



**Master of Arts in School
Leadership**

Program Handbook

Master of Arts in School Leadership (MASL) Program Description

The conceptual framework of Benedictine College's education program, both undergraduate and graduate, is built upon the theme, "Educators as Builders of Community." It calls for pre-service school leaders to perceive their roles in education as developers of community. The community is within the place called school as well as outside of its walls. Within this structure, the following three overarching goals exist for the Master of Arts in School Leadership.

1. Graduates will be "Teachers of Teachers" who lead instructors in creating communities in each individual learning environment.
2. Graduates will be ethical leaders who build their respective schools into unified learning communities.
3. Graduates will actively involve members of the community outside their school (families, businesses, outside agencies, etc.) as partners in the educational process.

Within these goals, specific outcomes include becoming a school leader who will:

- A. Ensure successful communication with teachers and parents to help nurture the whole child/adolescent.
- B. Demonstrate leadership by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and staff professional growth.
- C. Promote success of all students by acting with integrity, fairness, and in an ethical manner that demonstrates respect for all cultures.
- D. Create a community of caring relationships that unify all educational participants in the educational process.
- E. Incorporate sound research and information (including action research generated by the school community) into the perpetual process of educational improvement.
- F. Promote the success of all students by understanding and influencing the larger political, social, economic, and legal institutions which impact education.

The notion of "Educators as Builders of Community" is embodied in the cohort structure of the program. Students are admitted to a group (i.e. Cohort I, Cohort II, etc.) which progresses through the program as a community rather than as individuals. The sense of community --- with peers, professors, and college personnel --- intensifies as students move forward in the program. By the time the degree is completed, students have developed powerful relationships that become a support network as they move into their initial years of School Leadership. The overall sequence of courses is established in advance. Subject to the approval of the program's director, the cohort decides the specific dates

and times of each offering within the semester (each three hour course requires 42 hours of teacher-student contact). This process provides flexibility in meeting the needs of working educators without compromising the program's high standards.

Benedictine College

The program in School Leadership operates as a component of the Education Department in close collaboration with policy oversight from the Committee on Graduate Studies.

Admission Requirements for the Master of Arts Degree Program

The admissions policy for the Master of Arts Degree in School Leadership Program at Benedictine College is designed to select students who have demonstrated the ability to be successful in academic and teaching vocations. The education Department carefully considers each application during department meetings and makes one of the following decisions: a) regular admission, b) probational admission, c) denial of admission. The decisions of the department with regards to admission are subsequently brought to the Committee on Graduate Studies for confirmation. The Director of the Master's of Arts in School Leadership program will notify the applicant of the admission decision in writing. The applicant may appeal any adverse decision by submitting a written petition. Unless formal approval is received from the Director, a maximum of one course taken as a special graduate student may be applied to degree requirements.

The requirements for formal admission are as follows:

Regular Admission

Applicants must have a minimum 3.0 grade point average in their last two years (60 hours) of college course work from accredited institutions and a score of 480 or above on any two of the three General Tests of the GRE or a score of 400 or above on the Miller Analogies Test. In cases where the applicant already has a master's degree in education with at least a 3.0 cumulative grade point average, the graduate entrance test is waived. In addition to the completed application form, applicants must submit:

1. Official transcripts of all applicable college-level work completed and indication of a bachelor's degree from an accredited college or university;
2. Evidence of certification for a role in the public/private schools and at least one year of accredited experience;
3. At least three letters of recommendation from supervisors and/or professional peers of which at least one must be from a supervisor that attests to the applicant's potential as a building administrator;

4. A resume or curriculum vita of educational and professional experience;
5. A written essay on the applicant's K-12 school experiences related to MASL program outcomes "Educators as Builders of Community."

Probational Admission

Applicants with less than the required G.P.A. or scores on nationally recognized GRE or MAT examinations may be admitted on a probationary status. The status of students under this provision will be re-evaluated after the completion of the first six hours of graduate work at Benedictine College in the prescribed curriculum of the program as follows:

1. Those students who achieve a minimum G.P.A. of 3.0 in the first six hours of the prescribed curricula will be granted regular admission status.
2. Those students who do not achieve a minimum G.P.A. of 3.0 in the first six hours of the prescribed curricula will be dismissed from the program.

