



# MASTER OF SCIENCE DEGREE IN EDUCATIONAL ADMINISTRATION

## PROGRAM HANDBOOK

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## **Foreword**

Welcome to the Masters of Science Degree in Educational Administration at McDaniel College. We are pleased that you have chosen this field of specialization and hope the Educational Administration program will be both professionally and personally rewarding to you.

This publication has been designed to provide you with more detailed information about the Educational Administration Program as it currently exists. Students should consult both the McDaniel College Graduate Catalog and this Handbook for guidance, information, as well as institution and program policies. Therefore careful reading of both publications and the supplementary materials is necessary. Your individual “program of study” for the Masters Degree in Educational Administration will be developed in a meeting with the academic adviser. That document, not this Handbook, determines your specific coursework and related requirements for successful completion of the degree. You are also expected to be aware of any general Graduate School policies that exist in addition to the Educational Administration program information you obtain.

## **Conceptual Framework**

**The First Principles** have long committed McDaniel College to the development of liberally educated women and men who think critically, creatively, and humanely. In the context of the First Principles, the Education Unit at McDaniel College has established its mission to be:

To prepare  
**knowledgeable, caring, reflective practitioners**  
to  
facilitate learning  
for all students  
in a diverse and technological society

The central themes of *knowledge*, *caring* and *reflection* permeate the programs, activities, assignments, and field experiences offered both on and off campus. In addressing the mission and its guiding themes, the education unit has identified six outcomes, which it seeks to develop in its graduates. McDaniel College seeks to prepare graduates who exhibit the ability to:

1. Demonstrate the content knowledge and skills necessary to ensure that ALL students, clients, and colleagues learn.
2. Create learning environments for diverse learners.
3. Exhibit the values, attitudes, and behaviors required of an educational professional.
4. Reflect on his/her practice and commit to continued professional growth.
5. Communicate effectively in order to facilitate learning.
6. Demonstrate and promote the strategic use of technology to enhance learning.

The education unit provides the instruction and opportunities for candidates to achieve these outcomes and uses data to the degree to which these outcomes are met to continuously improve its program.

## **Diversity**

The Education Department at McDaniel College defines diversity as it impacts teaching and learning as “differences, or variety, among groups of people based on a range and combination of backgrounds and histories related to ethnicity, race, gender, language, socioeconomic status, sexual orientation, disability, geographical area, religious background, and exceptionalities in learning.” The Educational Administration Program is committed to addressing diversity in curriculum, instruction, assessment, and interpersonal relations.

## **I. McDaniel College's Master of Science Program in Educational Administration**

McDaniel College's Master of Science Program in Educational Administration, aligned with the Educational Leadership Constituent Council (ELCC) Standards which incorporates the Interstate School Leaders Licensure Consortium (ISLLC) Standards, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education. The program embraces the Maryland Instructional Leadership Framework and is designed to provide students/candidates with opportunities to study and apply theories, standards, and practices in educational administration and to prepare them for leadership positions in public and private schools and schools for special populations.

The program in Educational Administration instills the theories and practices of the discipline while providing multiple paths for certification and career change. In this program, students will interact with students preparing for positions in public schools, private schools, or schools for special populations, as well as with those progressing toward jobs in higher education administration. Clearly aligned with state licensing recommendations and recommended highly by educators in the field, the McDaniel College program offers not just an M.S. degree, but a chance for the knowledge and preparation that are the hallmarks of an outstanding administrator.

Maryland certification as an Administrator I (assistant principal or supervisor) and Pennsylvania certification as a K-12 principal require completion of an administrative internship in addition to the master's degree. Maryland certification as an Administrator II (principal) requires the Administrator I Certificate and evidence of a qualifying score on the School Leader Licensure Assessment (SLLA). Pennsylvania certification as a K-12 Principal requires evidence of a qualifying score on the Praxis Test #10410 Educational Leadership (Administration and Supervision).

### **Other Program Features**

- Courses leading to certification in Maryland as Administrator I (assistant principal or supervisor) or Administrator II (principal), as well as to certification options in Pennsylvania.
- A standards-based portfolio process clearly aligned with Educational Leadership Constituent Council (ELCC) standards and the School Leaders' Licensure Assessment (SLLA) required by the Maryland State Department of Education (MSDE).
- A flexible design which may be modified for those wishing to pursue higher education administration.
- An excellent reputation among graduates and their employers in the field.
- A schedule convenient for students employed full-time. All courses are offered in the fall, spring, and summer.
- A rigorous learning experience on a campus that, while quite diverse, is small enough to allow for close learning relationships.

