

# Master of Education

## Mission of the Program

Preparation for teaching has been a part of Doane's mission since its founding in 1872. In the early 1880s, President David Brainerd Perry created, at the request of a group of students, a teacher education program. Over the years, Doane has been recognized as one of the outstanding colleges in teacher education. That commitment to be on the cutting edge of teacher preparation continues today and now includes an exemplary graduate program for practicing professionals.

The graduate experience, which offers degrees in Curriculum and Instruction and in Educational Leadership, consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants. Faculty of the Doane College Education Division believe all educational professionals are lifelong learners.

To meet future expectations for our nation's schools, the Doane Education faculty believe the education of teachers and administrators is a developmental and emergent process. For development to occur, the role of the educational professional is learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities, 2) promote reflective inquiry tied to action research, 3) provide leadership experiences focusing on group processes, and 4) facilitate learning content in context. We believe these essential elements create practices grounded in reflective, deliberate, and collaborative work.



## **General Program Information**

### **Application Procedure**

Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Education degree program (M.Ed.). Such students must complete an application form and pay a \$25.00 application fee before beginning the first 600-level course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

### **Advising**

The advising office for the Master of Education for both Curriculum and Instruction and Educational Leadership is housed on the Lincoln campus.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Advisers visit classes at both on-campus and off-campus sites each semester to meet with students and answer their questions about their program, endorsements, and certification. Schedules for classes including information about endorsement, program requirements, and contact information for advisers are mailed to all students each term. Students nearing completion of their programs will be sent information about graduation. Advisers may be reached through e-mail or by telephone at 402.466.4774 or 888.803.6263.

Students will be monitored for completion of the nine hours for full graduate standing and presented to the admission committee. A letter will be sent to the students when they are admitted to full graduate standing.

The advising office will also forward plans of study to the school districts requesting the plans and update the plans as needed.

All faculty members are encouraged to correspond with students who contact them with questions, or to answer questions when they teach classes.

### **Full-time Students**

Full-time students in the M.Ed. program are defined as those enrolled in six credit hours during a term of instruction.

### **Career Placement**

Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

### **Graduate Calendar**

The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling.

### Summary of Costs for the 2008-09 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, a fee automatically is billed to the student and must be paid at the first class session. Required textbooks must be ordered from Speciality Books at [www3.specialty-books.com/doane](http://www3.specialty-books.com/doane) and are not available at the Doane Crete, Lincoln or Grand Island bookstores.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

Application Fee (one-time fee for each emphasis)	\$ 25.00
Curriculum and Instruction Tuition (per credit hour)	185.00
Educational Leadership Tuition (per credit hour)	196.00

### Hold for Credit Policy

A Doane senior who completes requirements for the bachelor's degree in December may receive up to 12 Doane College Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of Graduate Studies in Education, the Chairperson of the Education Department, and the student's academic adviser. An incomplete grade notation ("I") will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements for the bachelor's degree are completed in December. If certification requirements are not completed, credit will not be granted and the "I" grade notations will change to "W" (withdrawal).

The following criteria will be used to determine if permission will be granted.

- ❑ The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- ❑ The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances **do not** include change of major or the student's optional delay in meeting all degree requirements.
- ❑ The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- ❑ All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term.

This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances.

*Check with the **Financial Aid Office in Crete** for specific information regarding individual circumstances.*

*NOTE: Courses taken before graduation may not transfer as graduate credit to other institutions.*

## **Master of Education in Educational Leadership**

The program in Educational Leadership prepares participants for positions as school administrators, particularly the principalship. It is designed to develop effective leaders who are strong educators, focusing their work on the fundamental issues of teaching, learning, and school improvement. It consists of a series of integrated courses and experiences focusing on the various dimensions of school leadership to support teaching and learning in K-12 schools. Through classroom learning, experiences in the field, reflective activities, and action-based research, students move to an increasingly complex understanding of the role of leaders in today's schools.