Transfer Credit

A maximum of nine (9) credit hours taken at another institution may be applied to degree requirements. Transfer hours, with a grade of "B" or better from an accredited institution, may be accepted subject to the approval of the Director of the program and the Chair of the Department of Education. Students seeking approval of transfer credit shall contact the Director of the program. The Director shall consider the request and make a recommendation to the Chair of the Department of Education. Authority for acceptance/rejection of such requests resides within the unit, which is the Department of Education. Official Transcripts are necessary for final approval of transfer credits.

Guidelines for the MASL Professional Portfolio and Program Benchmarks

The Master of Arts in School Leadership program features four (4) program benchmarks when assessments are made of a candidate's progress toward meeting the MASL program knowledge, skills, and dispositions, and professional standards. Upon entrance and throughout the program, candidates submit artifacts at each benchmark to their Professional Portfolio. The Portfolio is then evaluated at each benchmark point on required knowledge, skills, and dispositions aligned with Educators as Builders of Community and professional standards (see Appendix A: Professional Portfolio Assessment).

The completed professional portfolio will become the property of the Education Department with the understanding that candidates will be allowed to borrow the portfolio, or parts of the portfolio, for use in contacts with possible future employers. The Professional Portfolio requirements will be explained thoroughly

as candidates proceed through the program. It is to be typed and divided into the following sections, each section containing the artifacts listed:

Professional Portfolio

Section 1: Program Admission

- a) Resume
- b) MAT/GRE score or MA transcript
- c) Undergraduate/Graduate transcript
- d) Builders of Community Essay (first draft)
- e) Summary of Recommendations (knowledge, skills, dispositions)

Section 2: Admission to the Practicum

- a) MASL GPA (transcript)
- b) Builders of Community Essay (second draft)
- c) Outcomes Self Assessment

Section 3: Completion of the Practicum (See Also Practicum Handbook)

Subsections:

Introduction

- a) Resume
- b) Final Evaluation Demographics, Self Evaluation, College Supervisor Evaluation pages
- c) 20-Hour Alternate School Visit Documentation

Standard #1 & Program Outcomes A, E

- a) Welcome Back to School Letter to Faculty & Staff
- b) Principal Newsletter
- c) Research Proposal
- d) School Mission & Goals Development Plan
- e) Logged Experiences & Artifacts submitted for Standard #1
- f) Final Practicum Evaluation, page # 1

Standard #2 & Program Outcomes B, E

- a) Case Study
- b) Supervision Video & Reflection
- c) Curriculum Alignment Project
- d) Logged Experiences & Artifacts submitted for Standard #2
- e) Final Practicum Evaluation, page # 2

Standard #3 & Program Outcomes D, E

- a) Risk Management Video
- b) Crisis Plan Analysis
- c) School Budget Analysis
- d) Logged Experiences & Artifacts submitted for Standard #3
- e) Final Practicum Evaluation, page # 3

Standard #4 & Program Outcomes D, F

- a) School Law Paper
- b) Logged Experiences & Artifacts submitted for Standard #4
- c) Final Practicum Evaluation, page # 4

Standard #5 & Program Outcome C

- a) Leadership Credo
- b) Philosophy of Education and Leadership
- c) Logged Experiences & Artifacts submitted for Standard #5
- d) Final Practicum Evaluation, page # 5

Standard #6 & Program Outcome F

- a) Project in Issues & Strategies
- b) Logged Experiences & Artifacts submitted for Standard #6
- c) Final Practicum Evaluation, page # 6

Section 4: Program Completion

- a) MASL Transcript (Evidence of a minimum 3.25 GPA)
- b) Builder of Community Essay (third and final draft)
- c) Comprehensive Exam (passing score)
- d) Approval of Graduate Studies

Section 5: Induction Period

Standard #7

- a) SLLA score
- b) Evidence of Building Leadership Conditional Licensure
- c) Internship Portfolio & Evaluations
- d) Graduate & Employer Surveys

Dispositions

To complete the MASL program at Benedictine College, all candidates must demonstrate appropriate “dispositions” for school leadership. This term means the values and professional ethics that the graduate student brings to becoming a principal. We are required by the State of Kansas and NCATE to evaluate candidates on their dispositions. The dispositions we expect candidates to demonstrate may be summarized in the phrase, “Professionally Responsible Builders of Community.” These are divided into two areas: 1) “Professional Responsibilities” and 2) “Building Community.”