## **Entrance Requirements (Initial Admission)**

In order to begin taking classes, students must:

- submit an Application for Graduate Study with the nonrefundable application fee;
- submit an official transcript verifying completion of a bachelor's degree (minimum of 3.00 GPA\*) from an accredited college or university;
- meet with the academic adviser to review the Educational Administration Handbook and develop a program plan (Appendix A).

*\*Student not meeting this criterion may be admitted to the program on a conditional basis. Full acceptance status will be reviewed after the student has completed nine credits in the program.*

## **Full Acceptance**

In order to be fully accepted into the program, students must:

- complete ADM 501, ADM 502, and ADM 504 as their first three courses with a GPA of 3.00 and develop an Initial Portfolio with performance artifacts of ELCC Standards as assigned in the first three courses;
- submit three letters of reference;
- meet with the academic adviser to review program progress;
- display the personal qualities that are consistent with the dispositions outlined in the McDaniel College Conceptual Framework Outcome 3: Professional Dispositions.

The Educational Administration Program includes a variety of educational activities which permit faculty and/or internship supervisors to continue to assess the student's suitability for serving as an educational leader. Removal from the Educational Administration Program and the college may be for a variety of reasons such as academic reasons, from failure to observe McDaniel College's Honor Code, from unethical or unprofessional conduct, from unsuitability for one's field of study, or failure to meet program requirements. Suitability for the program is measured by the student's ability to appropriately demonstrate the professional dispositions required of an educational leader as listed in the Conceptual Framework Outcome 3: Professional Dispositions.

Students failing to meet the expectations of the Educational Administration Program may be placed on "probation" and required to meet with the Program Coordinator to discuss continued enrollment in the program. At the end of each semester, faculty is asked to submit the names of any students that they believe are experiencing difficulties in any area of the Professional Dispositions (see pages 14 & 15). This information and/or other documentation can lead to the student being placed on "probation" by the Coordinator. The Coordinator may decide to defer or reject full acceptance into the program, on the basis of the probation status. The Coordinator may also decide to deny course registration on the basis of this classification. Students placed on probation are counseled by the adviser and Coordinator to

identify how to rectify the situation or explore with the student other career options open to them if dismissal from the program is warranted.

### **Courses (34-credits)**

For the M.S. Degree in Educational Administration, the following three-credit graduate courses are required:

**Concentration:** ADM 501, ADM 502, ADM 504, ADM 505, ADM 516\*

**Education:** CUR 501, CUR 509, EDU 550

**Synthesis:** BUA 527, PSI 527, CED 508

**Capstone, Developmental Portfolio Review:** ADM 550 (1-credit)

*\*All other courses in this program are prerequisites to this course.*

### **Developmental Portfolio Review**

The final requirement for the Master's Degree of Science in Educational Administration is the satisfactory completion of the Developmental Portfolio Review (DPR). The DPR consists of three components which are: the composition of a written paper, the presentation of the revisions to their portfolio, and participation in an exit interview. In order to prepare for this experience, students enrolled in ADM 550 will be required to attend three classes during which time the details of the three components of DPR will be explained and practiced. Additional information about the DPR follows.

**Written paper:** Students are asked to compose a written response that focuses on their vision and how they will develop, articulate, implement and steward a vision that involves the entire school community.

On the day of the portfolio review, students will have an hour to construct the written response. The materials and notes that students use to prepare may not be used during the actual construction of the paper.

**Portfolio Revision:** In a pre-matriculation course, ADM 502, The Role of the Principal, students completed a leadership portfolio which was designed around the ELCC Standards. Now students must reflect upon each component of their portfolio and make revisions based on what was learned during the program and through real-life experiences. Students will be given 15 minutes to explain to a panel of instructors the changes that were made.

**Interview:** The panel of instructors will conduct an interview with students for a position as an administrator. There are two primary purposes for this interview. First, it will provide students with the opportunity to practice for an administrative interview in the "real world." Second, it will require that students revisit the ELCC Standards and synthesize what was learned in the program. The questions used during the interview are drawn from each of the ELCC Standards.

