



University of Findlay

College of Education

GRADUATE

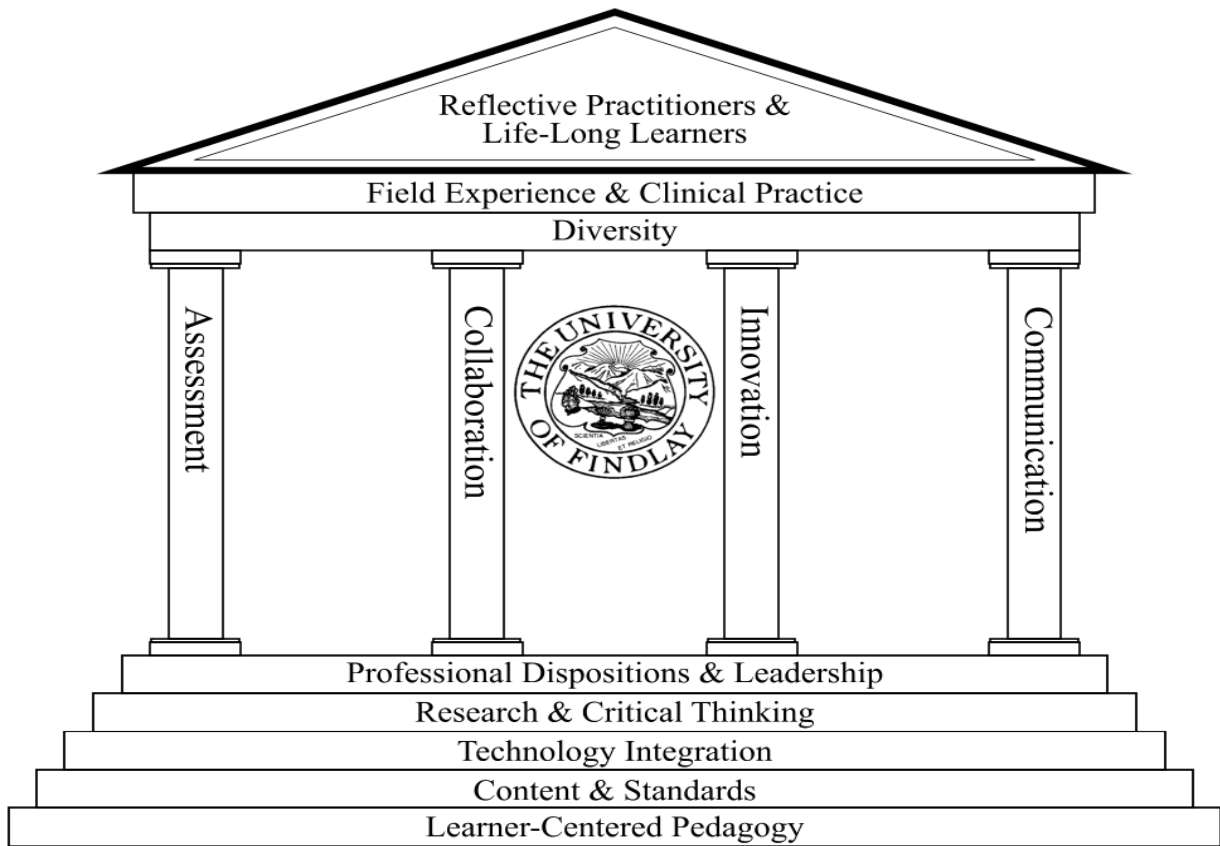
Educational Administration Program Handbook

College of Education
University of Findlay
Findlay, Ohio

June, 2020

The University of Findlay is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, creed, color, sex, national origin or disability.

Conceptual Framework College of Education



To facilitate the mission of the College of Education, the faculty developed a conceptual framework which reflected the philosophical and pragmatic commitment to experiential-based active learning and meaningful **clinical practice** with our PK-12 schools/partners. However, due to changes both in the Higher Education and public education systems, the College of Education faculty felt compelled to revisit and refine the original framework to more closely parallel the changing needs of candidates, licensure expectations, professional associations, accrediting bodies and PK-12 public colleagues.

