

HANDBOOK FOR
GRADUATE STUDIES
IN
EDUCATION



*Developing Reflective Stewards:
Educating the Hearts and Minds and
Providing Experiential Service*

Handbook Revised in December 2008

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GRADUATE STUDIES IN EDUCATION

SCOPE AND PURPOSE

In keeping with the stated philosophy of Our Lady of Holy Cross College, the Graduate Program in Education seeks to provide opportunities for intellectual, psychological, and spiritual growth and to foster within students those qualities which enable individual contribution within a pluralistic society. The Catholic heritage of the College and Christian understanding of service are integral to the philosophy of the Graduate Program.

The Graduate Education Program is specifically designed to enhance students' knowledge, skills, and dispositions in the field of educational leadership. Success in the Graduate Program is based not only on completing the required coursework but also on demonstrating knowledge, skills, and dispositions appropriate for the profession. Whether they become district, school, or teacher leaders, graduates of Our Lady of Holy Cross College's Graduate Education Program promote holistic development of each individual and the spirit of justice, which brings social equity and global harmony.

PHILOSOPHY AND CONCEPTUAL FRAMEWORK OF THE GRADUATE PROGRAM

The Graduate Education Program incorporates the College's philosophy and mission into its own statement of philosophy and conceptual framework. The philosophy of the program is to nurture students into self-developing, competent professionals who can contribute to their community both personally and professionally. To carry out this philosophy, the program emphasizes the whole person's development in areas of cognitive, intrapersonal, and interpersonal skills to live responsibly, respect individuality, and seek truth and peace, and foster justice in society. The philosophy of the whole person's development is stressed in the Education Department's Conceptual Framework which is "Developing Reflective Stewards: Educating the Mind and Heart and Providing Experiential Service." The Graduate Education Programs implements its philosophy and conceptual framework through objectives that focus on improving candidates' knowledge, skills, and dispositions.

PROGRAM OBJECTIVES

- A. The Program prepares candidates from diverse backgrounds to become responsible professionals capable of delivering effective services in educational settings.
 1. To recruit, maintain, and matriculate culturally diverse candidates who have professional goals that can be met in education occupations and who demonstrate the potential to contribute to their chosen field.
 2. To provide a curriculum that meets the requirements of state and national accrediting standards.

3. To provide candidates opportunities to apply theories to practice and to develop professionally through supervised job-embedded experiences in a variety of educational settings.
 4. To individually monitor candidates throughout their academic program to promote both personal and professional development.
 5. To foster candidates' identification as a professional through membership in professional associations and to encourage life-long learning by instilling awareness of continuing education needs and opportunities.
- B. The Program prepares candidates to become discerning consumers of research and to apply appropriate methodology in the pursuit of graduate level research.
1. To support candidates in scholarly research through academic resources and faculty mentoring.
 2. To provide candidates opportunities through research to apply their knowledge and skills.
- C. The Program prepares candidates to become responsible professionals capable of contributing service in local, state, and national settings.
1. To meet local education needs by providing well prepared school leaders and curriculum specialists.
 2. To promote seminars bringing nationally known professionals to encourage the continuing education of professionals in the metropolitan area of New Orleans.

STUDENT OUTCOMES OF THE GRADUATE PROGRAM IN EDUCATION

Upon successful completion of the Graduate Program in Education, graduates should be able to:

- Practice professional teaching and educational administration skills within the scope of a multicultural and changing society.
- Synthesize theoretical and empirical knowledge in the field of education.
- Demonstrate the ability to engage in critical thinking, decision-making, and independent judgment.
- Conduct and evaluate research in education and its related disciplines for its applicability to educational theory and practice.
- Practice leadership skills in collaboration with members of the education profession.
- Evaluate the impact of educational theory and practice as it relates to assisting the student in achieving the optimal level of learning.

- Demonstrate the advocacy role within the department's conceptual framework for the uniqueness, dignity, and worth of the students and others.
- Accept individual responsibility and accountability for personal and professional growth, decisions, actions, and their outcomes.
- Formulate strategies for the improvement of learning.
- Contribute to effecting change in the educational profession through actions as a professional teacher and school leader.
- Succeed in obtaining professional licensure certification.

NATURE OF GRADUATE WORK

Candidates are expected to demonstrate knowledge, skills, and dispositions appropriate to their respective professions. Throughout the Program, candidates experience academic rigor through learning assessments such as reflective writing, authentic and alternative measures, traditional tests, research-driven decision making, and a mandatory comprehensive examination. Graduate candidates are expected to assume responsibility in pursuing life-long learning that will best meet their professional needs.

DEGREE OFFERED

The Louisiana State Department of Education has approved the College's offering of a Master of Education in Educational Leadership.

Master of Education (M.Ed.): Educational Leadership

ADMISSIONS AND REQUIREMENTS

GRADUATE ADMISSIONS

In accordance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the Graduate Program accepts applications for admission from students without regard to ethnicity, race, creed, color, sex, age, disability status, or national origin.