## **Internship (4-credits)**

The administrative internship (ADM 552) at McDaniel College is designed to complement in-class performance activities by providing students with opportunities to demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide students with substantial responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents, and community leaders. The internship is the process and product that results from applying the knowledge and skills described in the ELCC Standards, which incorporates the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC). Since the internship is designed to provide students with the opportunity to apply, in a practical setting, the knowledge acquired in the academic classroom, students must meet certain prerequisites before registering for the administrative internship. Students are expected to complete all courses required in their program plan before registering for the Internship in Educational Administration. In situations where students have transferred credits for courses, all supporting documentation must be received by the Graduate Records Office before registering for the internship.

### **Administrative Internship “Quick Facts”**

#### **Qualifications**

- Students must have completed “all” coursework prior to registering for the internship.
- Students must have completed at least 3 courses at McDaniel College.
- The internship is 4 graduate credits.

#### **Deadlines**

- Internship registration is accepted for a fall or spring semester.
- For a fall semester internship registration begins July 1<sup>st</sup> and ends September 1<sup>st</sup>.
- For a spring semester internship registration begins on December 1<sup>st</sup> and ends on February 1<sup>st</sup>.

#### **Internship Facts**

- The internship consists of 6 required activities and a minimum of 6 standards-based objectives that are referenced to the ELCC Standards in a general way.
- Students have one calendar year from the date on their approval letters to complete the internship.
- At the end of the first semester, students not finished with the internship will be assigned a grade of (IP). That grade will remain until the internship is completed at which time one of the following grades will be assigned.
- In cases where the internship is not completed in the allotted time, the grade for the internship is (F).

### **Preliminary Steps**

- Student submits an internship proposal containing at least 6 standards-based objectives to the Coordinator of Administrative Interns for review and approval.
- The on-site supervisor (usually the principal) notifies the Coordinator of Administrative Interns of his/her approval of the internship proposal and indicates a willingness to serve as the on-site supervisor.
- The Coordinator of Administrative Interns notifies the student and the on-site supervisor that the internship plan is approved and notifies them who will serve as the College Supervisor for the student.
- At this point the student is approved to begin documenting hours for the internship.

### **College Supervisor**

- The student's folder is forwarded to the college supervisor. The folder contains the internship proposal, approval from the on-site supervisor, copies of the letters sent to the student and the on-site supervisor, rubric booklet, and the internship checklist.
- The college supervisor will contact the student to obtain directions to the school (if needed) and to schedule a time to visit the intern to discuss the internship and to meet with the on-site supervisor.
- At the meeting with the student, the college supervisor will go over the requirements of the internship, establish a pattern of future communication, and to answer questions that may arise.
- At the meeting with the on-site supervisor, the college supervisor will thank the principal for his/her support, encourage the principal to enrich the student's internship with additional opportunities for growth, and to request that the evaluation of the internship be completed at the end of the internship.
- The college supervisor will encourage the student to submit completed requirements in a timely fashion.
- The college supervisor will maintain contact (e-mail or phone) with the student as needed to keep the person working to complete the internship.
- The college supervisor will make a second visit to the student's school at the conclusion of the internship to evaluate the work done by the student, and to meet with the on-site supervisor to collect his/her evaluation and to discuss the student's work.
- Additional visits to the student's school are encouraged but not required.
- At the conclusion of the internship the college supervisor will complete the evaluation form and forward that document plus the following to the Coordinator of Administrative Interns: copies of the letters sent to the student and the on-site supervisor, copy of the evaluation report completed by the student, and a copy of the evaluation report completed by the on-site supervisor.

### **Internship Requirements**

- Students are required to document 180 hours of internship activities using the template for the weekly log contained in the internship documents.
- Students who are already in an administrative position will be required to maintain weekly logs for 14 weeks to meet the time requirement. The weekly log will highlight administrative accomplishments, indicate work completed on internship objectives as well as required activities, and contain a reflection on the week's activities.
- Students will complete the 6 requirements outlined in the internship as well as document the effort made toward accomplishing the standards-based objectives.
- Students will be required to create an internship portfolio containing documentation supporting the completion of internship. At a minimum the portfolio will contain the following sections: log, required activities, standards-based objectives, and a section for miscellaneous documents.
- Rubrics and anchor papers are provided to clarify the components of the internship requirements. These are located on the college blackboard.
- Students enrolled in the internship are required to attend one meeting of interns during their first semester of enrollment. Missed meetings must be made up before a grade will be issued for the internship.
- The first meeting, held early in the semester, brings all interns together for a meeting at the College.
- All students receive notification of the meeting from the Coordinator of Administrative Interns.

