

MASTER OF EDUCATION

Nationally Accredited by CAEP (Council for the Accreditation of Educator Preparation)

CSC's Master of Education (MEd) Degree program is nationally accredited by the Council for the Accreditation of Education Programs (CAEP). The MEd degree is designed for individuals holding an initial teaching certificate at either the baccalaureate or master level.

The completion of this degree program will normally entitle recipients to be certified at the professional level for positions in teaching and/or administration. *A degree in teacher education, which included student teaching, is a requirement for Nebraska Certification.*

Mission

The mission of the CSC Educator Preparation program, founded on educating Visionary Leaders, is to prepare graduate level candidates to use current best-practices, and effective pedagogical methods that positively impact PK-12 student learning. Candidates will develop advanced knowledge and skills, as appropriate to their specific program of study, in the area of Curriculum and Instruction (<http://catalog.csc.edu/graduate/program-offerings/med/med-curriculum-instruction/>).

Philosophy

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education program at CSC is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education program act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community, and the education profession at large. Students are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the staff of CSC, and in turn the student (candidate) will serve others after graduation in their role as an educator.

CSC believes the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to participate actively in the learning environment and to process knowledge through methods appropriate to their individual learning styles. CSC's model is based to a great extent on the constructivist theory of learning. Various methods of instruction are planned to be consistent with sound theory and current research findings. Individual faculty members are free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for learning styles are encouraged and responded to through appropriate teaching styles and open communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the subject matter are not diminished in the teaching effort which will produce the greatest positive change.

The Visionary Leader Model

Chadron State College's Education Preparation Program is designed to produce Visionary Leaders. Visionary Leaders inherit our profession's quintessential traditions and tools, and are made aware of the best contemporary educational research and developments. CSC bequeaths a vital educational vision – one that honors both tradition and innovation – to our students.

The visionary leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies, Specialty Studies, and Professional Studies. One circle, *professional studies*, consists of seven learning themes that make up the conceptual framework for the Education program. These learning themes are:

- Communication
- Assessment
- Thinking Skills
- Inclusive Learning Environment
- Methodology
- Professionalism
- Leadership

These seven themes constitute the conceptual framework for the professional preparation programs at CSC. All seven themes are interwoven throughout the professional preparation program curricula.

1. Assessment

Successful candidates will understand both formal and informal strategies to assess the learner's intellectual, social and physical development. The candidate will be able to design and assess learning activities utilizing the data collected from those assessment measures to make instructional and/or curricular decisions to improve student learning.

2. Communication

Successful candidates will demonstrate effective communication skills with all constituents, while respecting diversity and engaging students in the learning enterprise through motivation and constructive learning applications.

3. Inclusive Learning Environments

Successful candidates will develop and maintain a physically inclusive and emotionally safe classroom environment conducive to effective learning, which encourages the voicing of student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.

4. Methodology

Successful candidates will demonstrate the active willingness to model and use skills and knowledge to promote learning activities that are consistent with identified learning objectives, using varied methodological and technology driven modalities. Similarly, candidates are constructing their own beliefs about effective teaching practices.

5. Professionalism

Successful candidates will demonstrate conduct befitting a professional educator, to include the following dispositions:

- regular self-reflection;
- positive ethical behavior;
- respectful attitude;
- proper mode of dress;
- effective classroom management skills;

- appropriate knowledge of subject matter;
- and seeks the opportunity to grow professionally.

6. Thinking Skills

Thinking skills apply to all subjects and to student learning at all levels. Candidates at all levels will recognize and demonstrate activities that elicit critical thought beyond recall and comprehension.

7. Leadership

Successful candidates recognize and demonstrate leadership traits that promote the engagement of individuals in a professional and ethical manner to lead toward common goals.

Student Learning Outcomes

Each set of specific student learning outcomes for each advanced level program is listed under the corresponding program in the following pages.

Moral Character and Safety Concerns

Education is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers and administrators must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves, and for their students. Teachers, administrators, and school counselors are responsible for the education, safety and well being for anyone in their charge. Therefore, the CSC Education Preparation Program is interested in training future teachers and other school professionals who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our College and our program.

With this in mind, should the College discover behavior which, in its reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential for risk to young persons and others in the educational community, the Education Program reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behavior shall be adequate foundation to deny any candidate or potential candidate from participation in any practicum; pre-practicum; teacher, administrator, or counselor internship or similar field experiences; since the interests and safety of the children and young people present in the classroom, schools and other venues where these field experiences take place are paramount.

Problematic behaviors, which the Nebraska Department of Education reasonably determines to render the candidate a risk to the educational community, or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions. Similarly, behaviors which result in a finding by a court or other governmental body that the individual is:

- A mentally ill and dangerous person
- Mentally incompetent to stand trial
- Acquitted of criminal charges because of insanity
- An incapacitated person
- In need of a guardian or conservator, or
- Unable to manage his or her property/affairs due to mental illness, mental deficiency, or chronic use of drugs or chronic intoxication are the kind of behaviors which are likely to disqualify a candidate from participation in practicum experiences and other Department of Education programs.

Nebraska State Department of Education Policy Pertaining to Students with Felony or Misdemeanor Convictions

The Nebraska Department of Education policy requires that a person with felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct shall not be allowed to participate in pre-teacher internship, administrative internship, laboratory and/or classroom field experiences or intern experiences without approval by the Nebraska Board of Education. To comply with this policy, the CSC Education Preparation Program will require each student/candidate to affirm under oath that he/she does not have any convictions in the above-named areas prior to each field experience placement, and to submit proof of a current background check. If a candidate does have any felony or misdemeanor conviction(s), he/she is required to meet with the CSC Certification Officer as soon as possible. Students with questions pertaining to convictions should also contact this Education Preparation Program office.

