



CHARLESTON
SOUTHERN
UNIVERSITY

School of Education

Handbook for
Master of Education
Educational Administration and Supervision

Integrating Faith in Learning, Leading and Serving

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Introduction

Welcome to the Educational Administration Program at Charleston Southern University. We are committed to providing a quality education as we prepare administrators to meet the demands of the 21st century. Through experiences which allow candidates to explore ideas, confront educational issues, consider alternatives, make decisions and apply knowledge and skills in practical situations, they will discover their own learning resources. As a result of this discovery, we expect candidates to view learning and leading as renewing and ongoing and to act in ways that create opportunities for their own professional development and the enhancement of growth in others.

The *Handbook for Educational Administration* serves a dual purpose: (a) to outline specifically the required policies, procedures, guidelines and regulations for admission and satisfactory progress in the Master of Education in Educational Administration Programs, and (b) to describe the steps necessary for securing South Carolina certification as an elementary school principal and supervisor or secondary school principal and supervisor. The *Handbook for Educational Administration* and the *Charleston Southern University Graduate Catalog* in effect at the time the candidate is admitted officially to the educational administration programs (elementary or secondary) are designated as the regulatory documents to which candidates must adhere. Both of these documents are subject to change as a result of South Carolina state legislation.

Charleston Southern University offers two programs leading toward a Master's degree in Educational Administration: (a) Elementary School Administration and Supervision and (b) Secondary School Administration and Supervision. Successful completion of all program requirements leads to South Carolina certification as an elementary principal and supervisor for grades K-8 or secondary principal and supervisor in grades 7-12. To assist candidates in monitoring their programs of study and attaining important steps throughout the program, this handbook is distributed in the introductory course, Education 615; and all procedures should be followed as outlined. Candidates will be assigned an education advisor who will monitor their progress and meet with them each semester to review progress.

The purpose of the M.Ed. in Educational Administration Programs is to prepare competent, caring and committed administrators who approach their administrative work with a sense of confidence, a feeling of enthusiasm and openness to making choices and changes aimed at improving the quality of education for all candidates.

Toward Educational Leadership

“Above and beyond his envisioning capabilities, a leader must be a social architect who understands the organization and shapes the way it works. The social architecture of any organization is the silent variable that translates the blooming, buzzing confusion of organizational life into meaning.”

Bennis and Namus in **Leaders: Strategies for Taking Charge**

School leaders are social architects, designing supportive and meaningful environments in which students learn and teachers feel a deep sense of commitment to doing what it takes to assure student learning. But, wise leaders are much more than architects. In carrying out their challenging roles, educational leaders need a firm grasp of the structures of schools, a working knowledge of human relations skills, a real sense of the politics of leadership and a deep understanding of the symbolic meaning in all their actions. Leaders give pace and energy to instructional and curricular improvements; they demonstrate that learning matters. Leaders make others feel significant; and, they strive to build a school community in which all participants feel a commitment to quality. Leaders create vision and through their understanding of selves and others, they help make unpredictable, ambiguous life in schools more meaningful and productive.

Leadership can be felt throughout a school. Leadership is complex. Leaders need a holistic framework from which they make choices regarding significant issues, people and politics. They need to be creative and willing to take risks in response to the paradoxes of organizational lives. They need to understand negotiating as well as scheduling, imagining as well as analyzing, and meaning as well as managing. Leaders must be passionately committed to their principles but also flexible in understanding and responding to the people and events around them.

Through the experiences in the M.Ed. in Educational Administration Programs, candidates will discover ways to deal with the structural, interpersonal, political, symbolic and cultural aspects of school life. Steering away from a totally traditional focus on managing the people, finances, instruction and curriculum in schools, this program will take candidates through an integrated series of experiences designed to encourage reflective thinking about personal and organizational goals. Keeping actively mindful of their personal strengths and areas of concern, candidates will participate in courses and practicum/intern activities which will enrich their perspectives of schools—instructional, technological, interpersonal, political, legal, ethical, and cultural matters.

Vision and Mission

The School of Education has as its **vision** the preparation and sustained development of candidates who are “called to serve as competent, caring educators committed to student success.” Candidates who are *called* to the education profession accept the ethical responsibility to practice and model integrity and Christian values in creating safe and effective learning environments for all students. **Competent** educators *learn* continuously and systematically to demonstrate the knowledge, skills and dispositions to create and manage supportive learning environments that result in increased student learning. **Caring** educators who are taught to see the connections between their daily work and Christian faith *serve* sensitively and effectively in their roles as educators. They intentionally view their lives as a form of Christian service and strive to provide the best environments to meet the diverse needs of all students and the broader educational community. Educators who are **committed** to student success are advocates for children— learning, leading and serving in ways that support the entire educational community in its pursuit of quality education and increased learning for all.