### **II. Certification Only Program (Maryland)**

In Maryland, teachers who already possess a Master's Degree can qualify for the Administrator I certificate by satisfactorily completing 5 required courses and the internship. The required courses are ADM 501, ADM 504, ADM 505, CUR 509, PSI 527, and the internship, ADM 552.

### **Non-Degree Certification Entrance Requirements**

In order to begin taking classes for certification purposes, students must:

- submit an Application for Graduate Study with the nonrefundable application fee;
- submit official transcripts verifying completion of a Bachelor's Degree and a Master's Degree from accredited colleges or universities;
- develop a program plan (Appendix B) in consultation with the academic adviser.

### **Non-Degree Certification Information**

The Maryland State Department of Education permits county school system human resources officials to award credit for completing any or all of the requirements for certification by completing a credit evaluation of a student's graduate level transcripts. Students who register for the non-degree administration certification program are required to provide a copy of the credit evaluation to the program adviser when meeting to develop the program plan.

Students seeking administrative certification and already possessing a Master's Degree are required to take a minimum of 3 graduate level courses at McDaniel College before being permitted to enroll in ADM 552 (Internship in Educational Administration).

McDaniel College's Educational Administration Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and was awarded "Nationally Recognized" status by the Educational Leadership Constituent Council (ELCC). In order to achieve this level of approval it is necessary for the administrative courses and the internship to be closely aligned to the ELCC Standards which incorporate the Interstate School Leaders Licensure Consortium (ISLLC) Standards. As a result it is necessary for students to be well grounded in the knowledge, skills, and dispositions of the ELCC Standards, ISLLC Standards, and the Maryland Instructional Leadership Framework.

After all courses are completed, students will process the paperwork to obtain the Maryland Administrator I certificate by presenting an official transcript and the optional credit evaluation form to their county school system human resources personnel.

### **III. Certification Only Program (Pennsylvania)**

In Pennsylvania, teachers who already possess a Master's Degree can qualify for the K – 12 Principal's Certificate by satisfactorily completing a certification program of 7 required courses and the internship. The required courses are ADM 501, ADM 504, ADM 505, CUR 509, CED 508, BUA 527, PSI 527, and the internship ADM 552. Excluding the internship, students can only transfer one course into the Pennsylvania Certification Program.

#### **Non-Degree Certification Entrance Requirements**

In order to begin taking classes for certification purposes, students must:

- submit an Application for Graduate Study with the nonrefundable application fee;
- submit official transcripts verifying completion of a Bachelor's Degree and a Master's Degree from accredited colleges or universities;
- develop a program plan (Appendix C) in consultation with the academic adviser.

The Pennsylvania Department of Education (PDE) requires administrative students who have completed their coursework at an out-of-state institution (McDaniel College) to submit a signed PDE 338A with their application for certification. McDaniel College officials will sign that PDE form for students who have completed the PA certification program. Students are required to take a minimum of 6 of the 7 required graduate level courses at McDaniel College before being permitted to enroll in ADM 552 (Internship in Educational Administration). The 7 required courses and the internship are closely aligned to the standards required by the PDE.

In addition, candidates for Pennsylvania K – 12 Principal's Certificate must score at or above the cut score of 580 on the Educational Leadership: Administration & Supervision test (10410) to be eligible for the certificate.

## **Course Descriptions**

### **ADM 501 Introduction to Educational Administration**

***3 credits***

#### ***Required for Full Acceptance***

Leadership and its impact on organizational structure, behavior, and student achievement will be examined in the context of today's schools. The course will provide students with the opportunity to explore leadership theories, organizational theories, and principles of motivation, communication systems, the future-focused strategic thinking process, decision making principles and leadership of the change process. Students will be expected to apply theoretical knowledge and research-based models to specific school leadership situations. A special focus will be placed on student development of a solid initial understanding and application of all of the Educational Leadership Constituent Council (ELCC) Standards. This course will provide students with a strong foundation for their development as student-centered, future-focused, data informed, and standards based 21st Century Educational Leaders.