All participants begin the program during the summer term in a cadre, which provides continuity and support for its members as they move through the program together. During the summer term, participants concentrate their study at a cadre site in Grand Island, Lincoln, or Omaha. Action research and field experiences are offered in Nebraska schools during the academic year, with seminars in Grand Island, Lincoln, or Omaha.

Students seeking either a Master of Education in Educational Leadership and/or a Nebraska principal certification at one level — K-8, 4-9, or 7-12 — are required to complete 36 credits. A 45-credit-hour program is available for those pursuing K-12 certification.

### **Core Values**

- ❑ The central responsibility of educational leadership is to improve teaching and learning.
- ❑ Leadership is collaborative and inclusive, not exclusive.
- ❑ Leadership is active, not passive.
- ❑ Leadership includes an ethical dimension.
- ❑ Leadership programs are essentially a college responsibility, but the design and delivery of the program includes the participation of practitioners in the schools.
- ❑ Leaders promote building a group vision; developing and maintaining relationships; making effective decisions in collaboration with others; remaining open and supporting innovation; constructing a school culture for learning; providing a positive instructional environment; reaching out to the literature and research base; using research as a tool in solving problems and making decisions; supporting the needs of all learners, including those with special needs; increasing multicultural sophistication; collaborating with multiple stakeholders; analyzing data and interpreting outcomes; applying evaluation and supervision processes; maximizing human and physical resources; reflecting to celebrate and improve; and mitigating value conflicts and political pressures.

## **Program Outcomes**

Doane believes that the central responsibility of school leaders is to support and improve teaching and learning. Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today's schools. The program outcomes reflect the most recent national guidelines and best practice in the field. Continual self-assessment is a part of all coursework as students demonstrate these outcomes as part of their continuing professional growth.

### **Strategic Leadership**

- Identifies a philosophy of education that considers sociological and historical foundations.
- Develops vision and purpose with others.
- Utilizes leadership processes to achieve common goals.
- Values ethical action in the educational community.
- Supports innovations within the school community.
- Engages in problem-solving techniques and decision-making skills.
- Uses data to make informed decisions.
- Provides ongoing assessment of people, programs, plans, processes, and products.
- Adapts to competing priorities and values.

### **Instructional Leadership**

- Creates with others an inclusive community of learners.
- Designs curriculum and instructional programs collaboratively, bridging personal and theoretical knowledge.
- Encourages varied teaching and learning styles.
- Facilitates curriculum and instruction based on gender, ethnicity, culture, social class, and exceptionalities.
- Develops, with the counseling and teaching staff, programs for the advisement, counseling, and guidance of students.
- Promotes assessing student progress using a variety of techniques.
- Utilizes a variety of supervisory models to improve teaching and learning.
- Plans strategies collaboratively to promote the developing professional.

### **Organizational Leadership**

- Develops and encourages activities outside the classroom to promote student growth and development.
- Formulates policies with others to provide for the safety, health, and welfare of the educational community.
- Applies a systems perspective, viewing schools as open structures interacting with external environments.
- Applies collaborative processes for the recruitment, selection, and induction of personnel with attention to equity and diversity.

- ❑ Advocates integration of new technologies.
- ❑ Identifies and analyzes the major sources of fiscal and nonfiscal resources for schools.
- ❑ Develops a budget planning and implementation process driven by district and school priorities which involves the school community.
- ❑ Facilitates performance appraisal for non-instructional staff.

### **Community and Political Leadership**

- ❑ Addresses conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for families.
- ❑ Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in the school and community.
- ❑ Forms collaborative relationships and builds support with the community and other district personnel.
- ❑ Develops an interactive staff communication plan and public relations program.
- ❑ Acts in accordance with legal provisions and statutory requirements.
- ❑ Makes decisions based on the moral and ethical implications of policy options and political strategies.
- ❑ Demonstrates sensitivity, respect, and empathy for multiple perspectives.