The University of Findlay, College of Education supports continuous, high quality **field experience and clinical practice** with **diversity** as the keystone goal. At the foundation, the College of Education faculty model effective teaching through their **professionalism**, appropriate **dispositions** and **leadership**, as well as by engaging candidates in **learner-centered pedagogy**; utilizing current **content and standards** (professional and instructional); **integrating technology** into all content areas; and infusing elements of **critical thinking** and **research** (21st Century Skills). The structural pillars mirror what the faculty recognize and embrace as important within the profession of education: appropriate and timely **assessment** use; collaboration within buildings, classrooms and communities; the use of **innovation** in all aspects of teaching and learning; as well as effective **communication** skills which are pivotal for the new generation of candidates and PK-12 students. For the roof of the framework, the candidates as well as the faculty must

continually **reflect** upon their practices and engage in meaningful/collegial discourse, in order to learn and grow in this profession.

COE Mission

The College of Education prepares caring, competent, reflective and highly qualified professionals.

COE Vision

The mission of The College of Education is to prepare caring, competent, reflective and highly qualified professionals through undergraduate and graduate programs that model best practices and lifelong learning. Standards-based programs, reinforced through clinical practice, develop the knowledge, skills and dispositions of successful teachers and reflect a commitment to excellence, scientifically-based research, learner-centered pedagogy, technology integration, innovation, collaboration, outcomes assessment, service learning, and professionalism. The College of Education is committed to continuous improvement through a data-driven, rigorous assessment system so that student teachers leaving its programs will be able to synthesize their knowledge, skills, and dispositions to meet standards in innovative ways. The unit's mission is to encourage student teachers to be sensitive and responsive to individual and cultural differences. Thus, they are engaged as change agents in collaboration with their schools and communities and positively impact p-12 student learning.

Philosophy Statement

Faculty in the College of Education at The University of Findlay believe in a constructivist philosophy that lifelong learners and reflective practitioners are developed in institutions wherein:

- Engagement in inquiry, reflection, research, and assessment support the development of caring, competent, and highly qualified student teachers;
- Professional programs are consistent with institutional, state and national standards;
- There is synthesis among curriculum, instruction, and clinical practice;
- Commitment to active professional collaboration among regional P-12 communities is implemented at every program level;
- Individual differences and diversity are valued in the development of all effective instruction;
- Emphasis is placed on professional responsibility and accountability as a means of developing lifelong learners and reflective practitioners;
- Technology is an integral part of all programs.

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Introduction

Welcome to the University of Findlay's Education Administration Program. We appreciate your desire to pursue an Ohio Principal or Superintendent License. We are pleased that you have chosen the University of Findlay to further your educational and career goals with us. Our goal is to provide you an academic experience that will fully prepare you for a leadership role in today's educational environment. In this handbook, you will find information that will be valuable to you as your progress through the program.

Congratulations from the Dean

Dear Principal and Superintendent Candidates,

Congratulations! You have made an excellent choice to further your education in an advanced licensure area. The courses for the principal and superintendent licenses prepare you to serve as a leader in your district whether you are a department chair, coach, central office administrator, principal, or superintendent. You will apply the knowledge, skills, and dispositions you attained during this program. You will truly have an impact on your building, district, and beyond.

I hope that you live the mission of The College of Education in being a caring, competent, reflective, and highly qualified professional. It is our responsibility as leaders to be visionary and innovative. Education is a truly rewarding profession and you never know where your influence will end.

We are very proud to call you University of Findlay principal and superintendent candidates and know that you will represent us well.

