Master of Education – Administration

PROGRAM OVERVIEW

Concordia University, Nebraska has an established record of quality teacher preparation. The Master of Education in Educational Administration degree offers the same quality of education for teachers who want to continue their careers in administrative positions. All courses offered address the needs of administrators in both public and parochial settings.

This 36 semester hour program includes 250 hours of practicum experiences required for certification in Nebraska. You will be able to choose either elementary, secondary or dual principal certification.

**Students seeking certification in states other than Nebraska should determine the licensure requirements in the state(s) in which they will be seeking certification. Written approval that this program will be acceptable for licensure by their state’s educational department should be obtained prior to beginning the program.

PROGRAM OPTIONS

Two program options are available
- Master’s of Education – Educational Administration
- Principal Certificate (no degree)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Principal Certificate (36 hours)</th>
<th>M.Ed. – Ed Admin (36 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC501</td>
<td>Contemporary Thought in Education</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EDUC551</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EDUC552</td>
<td>Process in Elem/Sec School Administration</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EDUC554</td>
<td>Supervision of Instruction</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC557</td>
<td>School Law</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC581</td>
<td>Introduction to School Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC594</td>
<td>Research Evaluation &amp; Design</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EDUC610</td>
<td>School Resource Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC612</td>
<td>School Community Relations</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC620</td>
<td>School Improvement Processes</td>
<td>3</td>
<td>3</td>
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<tr>
<td>PSY511</td>
<td>Psychological Foundations of Teaching &amp; Learning</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SOC565</td>
<td>Serving &amp; Leading in Community and World</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Both programs take the same classes.

COURSE DESCRIPTIONS

All courses are eight weeks long and independent of other courses with exceptions noted in the following:

EDUC501 – Contemporary Thought in Education (3)

An examination of the theoretical and philosophical bases for contemporary educational patterns; current educational issues are researched. Interests of the participants will determine the areas of application to private and public education.
EDUC551 – Curriculum Design and Evaluation (3)

This course will begin with a review of major educational philosophies and their respective approaches to curriculum development. The focus of the course will include basic principles and practices in the curriculum planning and development cycle; aligning standards to curriculum; issues surrounding curriculum design and implementation, and the link between curriculum, instruction, and evaluation for an elementary, middle or secondary school. Theory will be linked to real-life problems utilizing a variety of active learning exercises.

EDUC552 – Processes in Elementary and Secondary School Administration (3)

This course deals with processes in educational administration with emphasis on administrative organization and the role of the principal in leadership and management responsibilities in the elementary, middle or secondary school.

EDUC554 – Supervision of Instruction (3)

The student will study modern theories of supervision of instruction; their purpose, methods, and participants. Special emphasis on the role that both teacher and administrator play in the process of supervision in an elementary, middle or secondary school.

EDUC557 – School Law (3)

A survey of the principles and practices of school law and their effect on the administrator and classroom teacher. Topics will include education as a state function, separation of church and state, discipline and corporal punishment, tort liability, contracts, and educator protection against lawsuits.

EDUC581a & b - Introduction to School Administration (3)

An introduction to philosophy and practice of school administration. Students will begin the observation and practice of specified administrative and supervisory skills required in their 250 practicum hours. Practicum and Portfolio collection procedures will be explained.


Emphasizes the development of skills in qualitative and quantitative research methods, and the evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional practice.

EDUC610 - School Resource Management [3]

An examination of the principles of planning and administering school resources including fiscal, human and physical resources.

EDUC612 - School Community Relations [3]
An examination of how to manage the marketing and public relations functions of the school in order to facilitate open communication with all community partners.

**EDUC620 – School Improvement Processes [3]**

An examination of various school improvement processes to include collaborative visioning, data driven decision making, continuous sustainable improvement models and transformational change at the building level.

**PSY511 – Psychological Foundations of Teaching and Learning (3)**

A study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research to instructional situations with emphasis on those that involve a Christian setting.