ADMISSION PROCEDURES TO THE COLLEGE

Applicants must first be admitted to the College. To be considered for admission to the College, applicants must submit the following:

1. A completed official graduate application form,
2. **Official transcripts** for all prior undergraduate and graduate coursework, (Transcripts must be sent directly to the Office of Enrollment Services from each institution attended which must indicate completion of a minimum of a

baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university.)

3. Aptitude scores from the Miller's Analogy Test (MAT), and (Individuals who have completed a Master's Degree from an accredited institution will not have to submit MAT scores.)
4. At least three letters of recommendation written by people qualified to evaluate academic potential, personal, and professional promise.

The above-listed criteria must be received in the Office of Enrollment Services within 30 days of the beginning of the applicant's first semester. During this semester, the applicant may take a maximum of six (6) hours of graduate coursework. ***This does not, however, imply acceptance into a specific graduate program.***

The application and letters of recommendation forms are online at www.olhcc.edu and at the Office of Enrollment Services. A one-time, non-refundable application fee must accompany the admission application.

ADMISSION PROCEDURES TO THE GRADUATE PROGRAM (CANDIDACY)

Once admitted to the College, applicants will be evaluated on a number of criteria to ensure their readiness for graduate studies prior to acceptance into educational leadership. This evaluation will take place during the first semester of graduate coursework. These criteria include the following:

1. Submission of a record of undergraduate study that would be predictive of success in graduate studies in education. Ideally this implies a degree in education or a related field with a cumulative undergraduate grade point average of 3.0 on a 4.0 scale. Acceptance into the Educational Leadership Program does require a degree in education, or considerable experience in the field of education.
2. Completion of the Miller's Analogy Test (MAT) with a minimum score at the 40th percentile.
3. Completion of a writing sample based upon a given grading rubric. Unsuccessful completion of the writing sample (i.e., less than 85%) will result in mandatory tutoring sessions or required registration for English 400: *Advanced Grammar and Composition*. This decision is based upon the grade received.
4. Submission of the agreement contract. Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master Degree. Students should become familiar with this

section of the Catalog and the Graduate Student Handbook. The Graduate Student must sign and turn in to his/her advisor the Agreement Contract which is attached to the Graduate Student Handbook.

5. Completion of an interview with education graduate faculty members. Progress in the applicant's first six (6) hours of coursework, educational dispositions, professional goals, and communication skills will be part of the interview evaluation. This interview will take place only after the above criteria numbered 1-3 have been completed.

After the completion of the interview process, the graduate faculty will evaluate each applicant based upon all of the criteria in order to determine acceptance into a program of study. The criteria will be assessed individually as well as wholistically to determine the applicant's readiness for graduate studies. For example, should an applicant not receive a minimum score of 40 percentile on the MAT, but perform well on the writing sample, possess a minimum 3.0 undergraduate GPA, and had a successful interview, he/she could possibly be accepted into the program.

Once accepted into the program, a student will be considered a candidate. This stage of candidacy will continue until the candidate completes all the requirements for graduation.

FOREIGN AND ESL STUDENTS

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the TOEFL (normally 500). For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036. A foreign applicant is also required to take the MAT.

FINANCIAL AID

There are several aid programs for which graduate students may apply. Information about other loan options may be obtained from the Office of Enrolment Services.

- **Federal Subsidized Stafford Loans**

Graduate students are eligible for \$8,500 per year. The interest on these loans is *deferred* until you graduate, withdraw from school, or drop below half-time (6 hours) in any semester or term. Repayment of interest and principle begins 6 months after you graduate, withdraw, or drop below half-time (6 hours).

- **Federal Unsubsidized Stafford Loans**

Graduate students are eligible for \$12,000 per year. These loans are only available to *Independent Students*. There is *no deferment* of interest for this loan program. Borrowers have the option of either paying the interest while they are in school or having it compounded with the principle until repayment begins.

- **Graduate Assistantships**

Graduate Assistantships are awarded to students who give evidence of maturity and academic commitment. An assistantship award is \$1,250 for ten hours per week.

PROGRAM POLICIES

LETTER OF GOOD STANDING

A student enrolled in graduate programs at other institutions who wish to register for transfer credits must submit a letter of good standing and will not be required to submit complete transcripts. The letter of good standing must come from the dean of the student's graduate school.

COURSE LOAD

To be classified as full time, a graduate student must register for at least six (6) credit hours in each semester. The advisor must approve overloads.

GRADE-POINT REQUIRMENTS

An overall grade point of 3.0 on a 4.0 scale is required to remain in the Graduate Program. Passing grades, for graduate students, are A, B, and C. A minimum grade of B is needed to successfully complete EDG 730A and EDG 730B which are the two required internships for Educational Leadership. A graduate student, who obtains a grade lower than a B in these courses (EDG 730A, EDG 730B, and EDG 740) must repeat the course at OLHCC.

A graduate student, who obtains a D or lower in any course is automatically placed on **probationary status** and must repeat the course at OLHCC. Status is then subject to the review of the Graduate Council.