The primary **mission** of the School of Education is to *prepare professional educators who, guided by a strong sense of community and the integration of their faith, are academically strong, pedagogically skilled, and morally committed to educating in a wide range of culturally diverse learning environments.* We strive to be a School of Education where faculty, staff and students are engaged in significant collaborative work and ongoing involvement and service in the public schools to improve education. We seek to inspire educators to value learning as well as the learner as they serve as teachers and leaders in culturally diverse learning environments. We encourage candidates to see the connections between their daily work and Christian faith so that they will not only have the content knowledge, skills and dispositions that they need to be successful in a career but also they will be able to view their whole lives as a form of ministry. The SOE mission is reinforced professional education courses, clinical settings, content specialty courses and other extracurricular candidate experiences. Our mission is fulfilled through our three graduate programs: Master of Elementary Education, Master of Education in Elementary Administration and Supervision and Master of Education in Secondary Administration and Supervision.

Conceptual Framework Standards and Performance Indicators

The School of Education at Charleston Southern University operates within a unified conceptual framework to prepare candidates who are called to serve as competent, caring and committed educators. The conceptual framework guides all our undergraduate and graduate programs, syllabi, teaching, service, scholarship, assessment, and unit accountability. Collaboratively developed both institutionally and within the School of

Education's greater educational community, the framework constitutes what we believe to be a highly qualified professional who will contribute positively and productively to programs and practices that are in the best interest of students and the broader community. Three major standards across all programs comprise the conceptual framework and support the unit's programs and actions. These standards are assessed by specific performance indicators aligned to the standards of professional organizations such as INTASC, NCATE, NBPTS, ELCC, ACEI, and content areas; state curriculum standards, South Carolina assessment standards (ADEPT & PADEPP); and the unit's vision and mission outlined in the *CSU Handbook for Educational Administration* and the *CSU Handbook for the Master in Elementary Education*. All programs are approved by the South Carolina State Board of Education. The Elementary Education Program is aligned with NBPTS. The Educational Administration and Supervision Programs are recognized by ELCC. The School of Education at Charleston Southern University is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

Upon completion of the program, competent, caring, and committed individuals will demonstrate and provide evidence they possess the knowledge, performance behaviors, and dispositions to meet the ever-changing social, emotional, and academic needs of diverse school populations.

The primary goal of the Master of Educational Administration Programs is the preparation of school leaders who are called to serve as competent, caring and committed leaders who feel confident in meeting the ever-changing demands inherent in school leadership. Graduates of the program are expected to exhibit leadership and managerial skills that allow them to approach their administrative work with a sense of confidence and competence, a feeling of enthusiasm and commitment and openness to making choices and changes that promote success for all students.

To meet this goal, the School of Education has established standards of performance with specific evidence indicators, and professional dispositions for the Master in Educational Administration Programs. All standards, performance indicators and dispositions have been correlated to the conceptual framework, ELCC standards and the S.C. PADEPP Standards as outlined in the *CSU Handbook for Educational Administration*.

Students seeking a M.Ed. in Educational Administration must meet all requirements for regular admission to the Master's programs in the School of Education and follow the general policies and guidelines presented under requirements for admission. The approved programs lead toward certification as an elementary school principal and supervisor for grades K-8 or secondary school principal and supervisor for grades 7-12.

As candidates complete their coursework and internship experiences that incorporate the processes of systematic inquiry, reflection and collaboration, they will be focusing on the six major areas outlined by the Educational Leadership Constituent Council: (1) developing and implementing a school vision, (2) promoting a positive school culture and providing supervision for an effective instructional program, (3) managing the organization, operations and resources to promote a safe and effective learning environment, (4) collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources, (5) acting with integrity and ethically demonstrating a true professional commitment and (6) understanding and influencing the larger political, social, economic, legal and cultural context.

**Standards and Performance Indicators
Masters of Education in School Administration and Supervision**

1.0 *The competent educator demonstrates the knowledge, disposition and skills to create and manage supportive learning environments that result in expected student achievement. To this end, the candidate:*