Professional Responsibilities. When school principals fulfill their basic professional responsibilities they are accomplishing the work with which they have been entrusted by the community. Indicators of professional responsibility candidates will be judged on include the following:

- a. fulfilling commitments in a reliable and satisfactory manner
- b. respecting and supporting all members of the school community
- c. respecting confidential information
- d. accepting constructive feedback
- e. displaying a positive and enthusiastic attitude about becoming a building principal
- f. demonstrating the belief that all students are valuable and all students can learn*
- g. demonstrating equitable interactions with all students*
- h. seeking opportunities to grow professionally

*To successfully demonstrate Indicators “f” and “g” candidates must show through their words and actions that they value the cultural heritage of all students and that they value the opportunity to support the instruction of students with exceptionalities.

Building Community. To be a community builder, candidates must be able to build positive relationships with students, colleagues, school staff, supervisors, parents, and community members. To be a community builder, candidates must model the altruistic human qualities we wish to develop in students. Indicators of building community on which candidates will be judged include the following:

- a. establishing positive relationships with students, faculty, staff, parents, and community members
- b. demonstrating the desire to help others
- c. demonstrating the willingness to put others’ needs before your own
- d. participation in service activities that contribute to the good of the community
- e. supporting instructional strategies/ activities that involve students in contributing to the good of the classroom community, the larger school community, and the geographical community.

When MASL candidates apply for acceptance into the MASL program, into the practicum, and for completion of their degree, MASL directors and faculty evaluate their dispositions. This evaluation is based on candidates’ performance in meeting course requirements, practicum requirements, and MASL program requirements.

Program of Study

- ED 642 Educational Leadership (3 credits)
- ED 512 Introduction to Educational Research (3 credits)
- ED 522 Advanced Foundations of Education (3 credits)
- ED 532 Foundations of Curriculum Development (3 credits)
- ED 515 Models and Strategies in Instructional Leadership (3 credits)
- ED 606 School Leadership, Management, and Finance (4 credits)
- ED 622 Educational Law (3 credits)
- ED 612 Supervision in Education (3 credits)
- ED 652 Instructional Technology and Applications (2 credits)
- ED 652 Issues and Strategies in School Leadership (3 credits)
- ED 680 Practicum in School Administration (6 credits)

Schedule of Courses

Fall

ED 642 Educational Leadership

Spring

ED 512 Introduction to Educational Research

Summer

ED 522 Advanced Foundations of Education
ED 532 Foundations of Curriculum Development

Fall

ED 515 Models and Strategies in Instructional Leadership

Spring

ED 612 Supervision in Education
ED 680 Practicum in School Leadership (2 credits)

Summer

ED 606 School Leadership, Management, and Finance
ED 622 Educational Law

ED 680 Practicum in School Leadership (2 credits)

Fall

ED 652 Instructional Technology and Applications
ED 680 Practicum in School Leadership (2 credits)

Spring

ED 652 Issues and Strategies in Education Administration

Comprehensive Examination

All graduate students must successfully complete a comprehensive exam over the course of study for the degree. Each graduate faculty member is asked to submit to the Director of the program questions related to his/her area of course instruction. The Director then prepares multiple forms of the comprehensive exam. The exam contains six (6) questions covering the material presented during the degree program. The student is required to answer five (5) of the six (6) questions contained in the comprehensive exam. Graduate students are supervised during the comprehensive exam by the Director of the program or appropriate designee. A five (5) hour time period is allowed for completion of the exam.

The Director of the program and the Chair of the Department of Education will read and evaluate the exams. Appropriate members of the graduate faculty will be contacted during this evaluation process. The exams will be presented to the Department of Education during the department meeting with a recommendation of "Pass" or "Fail". The decisions of the department with regards to the comprehensive exam will subsequently be brought to the Committee on the Graduate Studies for confirmation. Cases in which the decisions of the Department of Education and the Committee on Graduate Studies fail to agree shall be resolved by a joint meeting of these two bodies. Such decisions will be determined by consensus.