### **ADM 502 The Role of the Principal**

***3 credits***

#### ***Required for Full Acceptance***

The course provides an overview of the role and responsibilities of the school principal as related to the Educational Leadership Constituent Council (ELCC) Standards. Understanding is developed of how to provide leadership to establish a professional learning community with a staff that collaborates to impact student achievement. Areas addressed include the change process and how it is sustained through communication and collaboration; the school culture and how change is embedded into the culture; how principals support growth and develop leadership capacity; the role of parents and the school community; and the power of mission, vision, values, and goals. Students develop an initial leadership portfolio.

### **ADM 504 Supervision and Evaluation of School Personnel**

***3 credits***

#### ***Required for Full Acceptance***

This course presents a study of evolving supervision and evaluation practices that nurture, develop, and sustain the educational vision of what schools can and should be. Emphasis is placed on supervisory practices that enhance reflection about teaching and learning, teacher evaluation, and staff development. Learners will investigate supervisory strategies necessary to successfully lead schools through restructuring and change. There is a special focus on the Educational Leadership Constituent Council (ELCC) Standards as they apply to school leadership.

### **ADM 505 School Leadership in the Twenty-first Century**

**3 credits**

***Prerequisites: ADM 501, ADM 502, ADM 504***

Designed for present and future administrators, this course addresses current topics and issues effective administrators must address regularly and well. Topics include establishing and maintaining a safe learning environment; developing effective communication skills; addressing health and family issues; finding, analyzing, and using school data available through current technologies; being a change agent; and leading a staff toward a shared vision and empowerment. Educational Leadership Constituent Council (ELCC) Standards are addressed.

### **ADM 516 Case Studies in Educational Administration**

**3 credits**

***Prerequisites: Completion of all other required courses in the program***

Analysis of case studies and current educational administration issues are the focus of this course. In a seminar mode, students examine issues and cases and propose appropriate administrative responses and evaluate the probable effects of their responses. The cases relate to all of the Educational Leadership Constituent Council (ELCC) Standards.

### **ADM 550 Developmental Portfolio Review**

**1 credit**

***Completion of all required courses in the program. Students may enroll in this course while completing ADM 516.***

The capstone experience is composed of 3 components which are connected to all of the Educational Leadership Constituent Council (ELCC) Standards. The components consist of a written paper that focuses on key aspects of leadership such as vision, an interview, and a revision of the initial portfolio that was developed in ADM 502. It is required that students attend 3 class sessions to prepare for the capstone.

## **EDUCATION**

### **CUR 501 Curriculum Trends and Issues**

**3 credits**

Students analyze significant issues impacting curricular decisions, trace their historical development, and predict likely futures. Issues include conflict within and between learning theory, educational philosophies, and the content disciplines and the issues surrounding societal expectations and educational policy formation.

### **CUR 509 Monitoring and Aligning Curriculum, Instruction and Assessment**

**3 credits**

This course engages learners in evaluating and developing a comprehensive, valid and reliable assessment system to monitor student progress towards long term curricular outcomes and standards. Participants use selected response, essay/brief constructed response, performance and personal communications methods to design strategies that facilitate and assess student learning. Emphasis is placed on needs assessment including analysis of

available data, collection and integration of formative and summative data and engagement of stakeholders, including students, in planning and decision making.

### **EDU 550 Introduction to Research Methodology**

#### ***3 credits***

This course is directed toward an understanding of how research is conducted and includes the study of quantitative and qualitative strategies and their appropriate use. Reviews appropriate statistical tools and their use in data collection and interpretation.

## **SYNTHESIS**

### **BUA 527 Economics and Financing of Education**

#### ***3 credits***

A study of the conceptual and legal bases for the financing of education through various alternative models. Also included are budgeting issues of cost effectiveness, maintenance of facilities, auxiliary services, issues of diversity and finance, principles of school financial accounting, and applicable ELCC Standards as assigned.