Evidence Indicators for Competent Educator	ELCC Standards	SC ADEPP Standards
1.1 demonstrates competence in understanding the organizational attributes of the school including the structural/technical, human resource, political, ethical, symbolic, and cultural dimensions of leadership.	3.1, 3.3, 6.1, 6.2, 6.3	3
1.2 demonstrates competence in facilitating with all stakeholders the collaborative development, articulation, implementation, monitoring and fostering of a vision of learning that promotes success of all students.	1.1, 1.2, 1.3, 1.4, 1.5, 4.1	1, 4, 5
1.3 demonstrates appropriate interpersonal and group process skills in involving staff in priority setting, design and use of effective systems for implementing priorities, consensus building, problem solving and conflict resolution to align resources for promoting student learning.	1.4, 1.5, 3.2, 6.1	1, 3, 7
1.4 demonstrates the ability to use data-based research strategies, student assessment and demographic data, analysis of community needs and strategic planning processes aimed at attaining, monitoring and, when necessary, revising the school vision.	1.4, 1.5, 3.1	1, 5
1.5 demonstrates ability to design and implement well-planned procedures, consistent with the school vision, for selection, supervision, evaluation and continued professional development programs based on reflective practice and research, student and adult learning, and data-driven decision-making.	2.2, 2.3, 2.4, 3.1	2, 3
1.6 demonstrates an understanding of appropriate models, theories and principles of organizational development and management, including change processes, conflict resolution, and data-driven decision-making to promote a positive learning environment.	3.1, 6.1, 7.0	3, 4
1.7 demonstrates the ability to use and promote research, technology and information systems to manage school operations (e.g. scheduling, budget, etc), monitor instructional practices, curriculum implementation, and assessment, and to provide staff the assistance needed for improvement.	2.2, 3.1, 3.3	2, 3
1.8 demonstrates skills in supervising the instructional program, by articulating appropriate curricular/instructional goals, standards/objectives, activities, and assessment through monitoring and providing feedback to teachers regarding the application of "best practices" in the classroom.	2.2, 2.3, 2.4, 7.0	2, 3, 7
1.9 demonstrates an understanding of the policies, laws and regulations enacted by local, state and federal authorities to enforce educational equity and provide a safe, effective and efficient environment for student learning.	3.1, 3.2, 3.3, 6.1	3, 4
1.10 demonstrates competence in understanding the role of the school in society and major social/economic factors that have an effect on learning and in managing human, material and fiscal resources of the school and community to deal with emerging social/educational concerns.	3.3, 4.1, 6.1, 7.0	3, 5
1.11 is able to assess school culture using multiple methods and implement appropriate strategies that capitalize on the diversity (e.g. gender, race, economic, etc.) of the teachers, students and school community to improve student learning.	2.1, 6.1	4, 7
1.12 demonstrates competence in the use of appropriate research strategies, oral and written communication skills and technology to promote an environment focused on improved student learning.	2.2, 6.1, 7.0	3

2.0 The caring and reflective educator relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment through ongoing inquiry and reflection. To this end, the candidate:

Evidence Indicators for Caring and Reflective Educator	ELCC Standards	SC ADEPP Standards
2.1 demonstrates the skills, knowledge and dispositions to capitalize on the diversity (cultural, ethnic, racial, economic, intellectual, etc.) of the school community to improve school programs by meeting the diverse needs of all students.	4.1, 4.2	4, 5, 7
2.2 demonstrates knowledge, skills and dispositions for promoting the success of all students by collaborating with families and other community members, responding to diverse interests and needs, and mobilizing community resources for the benefit of students and their families.	4.2, 4.3, 6.3, 7.0	4, 5, 7
2.3. demonstrates the ability to use appropriate assessment and research strategies to understand and accommodate diverse school and community conditions and dynamics.	6.1, 7.0	2, 5
2.4 demonstrates an understanding of rights, responsibilities, values and ethics inherent in school leadership.	5.3	6
2.5 demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others, thus acting in all situations with integrity, fairly and in an ethical and sensitive manner.	5.0	6, 7

3.0 The committed educator pursues learning experiences individually and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best possible educational practices for ensuring success for all students.

CSU Evidence Indicators/Objectives (Committed)	ELCC Standards	SC ADEPP Standards
3.1 applies an understanding of community relations models, marketing and outreach strategies, data-based decision-making, community agencies, higher education, and media communications to establish partnerships that promote student success.	4.1, 4.2	4, 5
3.2 pursues a commitment to the education profession through a continued process of self-assessment aimed at individual improvement, enhancement of others, and a desire for excellence in the educational community as a whole.	2.4, 6.3, 7.0	8
3.3 develops and implements personal professional development plans that reflect a commitment to life-long learning.	2.4, 7.0	9
3.4 demonstrates the ability to use a variety of strategies, and collaborative reflection to form comprehensive professional growth plans with teachers and other school personnel.	2.4	3, 8
3.5 demonstrates proficiency in communicating orally and in writing with varied populations (peers, teachers, parents, board members, administrators, state agencies, and so forth) regarding issues, trends and potential changes for the purpose of assuring quality interventions on behalf of all students.	4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3, 7.0	4, 5, 7

Program of Study

Master of Education Elementary School Administration and Supervision

All candidates seeking admission to the Master of Education in Elementary School Administration and Supervision must meet the requirements listed below:

1. The candidate must meet all requirements for regular admission to the Master of Education Program as outlined in the *CSU Graduate Catalog* or official transcript submitted to verify Master's Degree.
2. The candidate must present a valid South Carolina teaching certificate in Elementary Education.
3. The candidate must have completed Education 615 with a grade of "B" or better.
4. The candidate must have, at a minimum, two years successful school teaching experience. Also, the candidate must have three years experience to attain certification, with at least one year being in grades K-6.
5. The candidate must have completed all portions of the *Application for Admission to the Educational Administration Program* and all requirements listed above at least one semester prior to enrollment in Education 682 or 685. (Refer to Appendix B.)