### **Categories of Graduate Students**

Two broad categories of graduate students are recognized by the Educational Leadership program: degree-seeking and credential-seeking. Degree-seeking students are those who are pursuing the Master of Education degree and the Nebraska Standard Administrative Certificate. Credential-seeking students are those who have already completed a graduate program and are pursuing only the Nebraska Standard Administrative Certificate.



## **Admission Requirements**

All students applying for admission to the Educational Leadership program will submit a packet that contains the following items:

1. A completed application for admission and the \$25 application fee.
2. A copy of a current teaching certificate.
3. A resume.
4. Documentation of computer literacy. (List classes taken and/or experiences that demonstrate computer knowledge and application.)
5. A writing sample (about 250-500 words) indicating reasons for interest in Doane's Educational Leadership program and philosophy about teaching and learning.
6. Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. The undergraduate GPA must show an overall minimum GPA of 2.8. Those transcripts must be sent directly from the institution to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504. They must bear the official stamp of the issuing institution.
7. Letters of recommendation from three professional associates. Using the forms enclosed in the admission packet, these letters must be sent directly to Doane College.

*An interview with the Graduate Dean of Educational Leadership or a full-time faculty member who teaches in the Educational Leadership program is scheduled after the above materials have been received. The Graduate Dean of Educational Leadership and the faculty member will then determine, based upon the credentials submitted and interview, if the student is admitted to the program. A letter of acceptance to the student will follow.*

## **Academic Standing**

A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. In addition, a 3.00 or higher grade is required for all EDL-prefixed courses.

## **Academic Probation**

A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. Any student receiving a grade below a "B" or 3.00 for any EDL-prefixed course will have his/her file reviewed for academic probation even if the cumulative GPA is 3.00 or higher. The student is notified in writing of his/her academic status and of any specific conditions for retention.

## Academic Suspension

An Educational Leadership graduate student may be dismissed from Doane College for any of the following reasons:

- 1) Failure to return to good academic standing after the specified probationary period
- 2) Failure to meet requirements set forth in the letter of probation
- 3) Receipt of a second EDL-prefixed grade below a B or receipt of a second EDU/EDC/EDS course grade below a "B-"
- 4) Breach of academic integrity

The student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult the Graduate Education Student Handbook.

## Academic Dismissal

An Educational Leadership graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

## Full Graduate Standing

After completion of nine credit hours of graduate credits (EDL 675 and EDL 680/681/682), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admissions Committee concerning the students' eligibility for full graduate standing. The criteria for full graduate standing in the Master of Education in Educational Leadership program are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving any grade below a "B" for any EDL-prefixed course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.
3. Affirm that there are no felony convictions or misdemeanor convictions involving moral turpitude.
4. The student is reviewed for leadership potential, including the ideals expected of individuals in school administrative positions and outlined in the program's core values, for attitudes and skills that promote what is needed for effective school leadership, and for indicators of probable success in the field.
5. Proof of successful completion of the Basic Skills Examination at the level required by the State of Nebraska in Title 92, Rule 20 of the NAC.
6. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, NAC Rule 20.

*Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of the cadre experience and prior to enrollment in the spring practicum.*

## Program Design

Thirty-six credit hours of graduate coursework are required. Students begin the program in the summer and move through the program as part of a cadre. If a student is seeking K-12 certification, a 45 credit-hour program is required. Graduate students in Educational Leadership are allowed to register for a maximum of six credit hours each term in the fall and spring and 12 credit hours during the summer term.