In the event that a graduate student's performance on the comprehensive exam is not satisfactory, the following procedure will be followed. The student may apply to retake the comprehensive exam. This option may be exercised only once, thus providing the student with two (2) attempts to successfully complete the comprehensive exam. Should the student not pass the exam after the second attempt, he/she will be disqualified from further study and will no longer be eligible to receive the Master of Arts degree.

Program Cost

Application Fee	\$ 25.00 (non-refundable)
Tuition Per Credit Hour	\$210.00 (\$190.00 Catholic school educators)
Practicum Fee	\$ 40.00 (each semester enrolled in the practicum)
Graduation Fee	\$100.00 (required)

Payment Schedule

Tuition may be paid by course. If a payment plan is desired, arrangements must be made through the Business Office prior to enrollment (913) 360-7407.

Refund Policy

If a student withdraws from a course (for other than medical reasons), tuition will be refunded according to the following schedule:

Prior to the first class meeting	100%
After the first class meeting	Prorated per class

If a student must withdraw for medical reasons, a physician's statement must be presented. A refund of 80% of tuition for the remaining part of the course will be made, once the student has officially withdrawn and validated in writing the reason for the withdrawal.

Degree Requirements

1. All course work must be completed within six (6) years from the date of the initial enrollment;
2. A cumulative G.P.A. of 3.25 must be attained in all graduate work;
3. A maximum of six (6) semester hours of "C" credit will be accepted. If a student receives a grade of "C" in more than (6) semester hours he/she will be excluded from further study;
4. Any grade below "C" will not be accepted and will result in exclusion from further study;
5. Degree candidates must pass a written comprehensive examination;
6. Degree candidates must complete the "Intent to Graduate" form from the Office of the Registrar.

School Leadership Advisory Committee

The School Leadership Advisory Committee is composed of: 1) adjunct faculty, 2) graduates of the program, 3) practicing school administrators, and 4) graduate student members representing each active cohort. Members of the committee are appointed by the Director of the program. The purpose of the committee is to participate in the on-going process of improvement and to provide advice related to all aspects of the program. The purpose of the committee is to participate in the on-going process of improvement and to provide advice related to all aspects of the program, including curricular design and the program's conceptual framework. The School Leadership Advisory Committee meets each semester.

School Leadership Licensure

Conditional License

To receive institutional recommendation for PREK-12 Building Administrator conditional licensure, the student must:

1. Have completed a Master's Degree.
2. Have completed the 36 hour state-approved school leadership program with no less than 27 hours taken at Benedictine College.
3. Maintain a cumulative GPA of 3.25 in all graduate work. A maximum of 6 semester hours of C credit will be accepted. If a student receives a grade of C in more than 6 semester hours, he/she will be excluded from further study. Any grade below C will not be accepted and will result in exclusion from further study.
4. Have 3 years of full-time experience as a licensed educational professional in a school accredited or approved by the state board or a comparable agency in another state at the level for which endorsement is sought.
5. Completion of the School Leadership Licensure Assessment (SLLA) with a minimum passing score of 165 as established by the state of Kansas.

Professional License

To receive institutional recommendation for professional licensure, the graduate must successfully complete a one-year (2 semester) internship (ED 682 School Leadership Performance Assessment) during the first year of employment as a building administrator.

Governance

The Committee of Graduate Studies is the policy making body for the School Leadership Program. Management and oversight of the program resides in the Education Department.

Academic Dishonesty

Policy Statement on Academic Dishonesty: Benedictine College endorses the principle of academic honesty. Any academic dishonesty is contradictory to the purpose and welfare of both the student and the College. Verified instances of academic dishonesty will result in an "F" or a zero grade for the academically dishonest exam or plagiarized paper, and will be returned to the Dean of the College and the student's advisor. Additionally depending upon the magnitude of the academic dishonesty, the student may receive a failing grade for the course and the student may even be suspended or dismissed from the College.