Education Core (12 hours)

- Education 601: Principles of Educational Research (3)
- Education 608: Foundations, Issues and Trends in Education (3)
- Education 632: Computers: Advanced Applications and Issues in Education (3)
- Education 662: Issues and Perspectives on Managing a Diverse Student Population (3)

Professional Education (18 hours)

- Education 615: Educational Leadership I: Organizational Behaviors (3)
- Education 616: Educational Leadership II: Human Resource and Finance Management (3)
- Education 630: Legal and Ethical Environments of Public Schools (3)
- Education 640: Curriculum Design, Implementation and Evaluation (3)
- Education 645: Planning and Supervision of the Instructional Program (3)
- Education 652: School and Community Support Services (3)

Specialty Studies (9 hours)

- Education 681: Internship and Seminar I in Elementary School Administration and Supervision (3)
- Education 682: Internship II in Elementary School Administration and Supervision (3)
- Education 683: The Elementary School Principalship (3)

Recommendation for Certification

- Passed Praxis II - Educational Leadership: Administration and Supervision
- Completed Internship/Seminar II
- Satisfactory on Appraisal of Candidate Performance
- Three years teaching experience (one year in grades K-6)
- Completed all coursework requirements for this program

Course Sequence

Master of Education in Elementary School Administration and Supervision

Spring

- Education 601: Principles of Educational Research
- Education 615: Educational Leadership I: Organizational Behaviors

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- Education 652: School and Community Support Services (hybrid)

Summer I

Education 608: Foundations, Issues and Trends in Education (online)
Education 630: Legal and Ethical Environments of Public Schools
Education 645: Planning and Supervision of the Instructional Program

Summer II

Education 616: Educational Leadership II: Human Resource and Financial Management
Education 640: Curriculum Design, Implementation and Evaluation
Education 632: Computers: Advanced Applications and Issues in Education (online)

Fall

Education 662: Issues and Perspectives in Managing a Diverse Population (online)
Education 681: Internship and Seminar I in Elementary School Administration and Supervision
(hybrid/weekends)

Spring

Education 682: Internship II in Elementary School Administration and Supervision
(online)
Education 683: The Elementary School Principalship (hybrid/weekends)

Program of Study
Master of Education in Secondary School Administration and Supervision

All candidates seeking admission to the Master of Education in Secondary School Administration and Supervision must meet the requirements listed below:

1. The candidate must meet all requirements for regular admission to the Master of Education Program as outlined in the *CSU Graduate Catalog* or official transcript submitted to verify Master's Degree.
2. The candidate must present a valid South Carolina teaching certificate in Elementary Education.
3. The candidate must have completed Education 615 with a grade of "B" or better.
4. The candidate must have, at a minimum, two years successful school teaching experience. Also, the candidate must have three years experience to attain certification, with at least one year being in grades K-6.
5. The candidate must have completed all portions of the *Application for Admission to the Educational Administration Program* and all requirements listed above at least one semester prior to enrollment in Education 682 or 685. (Refer to Appendix B.)

Education Core (12 hours)

Education 601: Principles of Educational Research (3)
Education 608: Foundations, Issues and Trends in Education (3)
Education 632: Computers: Advanced Applications and Issues in Education (3)
Education 662: Issues and Perspectives on Managing a Diverse Student Population (3)

Professional Education (18 hours)

Education 615: Educational Leadership I: Organizational Behaviors (3)
Education 616: Educational Leadership II: Human Resource and Finance Management (3)
Education 630: Legal and Ethical Environments of Public Schools (3)
Education 640: Curriculum Design, Implementation and Evaluation (3)
Education 645: Planning and Supervision of the Instructional Program (3)
Education 652: School and Community Support Services (3)

Specialty Studies (9 hours)

Education 684: Internship and Seminar I in Secondary School Administration and Supervision (3)

Education 685: Internship II in Secondary School Administration and Supervision (3)

Education 686: The Secondary School Principalship (3)

Recommendation for Certification

Passed Praxis II Educational Leadership: Administration and Supervision

Completed Internship/Seminar II

Satisfactory on Appraisal of Candidate Performance

Three years teaching experience (one year in grades K-6)

Completed all coursework requirements for this program

Course Sequence**Master of Education in Secondary School Administration and Supervision****Spring**

Education 601: Principles of Educational Research

Education 615: Educational Leadership I: Organizational Behaviors

Maymester

Education 652: School and Community Support Services (hybrid)

Summer I

Education 608: Foundations, Issues and Trends in Education (online)

Education 630: Legal and Ethical Environments of Public Schools

Education 645: Planning and Supervision of the Instructional Program

Summer II

Education 616: Educational Leadership II: Human Resource and Financial Management

Education 640: Curriculum Design, Implementation and Evaluation

Education 632: Computers: Advanced Applications and Issues in Education (online)

Fall

Education 662: Issues and Perspectives in Managing a Diverse Population (online)

Education 684: Internship and Seminar I in Secondary School Administration and Supervision
(hybrid/weekends)

Spring

Education 685: Internship II in Secondary School Administration and Supervision
(online)

Education 686: The Secondary School Principalship (hybrid/weekends)

Unit Benchmarks**Benchmark 1: Entry to Master of Education in Administration and Supervision**

1. Complete the orientation with the Director of Graduate Studies to review requirements for the Masters Program and outline the program of study, course sequence of study, prerequisites, benchmarks, potential transfer credits, and obtain copy of program handbook.
2. Meet unit *Competent* Criterion on Dispositions Programmatic Rubric.