### **PSI 527 School Law**

#### ***3 credits***

A study of school administration from the legal point of view; principles of law and their applications described in legal theory. Attention is given to legal powers and duties. Supreme Court and other appellate cases are examined. (Educational Administration students will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

### **CED 508 Group Dynamics**

#### ***3 credits***

An overview of major group theories, knowledge of group process, and an understanding of the relationship between group goals and group process. The course develops group participant, observer, and facilitator skills. Group leadership, theoretical approaches to working with groups, and the application and integration of group dynamic concepts within various organizations are developed. (Educational Administration students will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

## **POST DEGREE**

### **ADM 552 Internship in Educational Administration**

#### ***4 credits***

#### ***Internship Coordinator's consent required***

One hundred eighty hours of specified performance-based field experience congruent with the Educational Leadership Constituent Council (ELCC) Standards. A plan must be approved by the Coordinator of Administrative Internships and completed under the dual supervision of an on-site and College supervisor. An internship portfolio is required.

## INSTRUCTOR CONCERN FORM (Professional Dispositions Reporting)

The purpose of this form is to improve the quality of the Educational Administration program by identifying those students who are having difficulties in the area of Conceptual Framework Outcome 3: Professional Dispositions. This process is designed to address issues that are often separate from academic performance. It is expected that when an instructor identifies a concern, that concern is shared with the student in a timely manner, and before this form is submitted.

The following is a guide for the professional dispositions and possible indicators to which instructors can use as a means to begin documentation and discussion with the student.

Professional Dispositions	General Indicators
1. Commitment to Educational Administration	Demonstrates and articulates an interest in and a commitment to the field of Educational Administration.
2. Responsibility	Keeps appointments, and adheres to policies and deadlines. Meets attendance requirements and is prepared for class. Initiates contact with instructor if problems arise.
3. Overall Enthusiasm	Fully engages in the learning process. Demonstrates a strong desire to become a member of the profession.
4. Maturity and Professional Demeanor	Personal issues do not interfere with the candidate's performance in a professional environment. Accepts any limitations as opportunities for growth.
5. Interpersonal Skills	Relates well with others. Models tact, sensitivity, respect, and acceptance of others. Communicates directly and listens well.
6. Professionalism and Professional Judgment	Demonstrates and models appropriate appearance, behavior, and attitude when interacting with class members, community members, and professors.
7. Group Participation	Collaborates well with others and contributes to group performance. Understands different styles of leadership and communication. Collective emphasis.
8. Reflective Practitioner	Seeks and accepts feedback and incorporates suggestions into practice. Is able to reflect, analyze, and interpret information to promote self-awareness and growth.
9. Ethical Conduct	Shows integrity and demonstrates ethical conduct as determined by the professional code of ethics (e.g. ELCC, ISLLC)

This form is to be used for all Educational Administration classes and/or all other courses required for degree and certification.

Instructors are to turn in one form for each course they are teaching. Please check the appropriate box below, sign and date and turn it into the Program Coordinator. Student names and concerns are on the back of this form.

- I have no professional disposition concerns about any student
- Student names and professional disposition concerns are noted on the back of this form.

Course #: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Course #: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- |   |  |
|---|--|
| 1. Commitment to Educational Administration | 6. Professionalism and Professional Judgment |
| 2. Responsibility                           | 7. Group Participation                       |
| 3. Overall Enthusiasm                       | 8. Reflective Practitioner                   |
| 4. Maturity and Professional Demeanor       | 9. Ethical Conduct                           |
| 5. Interpersonal Skills                     |  |

Student Name: \_\_\_\_\_

Disposition Concern: 1    2    3    4    5    6    7    8    9

Description of Concerns: \_\_\_\_\_

Discussed with student (Date) \_\_\_\_\_

Student Name: \_\_\_\_\_

Disposition Concern: 1    2    3    4    5    6    7    8    9

Description of Concerns: \_\_\_\_\_

Discussed with student (Date) \_\_\_\_\_

Student Name: \_\_\_\_\_

Disposition Concern: 1    2    3    4    5    6    7    8    9

Description of Concerns: \_\_\_\_\_

Discussed with student (Date) \_\_\_\_\_

**McDANIEL COLLEGE**  
**Westminster, MD 21157**

I have received a copy of the EDUCATIONAL ADMINISTRATION HANDBOOK and understand that I am responsible for familiarizing myself with all Educational Administration Program and Graduate and Professional Studies Policies.

I also understand that my acceptance into and continuance in the program is contingent upon being fully accepted into the program, completing all program requirements in a proficient or exemplary fashion, and meeting all expectations for suitability as an educational leader for the 21<sup>st</sup> century.