The course requirements are as follows:

EDL 675	Foundations of Educational Leadership	6
EDL 680	Elementary Field Exper./Prac. I	3
<b>Or</b> EDL 681	Middle Grades Field Exper./Prac. I	
<b>Or</b> EDL 682	Secondary Field Exper./Prac. I	
EDL 683	Elementary Field Exper./Prac. II	3
<b>Or</b> EDL 684	Middle Grades Field Exper./Prac. II	
<b>Or</b> EDL 685	Secondary Field Experience/Prac. II	
EDL 621	Leadership Internship	3
EDL 686	Advanced Educational Leadership I	6
EDL 687	Advanced Educational Leadership II	3
EDL 695	Research/Project Implementation	3
*EDU 600	Improvement of Instruction	3
<b>Or</b> EDU 613	Models of Teaching	
*EDU 601	Critical Issues in Curriculum & Instruction	3
*EDU 602	Assessment of Learning	3
<b>Or</b> EDU 614	Assessment of Literacy Development	
<b>Or</b> EDL 676	Assessment of Student Learning for Educational Leaders	

*\*Six hours of transfer credit can be applied for applicable courses from other institutions.*

## **Program Completion Criteria**

Completion of the Master of Education degree in Educational Leadership prepares students for the Standard Administrative Certificate in Nebraska. This certificate is valid for teaching and administration in all Nebraska school systems, except for the position of superintendent of schools. There are two forms of review prior to recommending certification.

1. Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:
  - a. Complete at least two years of teaching in a K-12 school.
  - b. Hold or qualify for a Nebraska standard or professional teaching certificate or its equivalent.
  - c. Complete a three-credit-hour course in special education that meets state guidelines.
  - d. Complete an accepted course in human relations training.
  - e. Affirm that there are no felony convictions nor any misdemeanor convictions involving moral turpitude.
  - f. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 20 of the NAC.
  
2. Recommendation for certification for Doane College for the Administrative Endorsement will be determined by the student's potential as indicated by the following:
  - a. Completion of all Nebraska Department of Education requirements.
  - b. Successful completion of all coursework for the Master of Education in Educational Leadership.
  - c. A cumulative grade point average of 3.0 or higher for all courses leading to the degree.
  - d. Completion of the Certification Tracking form and application for degree form.
  - e. Successful completion of the Portfolio and project requirements.

The Dean of Graduate Studies in Educational Leadership recommends to the Certification Officer of the college (at Doane, this is the Chairperson of the Education Division) those students who should be certified. The Certifying Officer then recommends those students to the Graduate Faculty in Education for their approval.

### **Transfer Credit**

A student may transfer up to six hours of credit into the Educational Leadership program. This credit must have been earned from regionally accredited institutions of higher learning. Any course considered for transfer is reviewed individually for recency and relevancy of the material as it relates to best practice and theory at the time of the review. The recency standard includes work that is completed within seven years before beginning the program. Courses are reviewed for relevancy as they relate to educational issues in the areas of instructional improvement, critical issues, and assessment as they may take the place of Education 600 (or 613), 601, or 602 in the program of study.

Final determination of transfer credit is made by the Dean. Only graduate courses in which the student's letter grade is "B-" or above may be considered for transfer credit and applied toward fulfilling degree and certification requirements. A maximum of three credits of courses with an earned grade of a "Pass" or "Credit" may be transferred. All transfer courses are entered on the transcript with a grade of "P" (Passed).

Each student is responsible for making a formal request to have his/her official transcripts sent to Doane College. These transcripts must be received prior to beginning coursework in the program.

### **Time Limitations**

A student is expected to complete the degree within seven years of beginning graduate study at Doane. If a student withdraws from the cadre experience, it is necessary to wait one year to resume with the next cadre. The Graduate Policy Committee will determine if a student can resume participation in the program if the time away from the program extends beyond one year. If the course material is no longer relevant, the student must then retake appropriate graduate courses as part of the program of study.

### **Second Master of Education Degree**

Students who have completed Doane's Master of Education in Curriculum and Instruction degree and want to become certified as principals must add 27 credit hours of courses needed for certification to complete the Master of Education in Educational Leadership. These students will have already completed nine credits of Education 600 (or 613), 601, and 602, which will apply toward the 36 credits required for the Master of Education in Educational Leadership.