Benchmark 2: Completion of Term 1 – Initial Cohort Block

1. Complete initial cohort block (EDUC 615 and EDUC 601) with a grade point average of 3.0. Transferred courses will not be included in the calculation of the grade point average.
2. Candidates must be regularly accepted into the program by the end of Term 1.

Benchmark 3: Progression through Terms 2, 3, 4, and 5

1. Earn an overall GPA of 3.0 on all courses (EDUC 652, EDUC 630, DEUC 645, EDUC 608, EDUC 616, EDUC 640, EDUC 632, EDUC 662, and EDUC 681/684).
2. Meet unit *Emerging Master* Criterion on Dispositions Programmatic Rubric.

Benchmark 4: Completion of Program – Term 6

1. Complete the capstone courses EDUC 682/685 or EDUC 683/686 with a “B” or better.
2. Complete all degree requirements for the university.
3. Earn a passing score on all required Praxis examinations.
4. Meet unit *Master* Criterion on Dispositions Programmatic Rubric.

Clinical Experiences Internship I and Internship II

One of the most significant and concrete ways candidates will improve their understanding of essential leadership/management skills is through direct observation of and interaction with public school administrators. Therefore, for the Master of Educational Administration Programs candidates will participate in clinical experiences at two levels, Internship I and Internship II.

Internship I is a broad-based internship. The major portion of Internship I is the completion of internship activities in two clinical settings—an elementary and a middle school (elementary administration and supervision) and a middle and a high school (secondary administration and supervision). By participating in specific clinical activities associated with the management and leadership roles of school principals, candidates will integrate their theoretical knowledge base with observations and interviews to reflect, synthesize and articulate relationships and roles of the school principal and best practices in school settings. Additionally, candidates will interview a variety of other stakeholders in the educational setting—parents, teachers, board members, central office personnel, and community agency representatives. Based on their observations and interviews, the candidates will write a reflective paper (1) analyzing their experiences in terms of theoretical and conceptual frameworks dealing with school administration and leadership, and (2) completing a self-analysis of leadership skills including future professional development activities. Additionally, candidates will attend regularly scheduled seminars throughout the semester. Seminars will be interactive and candidates must be prepared to participate in a variety of collaborative and independent activities. At the completion of the internship, each candidate will have an individual conference with the instructor to discuss the results of the Evaluation of Candidate Performance of Internship I to determine present status and future suggestions for professional development.

Internship II is an in-depth internship during which the candidate will be placed in an elementary or secondary school with a public school mentor who will work cooperatively with the college supervisor in supervising the candidate. This internship occurs after the courses comprising the Education Core and Professional Education components have been completed successfully, and the candidate has been admitted to the approved program for the Masters of Education in Educational Administration. During Internship II, the candidate will complete a series of specific tasks in the assigned school setting, under the guidance and supervision of the college supervisor and school-based mentor. In scheduled site visits with the college supervisor and public school practitioners, the candidate will have an opportunity to reflect upon the

experiences, assess his or her performance, and receive feedback. Candidates will complete a major leadership school-based project during Internship II. At the completion of the internship, each candidate will have an individual conference with the college supervisor to review the candidate's overall performance as measured by the *Appraisal of Candidate Performance in Internship II*. Each candidate will be scheduled an exit interview with the college supervisor. At this time, the candidate's record will be reviewed to insure that all requirements have been satisfied. The college supervisor will review the candidate's overall strengths and weaknesses. The mentor, college supervisor and candidate will all complete the same form (*Final Appraisal of Candidate Performance in Internship II*) and results will be discussed. Finally, candidates will be asked to provide feedback regarding the internship and to make recommendations for future experiences and placements.

Professionalism in Clinical Experiences

As in all courses and activities of the Masters of Education in Educational Administration Program, candidates are expected to adhere to the behaviors and dispositions outlined in the School of Education Teacher Education Professional Dispositions and Dispositional Behaviors Programmatic Continuum at the Master Level (Refer to Appendix A).

1. Confidentiality of information is critical. Interns may have access to confidential information regarding present progress and/or background status for a student, teacher or staff member. This information **MUST NOT** be discussed outside the professional setting. This is imperative to maintain confidentiality of information..
2. Professional conduct is expected at all times. Professional conduct extends from punctuality, manner of dress and attendance to the demonstration of mutual respect, dignity and integrity in relationships with students, parents, teachers, staff, administrator and others. The intern is expected to model appropriate behavior at all times and affirm and accept responsibility as a practicing intern. At all times, it is important for interns to recognize that they are participants in the public school and representatives of Charleston Southern University.
3. Interns are expected to follow all rules and policies of the schools to which they are assigned.
4. Interns are expected to be punctual and regular in attendance at predetermined meetings. Interns should remember that the public school administrators are providing a service in serving as mentors, and it is important to negotiate mutually beneficial dates, times and activities.

