPTION**

This course introduces learners to identity elements that help to achieve equitable working relationship between the school and the community it specifically exposes learners to the partnership that should exist between school and families, between school and local associations and community organizations

**Course Title:       Advanced Research Methods in Educational Planning and Management**

**Course Code:       Edpm.561**

**Credit Hours       3**

**Course objectives**

At the end of the course, the learner will be able to

- Explain procedures in conducting scientific research
- Apply principles of research
- Develop a research proposal
- Criticize research reports

**DESCRIPTION**

This course examines the procedures and principles involved in both qualitative and quantitative research, including problem formulation, literature review, measurement issues, sampling, research design, data analysis, and report writing. In the course students learn how to do action research, and how to plan, and conduct and interpret statistical analyses. In addition, the course will deal with the methods communicating and dissemination of research findings and critical analysis of research.

**Course Title:       Policy and Management of Change in Education**

**Course code:       Edpm. 646**

**Credit Hou"8:     2**

**Prerequisites: None**

**Course Objectives:**

At the end of the course, the learner will be able to

- Understand the approaches and the nature of policymaking and change in education.
- Appreciate the significance of factors involved and alternative strategies in the process of educational and curricular changes
- Develop the competences of managing change at school level

## **DESCRIPTION**

This course deals with issues, processes, and approaches employed in introducing and implementing policy and change plans at different levels of the education system. Topics include basic conceptions in policy analysis and development, conceptual framework for policy analysis and development, and major factors /components/ in the process of planned educational change. It also focuses on identifying and overcoming resistance to change, strategies for change, demonstration and pilot studies, theories of planned educational change (that includes the process of change, change agent, user system, time dimension).

**Course Title:       Thesis**

**Course code:       Edpm. 642**

**Credit Hours:     6**

**Prerequisites:    Edpm.561**

### **Course Objectives**

At the end of the course, the learner will be able to

- Develop a research proposal
- Carry out a research
- Report research findings
- Scholarly defend his/her reports

## **DESCRIPTION**

Internship will be carried out in a school leadership setting that provides the candidate to participate in wide range of roles and responsibilities of school directors. This is a course that allows the application of concepts and theories learned in this program. This requires all students to develop, complete, and defend in an oral examination on selected topics in the area of school management. This is an independent research work under department supervision. The research topic and the plan of study shall be determined by the advisor and the candidate.