**SOC565 – Serving and Leading in Community and World (3)**

An in-depth examination of *professional, vocation, and service (ministry)* and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure, students will analyze and apply their ultimate values to specific societal problems.

**COURSE SUBSTITUTIONS/TRANSFERS**

Official transcripts from all previously attended institutions will be reviewed to determine if a student has completed courses that could be substituted for required core courses. The following guidelines will be used to determine if an equivalent course could transfer and substitute for a required course in the Educational Administration program.

If the course content is equivalent to the Concordia course and is 0-7 years old, it will be accepted as a transfer course that substitutes for a required course. If a course is 5-7 years old, the student may be required to establish proof of knowledge of the current course. In some cases, the student may be required to audit the Concordia course for which the transfer course will substitute. Courses over seven years old are not eligible for transfer.

A maximum of nine hours will be accepted in transfer.

Exceptions to these guidelines may be made as determined by the Dean of Education and Dean of the Graduate College upon the recommendation of the program director.

**GRADUATION REQUIREMENTS**

In order to graduate the student must:

1. Successfully complete all required courses.
2. Successfully submit a professional portfolio.
3. Submit a graduation application.
PROFESSIONAL PORTFOLIO REQUIREMENTS

The Professional Portfolio is submitted to the Educational Administration program director and is a graduation requirement.

The date you started taking classes determines the method of submitting your Portfolio. The differences are:

a. Cohorts that started courses before January 2014 turn all documents in to a Blackboard site at the completion of their program.

b. Cohorts that started courses in March 2014 turn documents in to a Blackboard site after each course is completed.

c. Cohorts that started courses after May 1, 2014 turn documents in to a Chalk and Wire Portfolio site after each course is completed.

Your complete Portfolio must be submitted to the program director of the Educational Administration program by:

December 1st for December graduates/completers
April 15th for May graduates/completers
August 1st for August graduates/completers.

Students submitting via a Blackboard site will register for EDUC537 – Portfolio Review during the semester you take your last program course. EDUC537 is a zero credit, no cost course used solely for Portfolio turn in.

The documents required for the Portfolio are in the process of changing. Students starting courses after January 2014 should consult the appropriate Blackboard site or Chalk and Wire site for the list of documents required in their Portfolio.

Students who began coursework prior to January 2014 will be required to include the documents in the following table. Requirements are different for students completing the masters and the certificate only programs. The table below indicates the course in which specific documents were completed. When your Blackboard site is created, at the end of your program, it will identify the documents each student will be required to submit.

<table>
<thead>
<tr>
<th>Portfolio Requirement</th>
<th>Masters</th>
<th>Certificate</th>
<th>Completed in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vita</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC501</td>
</tr>
<tr>
<td>2. Professional Resume</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3. Letter of Recommendation</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4. Philosophy of Education Statement</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC501</td>
</tr>
<tr>
<td>5. Promoting the Success of Every Learner</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC581</td>
</tr>
<tr>
<td>6. Professional Development Plan</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC501</td>
</tr>
<tr>
<td>7. Documentation of Practicum Hours</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC582</td>
</tr>
<tr>
<td>8. Practicum Appraisal Form with Mentor’s Signature</td>
<td>Yes</td>
<td>Yes</td>
<td>EDUC582</td>
</tr>
<tr>
<td>9. Research Proposal (preferred) or Proposal Outline</td>
<td>Yes</td>
<td>No</td>
<td>EDUC595</td>
</tr>
<tr>
<td>10. Summary of Learning</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Specific document information:
1. **Vita**  
Submit a copy of the vita you developed for EDUC 501

2. **Professional Resume**  
Use whatever format you desire. Microsoft Office includes several templates you may wish to consider.

3. **Letter of Recommendation**  
Have one person write a letter of recommendation for you. The purpose of this letter is not to attest to your ability to do master’s level work. The intent is for that person to present a narrative of your qualities as a teacher, administrator, and servant leader. Suggested topics are expertise, vision, team leadership, the ability to organize work, communication skills and sensitivities, attention to detail, dedication, work ethic, being a life-long learner, and your expression of joy in administration.