Satisfactory Progress

Once admitted to the approved program in Elementary School Administration and Supervision or Secondary School Administration and Supervision, we expect that candidates will be successful in coursework and internship experiences, and they will pass the required Praxis II Exam in Educational Leadership.

Candidate progress is monitored on a regular basis in a variety of ways. Successful completion of coursework comprises just one form of evaluation. Seven major assessments are administered throughout the program. At the completion of Internship and Seminar I (Education 681 or 684), a formal conference is held, and evaluation of candidate progress is completed by the college supervisor. Upon completion of Internship and Seminar II, a formal appraisal is conducted by the college supervisor and mentor and compared to the candidate's self-assessment.

As a result of ongoing review, candidates are apprised of any areas that need improvement. If deficiencies are noted, candidates may be required to pursue additional coursework or internship experiences.

Prior to recommendation for certification in the area of elementary school administration and supervision or secondary school administration and supervision, the candidate's academic record, Praxis II scores, years of teaching experience, major assessments, and appraisal of progress during Internship and Seminar II are reviewed by the Director of Graduate Studies. When all requirements are met, the Director of Graduate Studies will recommend the candidate for certification to the Dean of Education.

Sequence of Major Assessments in the Educational Administration Program

With the exception of Assessment 1, all assessments will be completed through LiveText. This program is to be purchased by the candidate upon admission to the first graduate course in the Masters of Education Program.

Assessment	Completion
Assessment 1 Praxis in Educational Leadership: Administration and Supervision	Term 6 or final semester at CSU
Assessment 2 Comprehensive Examination: Part A - Reflection Paper and Part B - This I Believe Paper	Part A - Education 681 or 684 Part B - Education 683 or 686
Assessment 3 Supervision for School Improvement Plan	Education 645
Assessment 4 Part A - Evaluation of Candidate Performance in Internship I Part B - Final Appraisal of Candidate Performance in Internship II	Part A - Education 681 or 684 Part B - Education 682 or 685
Assessment 5 Curriculum Action Project	Education 640
Assessment 6 Internship II Leadership Project Assessment	Education 682 or 685
Assessment 7 School Community Support Relations Plan	Education 652

Candidate Participation in Program Development

Candidates are encouraged and expected to express views and opinions regarding procedures, content, and experiences in our program. Our goal is to assure that candidates receive the best and most meaningful experiences in preparation for becoming a school administrator; therefore, to determine our effectiveness in meeting this goal, we need each candidate's honest feedback.

We are interested in information regarding advisement procedures, program of study, quality of course instruction, relevance and format of internships, and any other aspects which will improve preparation for facing the **real** world of the school administrator. Candidates are expected to:

1. complete *CSU Student Evaluation of Instruction* forms for courses taken;
2. participate in general surveys and questionnaires, if requested;
3. meet, when requested, with the Dean of Education and/or Director of Graduate Studies to provide input into program development, revision and implementation;
4. complete evaluations of both internships; and
5. complete, upon graduation, a graduate survey which will be distributed by the School of Education.

Additionally, an *Educational Administration Candidate Forum* will be held annually to provide a formal opportunity for candidates to express concerns, review program revisions, and offer suggestions for ongoing evaluation and improvement.

The Certification Process

Candidates are required to follow all procedures as outlined in the Educational Administration Programs and to work with their advisors each semester to ensure that certification requirements are met in a timely manner. To be recommended for certification, the candidate must meet all requirements of the approved program. Candidates are to apply for advanced certification **ONLY** if they have met all requirements previously outlined in their official programs of study. Candidates may apply for advance certification by completing the following steps:

1. Complete the *Request for Change Action Form* (Appendix C) and, at the same time, sign a request (Appendix D) for a complete transcript to be sent to the State Department of Education.
2. Pass the Praxis II Educational Leadership: Educational Administration and Supervision. When registering for this examination, candidates should indicate that scores be sent to the Charleston Southern University School of Education.
3. Complete three years of successful teaching experience including at least one year of teaching in grades K-8 (elementary school administration and supervision) or one year of teaching in grades 9-12 (secondary school administration and supervision).
4. Submit the completed forms to the Dean of Education, who will review each candidate's records. The Dean serves as the individual from CSU who verifies that candidates have completed successfully the approved teacher education program. Upon final review of each candidate's records and verification that all program requirements have been met, the completed forms along with a recommendation will be submitted to the State Department of Education.

Completion of the approved program does not automatically ensure that the School of Education will recommend certification. Although this is usually the case, recommendation may be denied if the candidate has failed to meet the standards of the education faculty for successful completion of requirements and activities or if the candidate has demonstrated an inability to change behaviors considered to be impediments to his or her success as a school administrator.