I understand that my program plan of study will reflect the most current requirements at the time of my full acceptance into the program.

NAME: \_\_\_\_\_  
(please print)

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

*Give student a copy of this signed form and place original in student's file.*

**APPENDIX A**

THE MARYLAND STATE DEPARTMENT OF EDUCATION APPROVED PROGRAM  
LEADING TO THE M.S. DEGREE IN EDUCATIONAL ADMINISTRATION  
AND THE MARYLAND ADMINISTRATOR I CERTIFICATE

Name \_\_\_\_\_

Date \_\_\_\_\_

Student I.D. \_\_\_\_\_

Phone # \_\_\_\_\_

**McDaniel College  
Educational Administration Program**

*Degree Status*

Bachelor's \_\_\_\_\_

Master's \_\_\_\_\_

*Certification Status*

Elementary \_\_\_\_\_

Secondary \_\_\_\_\_

*Desired Program*

M.S. Only \_\_\_\_\_

M.S. & Certification \_\_\_\_\_

**GRADUATE PROGRAM PLAN**

<i>Concentration Area</i>	<i>Education</i>	<i>Synthesis</i>
ADM 501 Introduction to Educational Administration ADM 502 The Role of the Principal ADM 504 Supervision and Evaluation of School Personnel  Initial Portfolio Review Date _____  ADM 505 School Leadership in the Twenty-first Century *ADM 516 Case Studies in Educational Administration  ADM:552 Internship in Educational Administration Only after completion of the above degree requirements	CUR 501 Curriculum Trends and Issues CUR 509 Monitoring and Aligning Curriculum, Instruction, and Assessment EDU 550 Research Methodology	BUA 527 Economics and Financing of Education PSI 527 School Law CED 508 Group Dynamics  ADM 550 Developmental Portfolio Review (1 Credit) Date _____

\*All other courses in this program are prerequisites to Case Studies

**TRANSFER CREDITS**

<i>For Degree</i>			
College	Year	Number	Course Title

<b><i>Matriculation</i></b>
___ Transcripts
___ GPA
___ 3 References
___ 9 Credits of satisfactory required course work (ADM 501, ADM 502, ADM 504)
___ Initial Portfolio Review

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

**APPENDIX A**

THE NCATE APPROVED PROGRAM  
LEADING TO THE M.S. DEGREE IN EDUCATIONAL ADMINISTRATION  
AND THE PENNSYLVANIA (K – 12) PRINCIPAL’S I CERTIFICATE

Name \_\_\_\_\_

Date \_\_\_\_\_

Student I.D. \_\_\_\_\_

Phone # \_\_\_\_\_

**McDaniel College  
Educational Administration Program**

*Degree Status*  
Bachelor’s \_\_\_\_\_  
Master’s \_\_\_\_\_

*Certification Status*  
Elementary \_\_\_\_\_  
Secondary \_\_\_\_\_

*Desired Program*  
M.S. Only \_\_\_\_\_  
M.S & Certification \_\_\_\_\_

**GRADUATE PROGRAM PLAN**

<i>Concentration Area</i>	<i>Education</i>	<i>Synthesis</i>
ADM 501 Introduction to Educational Administration ADM 502 The Role of the Principal ADM 504 Supervision and Evaluation of School Personnel  Initial Portfolio Review Date _____	CUR 501 Curriculum Trends and Issues CUR 509 Monitoring and Aligning Curriculum, Instruction, and Assessment EDU 550 Research Methodology	BUA 527 Economics and Financing of Education PSI 527 School Law CED 508 Group Dynamics  ADM: Developmental Portfolio Review (1 Credit) Date _____
ADM 505 School Leadership in the Twenty-first Century *ADM 516 Case Studies in Educational Administration		
ADM 552 Internship in Educational Administration Only after completion of the above degree requirements		

\*All other courses in this program are prerequisites to Case Studies

**TRANSFER CREDITS**

<i>For Degree</i>			
College	Year	Number	Course Title

<b><i>Matriculation</i></b>
___ Transcripts
___ GPA _____
___ 3 References
___ 9 Credits of satisfactory required course work (ADM 501, ADM 502, ADM 504)
___ Initial Portfolio Review