Due Processes Procedures

In Cases of Dishonesty:

If an instructor judges that a student has cheated or plagiarized, he/she shall notify the student in writing of the charge and the penalty. This written notification must be issued on a form designed for this purpose, which is available from the office of the Dean of the College. A copy of the written notice and the student's material in question will be sent to the Dean of the College. The Dean of the College will advise the student in writing of the right to appeal. Within ten days of notification, the students may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he/she appoint an ad hoc committee consisting of three faculty members, one of whom may be nominated by the student. The recommendation of the ad hoc committee will be advisory and the committee will send its recommendation to the Dean of the College for his/her decision. The Dean of the College will notify the student of the decision within ten days of receiving the ad hoc committee's report. The student may appeal the Dean's decision to the President of the College.

General Grievances:

A student seeking assistance with a grievance should first consult with the class instructor. If a satisfactory resolution does not result, the following procedure shall be used: 1) The student meets with the director of the Master of Arts in School Leadership program and verbally explains his or her complaint. 2) The director informally attempts to solve the problem or explains the department's position to the affected student. 3) If still unsatisfied, the student drafts a letter to the Education Department and Graduate Studies Committee explaining his or her complaint. 4) At its next meeting the Education Department forwards a recommendation to the Graduate Studies Committee which then determines an appropriate course of action and provides a written explanation to the student. 5) If still unsatisfied, the student may appeal the decision to the Dean of the College.

Grading for Courses

The registrar supplies the grade sheet to the faculty member. The following system is used:

A	excellent performance
A-	
B+	
B	above average performance
B-	
C	
F	unacceptable performance
W	withdrawal
I	incomplete

Grade Appeal

A student who has evidence that he or she has been assigned an inaccurate or unjust grade must first consult with the instructor who assigned the grade and then the appropriate director. If a satisfactory resolution does not result from these consultations, the student has the right of formal appeal initiated through the office of the Dean of the College. The appeal must be made in writing within one year of the date the grade was officially recorded.

Graduation Application

During the semester preceding the final semester before anticipated graduation, students should make application for graduation to the Office of the Registrar on the "Intent to Graduate" form.

Withdrawal

A student may withdraw from a course before completion of the first half of the course and the course will not appear on the official transcript. Withdrawal after that time will be recorded as a "W" on the student's permanent record. In either case the withdrawal is processed through a written notification to the Registrar. Students who do not complete practicum requirements in the final semester of ED 680 Practicum in School Leadership, will be withdrawn from the practicum by the director of the program and must re-enroll in the last semester of ED 680 at a later date to complete their program of study.

Equal Opportunity Statement

"Benedictine College is an equal education opportunity institution and as such admission and treatment of students is independent of race, sex, national origin, religion, or disability. the education department advances this policy in its advising, admission, treatment, and placement of students, and in its recruitment of full-time, adjunct, and clinical faculty."

Course Descriptions

Ed 642/Educational Leadership (3)

An analysis of the skills necessary for effective leadership in interactions with the school, the school system, and the community. Emphasis is placed on acquiring knowledge and developing an understanding of the decision making process, personnel selection and management, conflict resolution, creation of an appropriate organizational climate, personal and professional ethics, group facilitation and planning, communication skills, adult learning and development, multicultural educational delivery, and the appropriate involvement of schools with the communities in which they serve. A primary objective for this first course

in the sequence is to create a community of caring relationships in the newly formed cohort. Cooperative learning and group problem solving activities are employed for achieving this objective.

ED 512/Introduction to Educational Research (3)

An introduction to educational research and descriptive statistics. Designed to assist the student in developing competencies in the various methods and strategies of educational research, including skills in the interpretation and evaluation of current research. Research that is conducted by school leaders to assess the effectiveness of the school community in achieving its desired mission (action research) will be an area of emphasis. The expected outcome of this course is that the student will apply research findings and implications in various school settings. Course requirements includes: 1) designing and implementing a study evaluating the effectiveness of an actual K-12 school in achieving one of its goals (i.e. action research) and, 2) interviewing working school administrators to learn their schools in achieving desired outcomes.

ED 522/Advanced Foundations in Education (3)

An advanced study of the major historical and social foundations of American education. Particular attention is given to historical trends in the education of students from minority cultures and students with exceptionalities. Includes an analysis of contemporary educational philosophies with special emphasis given to constructivist views and the relationship between social constructivism and the notion of Educators as Builders of Community. Develops and traces schools of educational thought in an effort to assist students to clarify their own educational philosophy. The relationship between educational philosophy and practice will be emphasized.