Professional Standards of Writing

It is expected that professionals will adhere to a high standard when submitting written assignments. The criteria for evaluating written assignments are as follows:

- effectively meets its goals in terms of context;
- provides relevant, useful, and accurate information;
- presents information in a logical, coherent manner;
- develops the topic thoroughly through supporting details;
- conforms to standard English grammatical rules and correct spelling;
- submits a quality document that is word processed or typed; and
- meets the announced deadline for submission.

A research paper is defined as any piece of writing that uses material borrowed from outside sources. This includes material that is quoted, paraphrased, or summarized. The candidate must give credit for all

borrowed material using the style of documentation determined by the professor of the course for which the paper is intended.

1. The candidate must clearly indicate within the text which material is borrowed.
2. Such citations must relate clearly to an item listed in a bibliography at the end of the paper.
3. All quoted material must be within quotation marks or indented according to a selected publication manual guidelines.

It is recommended that candidates consult their professors regarding their specific writing style preferences and/or other requirements.

Academic Integrity Policy

As a liberal arts university committed to the Christian faith, Charleston Southern University seeks to develop ethical men and women of discipline, creative minds and lives that focus on leader, service, and learning. The Honor System of Charleston southern university is designed to provide an academic community of trust which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

1. Academic Dishonesty is the transfer, receipt, or use of academic information, or the attempted transfer, receipt or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.
2. Cheating is defined as wrongfully giving, taking or presenting any information or material borrowed from another source including the internet by a student with the intent of adding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.
3. Plagiarism is the taking or attempted taking of an idea, writing, graphic, music composition, art or datum of another without giving proper credit and presenting or attempt to present it as one own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

For further information please refer to the *CSU Graduate Catalog*.

L. Mendel Rivers Library

L. Mendel Rivers Library has extensive holdings and can provide access to materials to support the Masters of Education in Administration and Supervision Program. Within the library the curriculum materials center supports the professional education program by acquiring, organizing and housing a collection of representative materials found in the public schools. Additionally, the library provides online access to numerous databases and journals, many specially designed for educational research. Books and journals which support the Educational Administration program are catalogued through the regular library system and available online. Furthermore, Charleston Southern University is a member of the interloan library service which allows candidates to secure additional references from other libraries throughout the state.

Career Planning

Through the Office of Career Planning and Student Employment (located in the Strom Thurmond Center), candidates are offered a wide range of services which include resources for personal growth, career development, and job placement and planning.

For information regarding career planning and placement, please contact the director at (843) 863-8020.

Conclusion

Faculty members in the School of Education are committed to offering each candidate a quality education and are eager to assist candidates in developing the skills necessary for success as a school administrator. While this handbook provides specific information regarding rules, policies, procedures, and regulations, candidates are encouraged to speak with faculty personally regarding future plans, questions or concerns.

Our firm belief is that the Master of Education in Educational Administration offers candidates varied and rich academic and clinical experiences that will prepare them to enter an administrative career as competent, caring and committed professionals.

Candidates should contact any of the education faculty and staff named below concerning further clarification regarding any of the requirements:

Dr. Norma W. Harper
Dean, School of Education
Wingo Hall
863-7765
nharper@csuniv.edu

Mary E. Antley
Administrative Assistant
Wingo Hall
863-7555
mantley@csuniv.edu

Dr. Melanie R. Murphy
Director of Graduate Studies
Wingo Hall
863-7914
mmurphy@csuniv.edu

Dr. Marie Griffin
Professor of Education
Wingo Hall
574-5844
mgriffin@csuniv.edu

Dr. Cynthia Putman
Assistant Professor
Wingo Hall
572-3208
cputman@csuniv.edu

Dr. Sarah L. Raines
Assistant Professor
Wingo Hall
863-7568
sraines@csuniv.edu

(Appendix A)

CHARLESTON SOUTHERN UNIVERSITY CATEGORIES OF DISPOSITIONS

Professional dispositions are an integral part of the teacher education program at Charleston Southern University. All teacher candidates are expected to exhibit appropriate dispositions in and out of the classroom while at CSU and in PK-12 schools.

CSU Institutional Standard I: The competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased candidate achievement.

1. The candidate demonstrates professional responsibility at all times.

Indicators of professional responsibility:

- appropriate and effective actions in field experience settings
- commitment to success for all learners
- initiative and strong work ethic
- flexibility and openness
- effective time management skills
- professional dress and appearance
- acceptance of constructive criticism with immediate positive action on the suggestions

CSU Institutional Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

2. The candidate demonstrates effective communication and collaboration skills in university and PK-12 school classrooms.

Indicators of Communication and Collaboration Skills

- responsive listening skills
- clear and appropriate written and oral language
- the ability to communicate with a variety of audiences/constituents
- skills, responsibility and sensitivity in working in collaborative situations
- a sense of inquiry, intellectual curiosity and effort

3. The candidate exhibits effective dispositions in working with diverse higher education and school faculty, peers, and diverse candidates in P-12 schools.