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

**McDANIEL COLLEGE  
SPECIAL STUDENT GRADUATE PLAN**

**MARYLAND CREDIT COUNT ADMINISTRATOR I CERTIFICATION REQUIREMENTS  
(Post-Master's degree)**

NAME \_\_\_\_\_ HOME PHONE \_\_\_\_\_  
 SOCIAL SECURITY # \_\_\_\_\_ E-MAIL \_\_\_\_\_  
 APPLICATION DATE \_\_\_\_\_ ADDRESS \_\_\_\_\_

**APPLICATION PROCESS:**

Application for Graduate Study \_\_\_\_\_ Official GRADUATE Transcript \_\_\_\_\_ Current Valid Teaching Certificate \_\_\_\_\_

**PROGRAM OF STUDY:**

- ADM 501 Introduction to Educational Administration
- ADM 504 Supervision & Evaluation of School Personnel
- ADM 505 School Leadership in the Twenty-first Century
- CUR 509 Monitoring and Aligning Curriculum, Instruction, and Assessment
- PSI 527 School Law

**Enrollment permitted only after previous courses are completed:**

- ADM 552 Internship in Educational Administration

**Acknowledgement of Graduate Credit Toward K – 12 Principal Certification: (Effective August 2007)**

Certification is the domain of the Maryland State Department of Education so courses taken at other higher education institutions are subject to approval by certification personnel in either the MSDE Certification Office or in the local school system Human Resources Office. In order for McDaniel College to permit registration and completion of the required Internship/Practicum, candidates must show evidence of the completion of courses in each of the following areas with a minimum of three completed through McDaniel College.

- School Leadership, Management, and Administration ADM 501; ADM 505
- Development, Observation, and Evaluation of Staff ADM 504
- Curriculum, Instruction, and Assessment CUR 509
- Legal Issues and Ethical Decision-Making PSI 527

McDaniel College will accept submission of official transcripts from other institutions of higher education and/or the Maryland State Department of Education Administrator I and II Evaluation for Certification Form as evidence of course completion.

Institution (IHE)	Course	Equivalent	Hours	Semester
_____	_____	_____	_____	_____

**Advisor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*White copy: Campus*

*Yellow copy: Student*

*Pink copy: Advisor*

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**McDANIEL COLLEGE  
SPECIAL STUDENT GRADUATE PLAN**

**PENNSYLVANIA CREDIT COUNT K – 12 PRINCIPAL CERTIFICATION REQUIREMENTS  
(Post-Master’s degree)**

NAME \_\_\_\_\_ HOME PHONE \_\_\_\_\_  
 SOCIAL SECURITY # \_\_\_\_\_ E-MAIL \_\_\_\_\_  
 APPLICATION DATE \_\_\_\_\_ ADDRESS \_\_\_\_\_

**APPLICATION PROCESS:**

Application for Graduate Study \_\_\_\_\_ Official UNDERGRADUATE Transcript \_\_\_\_\_ Official GRADUATE Transcript \_\_\_\_\_

**PROGRAM OF STUDY:**

- ADM 501 Introduction to Educational Administration
- ADM 504 Supervision & Evaluation of School Personnel
- ADM 505 School Leadership in the Twenty-first Century
- CUR 509 Monitoring and Aligning Curriculum, Instruction, and Assessment
- PSI 527 School Law
- BUA 527 School Finance
- CED 508 Group Dynamics

**Enrollment permitted only after previous courses are completed:**

- ADM 552 Internship in Educational Administration

**PRAXIS:**

Students must achieve a qualifying score of at least 580 on the PRAXIS Test # 10410 Educational Leadership: Administration and Supervision.

**Acknowledgement of Graduate Credit Toward K – 12 Principal Certification: (Effective August 2008)**

Certification is the domain of the Pennsylvania Department of Education so courses taken at other higher education institutions are subject to approval by certification personnel in the PDE Certification Office. In order for McDaniel College to sign your PDE 338 form indicating you have completed the state-approved certification plan, candidates must show evidence of the completion of the above courses, with a minimum of six of the courses and the internship completed at McDaniel College.

McDaniel College will accept submission of official transcripts from other institutions of higher education as evidence of course completion.

Institution (IHE)	Course	Equivalent	Hours	Semester
_____	_____	_____	_____	_____

**Advisor’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*White copy: Campus*

*Yellow copy: Student*

*Pink copy: Advisor*

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