ED 532/Foundations of Curriculum Development K-12 (3)

An examination of social and psychological influences upon curricular design and implementation. Emphasis is placed upon the study of the societal forces which affect school curriculum (particularly in designing the curriculum to meet the needs of students with exceptionalities and students from diverse backgrounds, as well as how to incorporate multicultural education in the curriculum. Prominent instructional models and their supporting theoretical rationale, barriers of effective implementation of innovative curricula, and systematic evaluation of educational curricula and programs are also examined. Students learn the process of curriculum planning, modification, implementation, and evaluation from the perspective of the building principal working collaboratively with students, teachers, parents and members of the outside community to develop the best possible curriculum for his/her school.

ED 515 Models and Strategies in Instructional Leadership (3)

An advanced study of human development patterns, birth through adolescence, with an emphasis on learning and instructional theories. Candidates will examine effective instructional strategies that include: pre-assessment and assessment tools to determine adequacy of instructional approaches; the components of alternate instructional models; and the needs of all students in planning and developing instruction. The role of principal in leading teachers to implementing student-centered instructional strategies is emphasized.

ED 612/Supervision in Education (3)

The role and responsibility of the principal in selecting and supervising personnel at the building level. Major topics include staff selection, staff orientation, staff evaluation and conferencing, and staff development. Theories and models of evaluation and development programs are examined and analyzed. Legal concepts related to the selection and evaluation of personnel are introduced.

ED 602/School Leadership, Management, and Finance (4)

An introduction to the basic theories and concepts underlying school building administration with a focus given to cooperative practices and shared decision making. The theory and practice of School Leadership is analyzed and major concepts of formal organization, motivation, authority, leadership, decision making, conflict in organization, and organizational change are analyzed from the perspective of the school principal in his/her role of community builder. The course also emphasizes the role and responsibility of the principal in organizing, supervising, and budgeting funds, equity in educational financing, various sources for school system operation, budgeting educational funds for program needs at the building level, implementing pupil services, and managing co-curricular programs and activities.

ED 652/Instructional Technology and Applications (2)

This course is designed to assist candidates with the use of current technology-based management systems and to use a variety of media and formats, including information and web-based technology to manage, communicate, interact and collaborate with colleagues, parents and other education stakeholders. Emphasis will be placed on the school leader's promotion of effective practices in technology use.

ED 622/Educational Law (3)

The legal rights, duties, and responsibilities of building administrators. Specific topics in this course include basic constitutional issues related to students and school personnel and identifying and applying legal concepts and theory to special education, student disciplines, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the principal and school system.

ED 652/Issues & Strategies in School Leadership (3)

A seminar designed to explore specific, current, topical areas relating to issues and strategies of School Leadership.

ED 680/Practicum in School Administration (6)

A series of structured, field-based experiences in an elementary, middle or secondary school. The program requires a minimum of 200 clock hours spread over three semesters so that the student can realize the full administrative cycle of a school year. Students are required to acquire experience and proficiency in six professional competency areas while simultaneously demonstrating seven qualities of administrative effectiveness related to their ability to build community as building principals. Practicum requirements include a 20 hour visitation at a school of a different cultural setting than the “home school” with a subsequent reflection paper based on this experience. The evaluation of performance in the practicum serves as one of the criteria for institutional recommendation for endorsement as a building administrator. Candidates enroll in

ED 682/School Leadership Performance Assessment (4)

The internship in School Leadership has dual purposes. In the formative sense, the purpose of the internship is to provide each MASL graduate with a support structure during their first year as a building principal, fostering professional development through a performance assessment. In the summative sense, the purpose of the internship is to ensure that each MASL graduate holding a **conditional school leadership license** demonstrates that he/she has met the standards prescribed by KSBE for a **professional school leadership license (91-41-1 – 91-41-4)**. The internship requires a minimum two-semester (fall and spring) experience under the direction of a Benedictine College Supervisor and an Internship Mentor (a district representative who holds a current building leadership license) with at least 3 years experience as a building principal.