*In Oiler Spirit,
Dr. Julie McIntosh
Dean, College of Education*

Admission Requirements

To be considered for full admission to graduate programs, candidates must:

1. Have a minimum cumulative undergraduate grade point average of 2.75 on a 4.0 scale or a minimum GPA of 3.0 in the last 60 semester hours of undergraduate work or a graduate GPA of at least 3.0 in at least nine hours of graduate work. This includes classes from all institutions attended. Candidates who do not meet the criteria for full admission may be considered for conditional admission (see requirements below).
2. Supply a copy of teaching certificate(s) or license(s) when applicable.

3. Possess a baccalaureate degree from an accredited institution or hold a first-professional doctorate when no baccalaureate degree was offered (e.g., PharmD, etc.).
4. Submit official transcripts, which can be in the form of attested credentials from a University-recognized document verification agency, of all college-level work.

Conditional admission may be considered for those who do not meet the above criteria for full admission. To be considered for conditional admission, candidates must have a cumulative GPA between 2.5 and 2.99 in their last 60 hours of undergraduate work and submit a Goal Statement along with three letters of recommendation. Candidates approved for conditional admission must achieve a minimum 3.0 grade point average in their first nine graduate hours of coursework in order to be granted full admission status.

<http://cata/log.findlay.edu/current/Graduate-Catalog/Admission-to-Graduate-Programs>

Student University Honor Code

Students are to follow the Honor Codes posted below.

I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act or plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel.

I acknowledge that I have fully complied or will comply with all aspects of The University's Honor Code in submitting this work.

Accreditation

The University of Findlay is approved by the Ohio Department of Higher Education (ODHE), the Higher Learning Commission (HLC) and the Council for the Accreditation of Education Preparation (CAEP) to offer the Masters of Arts in Education. The Principal and Superintendent licensure programs have been approved by the Ohio Department of Higher Education (ODHE),

Educational Administration Programs

To earn a Masters Degree in Educational Administration, candidates must have a current or permanent professional license and a minimum of two years successful classroom teaching experience. Candidates need to complete five core courses and six principal strand courses (33 semester hours). To earn a principal license, candidates need to take the remaining three principal strand courses. See principals' course list below.

To earn a superintendent license, candidates need three years of successful experience in a position requiring a principal or administrative license and complete the five superintendent licensure classes.

Educational Class Lists for Masters of Arts in Education, Principal and Superintendent License.

Core Classes

EDUC 500 Being an Educational Leader
EDUC 502 Collaboration: Education and Community
EDUC 505 Research for the Educational Leader
EDUC 541 Educational Leader as Change Agent
EDUC 552 Culminating Project

Principal Strand Classes

EDAD 572 Student Personnel Services
EDAD 586 Technology & Assessment for Administrators
EDAD 568 The Principalship
EDAD 570 Curriculum & Instruction
EDAD 584 Organization & Administration of Special Education
EDAD 574 Supervision & Professional Development
EDAD 576 School Finances & Resources
EDAD 578 Educational Law
EDAD 582 Internship/ Administrative Tasks

Superintendent Strand Classes

EDAD 610 The Superintendent
EDAD 611 Building, Grounds and Facilities Management
EDAD 612 School & Community Relations
EDAD 613 Collective Bargaining / School Finance Update
EDAD 614 Internship / Superintendent

Grading System

Grading Scale/Distribution:

Grade	Points	Grading Scale
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
F	0.00	below 60
U	0.00	

Transfer of Credits

Students pursuing a Master's Degree at the University of Findlay may transfer up to 12 semester hours of credit (completed with a grade of B- or better) of graduate work completed at an accredited institution towards a Master's Degree. Any transfer of credit in excess of 12 semester hours must be reviewed by the program director and approved by the Graduate Student Academic Standard Committee.

Students desiring to take courses at other institutions must receive prior approval from the program director. Transient credit will be examined to ensure that it is not a duplication of work already completed.

Time Limitation

Graduate students are expected to complete their Masters Degree program within seven (7) years from the time at which they commence their study. That is, no course work more than seven years old from the semester in which a student plans to graduate may be used for meeting the requirements of the degree. Candidates seeking a principal or superintendent license do not have a seven-year time limit.