Indicators of Positive Response to Diversity

- respect and appreciation for differing opinions, insights, and cultural norms.
- respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners
- respect for the needs and differences of families and communities
- desire to reach all candidates, especially those who have special needs and challenging circumstances

CSU Institutional Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

4. The candidate demonstrates professional integrity and commitment.

Indicators of Integrity and Commitment

- critical thinking and self-directed learning
- the ability to model ethical, moral and Christian values
- self-awareness and honest reflection
- integrity in all situations
- respect for persons in authority, systems and institutions
- consistency in applying biblical truths to personal growth and development willingness to participate in professional development activities that will enhance personal/professional growth

(Appendix B) **Application for Admission to Educational Administration Program**
(to be submitted via LIVETEXT during Education 681 or 684)

NAME: _____

SSN: _____ STUDENT ID#: _____

ADDRESS: _____

E-MAIL ADDRESS: _____

TELEPHONE #: _____ SEX ___ RACE ___ DATE OF BIRTH: _____

INDICATE PROGRAM:

- _____ ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION
- _____ SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

Are you seeking add-on certification **only**? _____

TEACHING CERTIFICATE #: _____

YEARS TEACHING EXPERIENCE _____

PRESENT PLACE OF EMPLOYMENT: _____ PHONE: _____

ADDRESS: _____

NAME OF SUPERVISOR: _____

Signature of Applicant: _____ Date: _____

(Appendix C)

REQUEST FOR CHANGE/ACTION
South Carolina Department of Education
Division of School Effectiveness – Office of Educator Certification
3700 Forest Drive, Suite 500
Columbia, South Carolina 29204
www.scteachers.org

Directions

- ❖ To initiate action, please complete and submit this form along with support documentation to above address. Not all requests will result in correspondence being sent. Check the Web site for the status of your request.
- ❖ Requests may be submitted by mail, fax (803-734-2873), or hand-delivery. Requests will be process in the order they are received, regardless of the method of submission. Transcripts must be in an official sealed envelope.

SSN _____	Certificate # _____	District Employed _____	
Name _____			
Last	First	MI	Former Name
Address _____			
Street	City	State	Zip
Email _____		Home Ph. () _____	Work Ph. () _____
Are you currently applying for or participating in PACE (alternative certification)? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Please indicate the nature of your request in the area below.

- 1. Evaluate my transcripts for the alternative certification program (PACE) in the subject of _____.
- 2. Evaluate my file for adding the certificate area of _____.
- 3. Evaluate my file for eligibility for the *master's plus 30* credential in the certificate area of _____.
- 4. Add the following certificate area(s) for which *all* requirements have been met: _____.
- 5. Add a one-year extension to my professional certificate for school year _____.
- 6. Renew my professional certificate. All required documentation has been submitted or is enclosed.
- 7. Advance my initial certificate to a professional certificate *prior* to the automatic processing date (June 30). All requirements have been met. (Educators who are eligible to advance to a professional certificate And who wish to wait until the June 30 automatic processing date no not need to submit this request form.)
- 8. Advance my certificate to the *bachelor's plus 18* level. Official graduate transcripts have been submitted.
- 9. Advance my certificate to the Master's degree level. Official graduate transcripts have been submitted.
- 10. Advance my certificate toe the *master's plus 30* level in the area of _____.
- 11. Advance my certificate to the *doctorate degree* level. Official graduate transcripts have been submitted.
- 12. Change my name and/or address, as listed above.
- 13. Add additional year(s) of teaching experience. Verification forms are on file or enclosed.
- 14. Send me an official copy of my current certificate. The \$10.00 fee is enclosed. (check or money order only)
- 15. Approve the following course _____ from _____ for the purpose of _____. A course description is attached.
- 16. Other _____

Signature **Date**

Effective Date of Credential

If the State Department of Education (SDE) receives the educator's request and all required documentation between

- ❖ May 1 and November 1: The change in status, if approved, will be effective July 1 of the same calendar year.
- ❖ November 2 and April 30: If the educator submitted the request within 45 days of fulfilling the requirements, the change in status, if approved, will be effective on the date that all requirements were satisfied.
- ❖ November 2 and April 30. If the educator submitted the request more than 45 days after fulfilling the requirements, the change in status, if approved, will be effective on the date that all information was received by the SDE.

Status of requests can be confirmed from the Educator Certification Web site. An official educator certificate will be provided only when an educator qualifies for their very first South Carolina certificate. All subsequent changes, additons or modifications to a certificate may be confirmed by the educator and a certificate copy printed from the Certification Status page on our secure Web site at www.scteachers.org.



OFFICE OF THE REGISTRAR

Transcript Request Form

(Appendix D)

Student Information

Name _____

Other names used _____

Student ID _____ or Social Security Number _____ - _____ - _____

Date of Birth ____ / ____ / ____

Current Address _____

Home Phone (____) _____

Cell Phone (____) _____

Student's Signature: _____ Date: ____ / ____ / ____

Transcripts will be sent after degree conferred to the South Carolina Department of Education to verify completion of requirements for Teacher Certification and Administration Certification.