4. **Philosophy of Education Statement**  
Submit the philosophy of education statement you wrote for EDUC 501. It may be in the same document as your Vita.

5. **Promoting the Success of Every Learner**  
Submit the paper you wrote for EDUC 581, “How as an Administrative Leader I Will Work to Ensure the Success of Every Learner.”

6. **Professional Development Plan**  
Submit the professional development plan you wrote as a section of your vitae in EDUC501.

7. **Documentation of Practicum Hours Including Mentor’s Signature**  
This section should include the log started in EDUC 581 and used throughout your program to list all of the hours signed by your mentor for each of the experiences. It is best to write the log as a table using either Microsoft Word or as a spreadsheet with columns for title of experience, dates, the standard(s) it meets by number 1 to 7, and the number of hours.

8. **Practicum Appraisal form with Mentor’s Signature**  
The practicum appraisal including the Mentor’s Signature completed in ED 582 must be completed here.

9. **Research Proposal Outline**  
Insert a copy of the research proposal outline you prepared for EDUC594.

10. **Summary of Learning**  
Finally, write a concise reflection piece (two to three pages double-spaced) in which you describe the areas in which your program has helped you to grow as an educator and as a leader of educators. You may wish to comment on growth in leadership knowledge and skills; communication awareness and skills; sensitivity to partnerships and collaboration, both within the school and in the school’s external communities; your view of yourself, both as an instructional leader and as a servant leader; awareness of school law and ethical behavior and their application to your practice; your ability to initiate and guide productive change; increased personal confidence; and the like. Discuss how your newly acquired knowledge has impacted your teaching and personal life. Close by sharing briefly your post-master’s degree professional goals.
CERTIFICATION ELIGIBILITY
Once a student has met all graduation requirements he/she has fulfilled the educational requirements necessary in the State of Nebraska. Students will be able to apply for principal certification at the level at which they are certified as a teacher and have teaching experience. If an individual wants to be certified at a level at which they do not hold teacher certification the following are required:
1. For the Practicum started in EDUC581, a minimum of 125 practicum hours must be completed at the elementary level and a minimum of 125 hours must be completed at the secondary level.
2. 9 hours of coursework must be completed at the additional level. You may contact the Educational Administration program director for acceptable courses.
3. If practicum hours were not previously completed at both the secondary and elementary levels the student will be required to:
   a. Enroll in EDUC582 at the appropriate level (582A – Elementary; 582B – Secondary).
   b. The student will work with the program director to enroll at a time so that he/she has sufficient time to complete the practicum hours before EDUC582 finishes.
   c. The student will select a mentor at the appropriate level.
   d. The student will complete 125 practicum hours at the additional level.
   e. After completing EDUC582, the student will submit the following documentation to the program director of the Educational Administration program.
      i. School Administration Practicum Mentor Vitae
      ii. Diversity Form
      iii. Log of Hours including Mentor’s signature
      iv. School Administration Practicum Clinical Experience Summary complete for each clinical experience
      v. Final Appraisal Form – mentor completes at the conclusion of the practicum
   f. If the student previously completed some hours at the additional level those hours can be counted towards the required 125. If fewer than 63 hours are needed, all of the above apply except that the student will not be enrolled in EDUC582. The Educational Administration program director will verify that the necessary hours have been completed.

INSTRUCTIONS TO APPLY FOR A NEBRASKA ADMINISTRATIVE CERTIFICATE
(requires two years of teaching experience)

- Complete an online application at this web site - www.nde.state.ne.us/tcert and submit the fee.
- Request Concordia to send your transcript and the university verification form to the Nebraska Dept. of Education certification office. Point of contact at Concordia: Bernita Krenzke, Bernita.Krenzke@cune.edu, 402-643-7475