Maximum Course Load

Maximum course load is 18 hours per semester. However, most students take two classes a semester.

Principal and Superintendent Internship Program

Principal

Principal candidates are to complete 130 internship hours. The program director of educational administration, in conjunction with the student, will determine student placements in approved school settings with our partner or affiliated districts. This will also be tracked in the Field Placement Office. The Internship course provides students the opportunity to work in school administration in a school environment under the joint supervision of a licensed school administrator and the University of Findlay. The internship will allow students to observe the functions of an administrator, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. The course will be tailored to meet the professional goals of the student.

Superintendent

Superintendent candidates are to complete 130 internship hours. The program director of educational administration, in conjunction with the student, will determine student placements in approved school settings with our partner districts. This internship is designed to provide the student the opportunity to perform various superintendent functions in a supervised school setting while gaining experience. Cooperating administrators should be a superintendent and will supervise the candidate during the internship while the program director of educational administration will check in with the supervisor. Candidates are to work with their cooperating administrator on an administrative project. Candidates and the cooperating administrator should jointly define the project. The project should be selected so that the candidate will gain an understanding of the Superintendent's role.

ODE State Principal and Superintendent Standards

Principal

Standard 1 Continuous Improvement

Elements

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Standard 2: Instruction

Elements

- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.2 Principals ensure instructional practices are effective and meet the needs of all students.
- 2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- 2.4 Principals know, understand and share relevant research.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.

Standard 3: School Operations, Resources and Learning Environment

Elements

- 3.1 Principals establish and maintain a safe school environment.
- 3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- 3.3 Principals allocate resources, including technology, to support student and staff learning.
- 3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.

3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Standard 4: Collaboration

Elements

- 4.1 Principals promote a collaborative learning culture.
- 4.2 Principals share leadership with staff, students, parents and community members.
- 4.3 Principals develop and sustain leadership.

Standard 5: Parents and Community Engagement

Elements

- 5.1 Principals use community resources to improve student learning.
- 5.2 Principals involve parents and community members in improving student learning.
- 5.3 Principals connect the school with the community.
- 5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

Superintendent

Standard 1: Vision, Continuous Improvement, and Focus of District Work

Elements

- 1.1 Develop a shared vision for the district.
- 1.2 Expect, model and support the effective use of data.
- 1.3 Create a coherent plan with a limited number of goals.
- 1.4 Implement the district plan and monitor the strategies for achieving the goals.
- 1.4 Review progress and revise the strategies for achieving district goals. 1.6 Communicate the district's vision, goals and focused plan.

Standard 2: Communication and Collaboration

Elements:

- 2.1 Demonstrate communication competence with all stakeholders.
- 2.2 Develop, implement and maintain effective communication systems.
- 2.3 Communicate effectively and openly and demonstrate a willingness to collaborate with the board of education, the district treasurer and the district staff.
- 2.4 Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

Standard 3: Policies and Governance

Elements

- 3.1 Review, develop and recommend policies for the district.
- 3.2 Implement and continuously assess policies and practices.
- 3.3 Identify and respond to societal and educational trends that affect the district and community.
- 3.4 Advocate for children and families.
- 3.5 Model and expect professional conduct.

Standard 4: Instruction**Elements:**

- 4.1 Require district-wide use of an established curriculum.
- 4.2 Ensure the development and implementation of high-quality, standards-based instruction.
- 4.3 Set expectations for and guide the creation of a comprehensive assessment system for the district.
- 4.4 Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.
- 4.5 Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.
- 4.6 Provide for high-quality, professional development for all staff aligned with district goals.

Standard 5: Resources**Elements:**

- 5.1 Recruit, develop, evaluate and retain quality staff and oversee human resource management.
- 5.2 Organize time and schedules focused on district goals.
- 5.3 Manage and prioritize fiscal resources to align expenditures with district goals.
- 5.4 Identify and equitably allocate materials and technology to support district goals.
- 5.5 Oversee the district's facilities and operations