Certification or Added Endorsement Programs

To be recommended for Teacher Licensure or certification, the student/candidate must have

1. Met all course and credit requirements for endorsement in their specialization field(s)
2. Received departmental approval and recommendation
3. Met all graduation requirements for the appropriate degree or added endorsement program
4. If required for a program or added endorsement, have passed the appropriate Praxis II exam

Education Administration candidates must take the Praxis II examination for school administration (5411 Educational Leadership Administration and Supervision [ELAS]). A candidate seeking an additional endorsement after completing his or her degree program must complete the appropriate course work, and officially notify the Teacher Certification Officer upon completion of the endorsement program/course work requesting the endorsement be posted to the student's official CSC transcript record. The student may then submit a Nebraska Application for Certification to the Nebraska Dept. of Education.

State of Nebraska Teaching Profession: Code of Ethics

CSC Education Program students (at the initial and advanced levels) are required to abide by the Nebraska Teaching Professional Code of Ethics; see: <http://nppc.nol.org/ethics.pdf>. Students not abiding by the principles outlined in the Code of Ethics will not be recommended for teacher or administrative licensure by CSC.

Graduation Without Certification

Not all Master of Education programs lead to Certification. Certification is based on the requirements of Nebraska Department of Education. All teaching or administrative certificates in Nebraska have a minimum requirement that includes completion of an initial Teacher Education program that requires a Student Teaching experience at either the baccalaureate or master level. The Nebraska Department of Education also requires a minimum of 2 years successful teaching experience as

a requisite to earning an administrative certificate. Therefore, graduate candidates seeking a recommendation from the Certification Officer should understand that recommendations will be based on meeting the Nebraska Department of Education requirements for the program in which the candidate is completing. Candidates who do not meet Nebraska certification requirements will use the Master of Education degree as their documentation of program completion and will not receive a recommendation for certification from the CSC Certification Officer.

Program Changes

CSC is a member of the Nebraska Council on Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all candidates majoring in programs leading to an endorsement and/or certification are subject to any program rule changes that may occur while a candidate is enrolled. If a candidate has not completed their program of study within three years following the program change, he/she will be required to adjust his or her program to reflect the required change.

Application for Admission

The following are criteria for acceptance into Graduate Study in the MED program:

1. Application for admission to graduate study must be completed on forms available online on the CSC website.
2. Options for candidates seeking Educational Administration programing who have completed an Education Preparation program (that included a student teaching experience) and resulted in a teaching endorsement:
 - Curriculum/Assessment Supervisor PK-12
 - Principal-Elementary PK-8
 - Principal PK-12
 - Principal-Secondary 7-12
 - Special Education Supervisor Birth-12 (requires candidate to hold a Special Education endorsement)
3. Option for admission for candidates who **have not** completed an Education Preparation program (which includes a student teaching experience) and resulted in a teaching endorsement, must choose the following option:
 - Educational Administration: Non-Certified.
4. Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all Master of Education degree programs at Chadron State College.
5. Students must submit to the CSC Admissions Office an official transcript record of courses completed from the college/university which issued the bachelor's degree, and from any institutions attended there after, if applicable. (In order to be considered an official transcript, it must be sent directly to Chadron State College from the college or university Records/Registrars Office.) Transcripts from Chadron State College need not be submitted.
6. Experience requirements:
 - MED.: School Administrators – 18-24 credits of professional education courses is a prerequisite for admission. The Certification Officer should be consulted to determine whether a satisfactory Core Basic Skills score and courses in Special Education and Human Relations may be required.
 - MED.: School Counseling and Curriculum and Instruction – candidates seeking the School Counseling Endorsement program have two degree pathways in which to choose:
 - If the candidate holds an initial teaching certificate and has a minimum of two (2) years of teaching experience
 - If the candidate does not hold an initial teaching certificate, but holds a degree in another field of counseling.
 - The CSC Certification Officer should be consulted to determine which program pathway is appropriate for you.
7. Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Dean of Graduate Studies may require students to make up any deficiency in preparation by completing specified courses without credit toward the desired degree.
8. A student whose goal is to teach Dual Credit courses at the high school level must complete 18 hours of graduate course work in the desired subject area. Broad field content options will not lead to Dual Credit certification. Speak with Admissions if that is your purpose in seeking this degree.

Acceptances to graduate study, plan of study filing, application for graduate and oral examination are separate and independent steps in the degree program. Students must apply to be approved for each level.

Note: Graduate students must complete at least 24 course credits of graduate course work after being accepted for graduate study.

The Dean of Graduate Studies will examine documents submitted and make one of the following determinations:

- Acceptance: The Dean of Graduate Studies approves the application and the student advances into Graduate Study. If the Dean has areas of concern, those concerns will be stated. Additional coursework or other appropriate requirements may be required.
- Conditional Acceptance: The Dean recognizes certain deficiencies and may require additional coursework, evaluative testing or other appropriate requirements. The student may then advance to Graduate Study on a conditional basis and progress is monitored.
- Non-Acceptance: The Dean of Graduate Studies does not approve the application at this time and the student does not advance into Graduate Study. Reasons for non-approval and possible avenues toward acceptance will be stated.