Students whose semester average in course work is below a 3.0 will be placed on probation and will not be allowed to register for more than six semester hours the following semester. To be removed from probation, the graduate student must complete six semester hours with a cumulative grade point average of 3.0 at the end of those six hours. If at the

end of the probationary period, the cumulative grade point average remains less than 3.0, the student will be dropped from the Graduate Program.

APPEAL

Subject to the review of the Graduate Council, students may be dropped from the program for factors other than grade-point average, without having a probationary period. The Graduate Council then determines status. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Vice-President and Dean of Academic Affairs.

TIME LIMIT

A maximum of five years from the **first** semester attended is permitted to complete the requirements for the Master's Degree. Re-admission does not qualify the applicant to begin anew the five-year requirement.

STUDENT RESPONSIBILITY

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's Degree. Students should become familiar with this section of the Catalog and the Graduate Student Handbook. The Graduate Student must sign and turn in to his/her advisor the Agreement Contract which is in the back of the Graduate Handbook.

TRANSFER CREDITS

A maximum of six semester hours may be transferred from a regionally accredited institution. Approval of all transfer credits must be obtained from the Coordinator for Educational Leadership. An official transcript from the institution in which the courses were taken must verify these courses. Courses taken within the past **five** years may transfer.

ADVISOR

Each student, upon admission to the College, will be assigned an advisor. The advisor will usually be assigned before the student's first registration and will aid the student in the development of the individual graduate program. The student will work closely with their advisor to develop a sequence of study that outlines the courses to be taken toward the Master's Degree. The sequence will be designed to meet both the student's and the institution's goals and objectives for graduate study.

INTERNSHIP INFORMATION

Candidates in Educational Leadership will have two capstone experiences: EDG 730A *Internship I: Summer* and EDG 730B *Internship II: Fall or Spring*. Each of these

courses requires 125 hours of field experiences. This time is spent in a combination of observing, participating and leading in administrative contexts.

The first of these, EDG 730A, *Internship I: Summer*, must be served in a school other than the one in which the candidate is currently employed to satisfy our requirements of: 1. a diverse setting, and 2. the opportunity to gain knowledge under a different mentor.

Only EDG 730A, *Internship I: Summer* requires an application form. The application is in the back of this Handbook. As per the directions, a letter from the school *must* accompany the application form. This form is submitted to the Coordinator of Graduate Education no later than April 1st.

COMPREHENSIVE EXAMINATION

Candidates are required to demonstrate readiness for graduation by successful completion of a comprehensive examination. The exam is held at the end of their final semester, and the specific date for this exam is set each semester.

CERTIFICATION/LICENSURE REQUIREMENT (EDUCATIONAL LEADERSHIP ONLY)

The certifying exam in Educational Leadership is the School Leadership Licensure Assessment (SLLA). A score of 680 must be achieved. **Should a minimum required score not be earned, the SLLA must be taken a second time prior to graduation.** Teaching successfully for a minimum of five (5) years is required in order to receive this endorsement on a teaching certificate. The applicant must have a valid Louisiana Teaching Certificate.

SPECIAL NOTICE

Beginning with the incoming class in the spring of 2009, candidates will be required to successfully complete **both** the comprehensive examination and the School Licensure Assessment (SLLA) in order to complete the Educational Leadership Program and receive a Master's Degree in Educational Leadership. This policy will become effective for all candidates in educational leadership in the fall of 2010.

A 15% rule will be developed that will allow for exceptions to the policy of successfully passing the SLLA exam. This rule will have criteria that will establish a prioritized waiting list that will allow up to 15% of the graduates each semester to be allowed to graduate without successfully completing the SLLA. At the time of this publication, the criteria for the 15% rule were not yet established by the graduate faculty.

COMMENCEMENT

Upon successful completion of coursework, internship or applied research, and the comprehensive examination, a candidate is eligible for graduation. Educational leadership candidates must also take the national accreditation examination (SLLA) which was

discussed previously in this handbook. Also, beginning in the fall of 2010, all candidates will be required to successfully complete the SLLA in order to graduate). Candidates who qualify for graduation are expected to attend commencement exercises.

When eligible, candidates must apply for graduation. A Graduation Clearance Form must be completed a semester prior to graduation. The due dates for submission of this form are published in the Academic Calendar.

PROFESSIONAL ASSOCIATION AFFILIATIONS

All candidates and graduates are strongly encouraged to join and maintain active membership in professional-educational organizations.

FACULTY ENDORSEMENT

Graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Candidates requesting letters of recommendation should notify faculty in advance of graduation. It is common courtesy to submit a resume' along with this request.

COURSE CYCLE**EDUCATIONAL LEADERSHIP PROGRAM
Master in Education (M.Ed.): Educational Leadership**

Course cycle may change for reasons such as changes in College catalog, instructor availability, room availability, and national, regional, and state requirements.

COURSE	TITLE	HOURS	FALL	SPRING	SUMMER
EDG 600N	Research-based and Data-driven Decision Making	3	X	X	
EDG 603N	Legal and Political Systems in Education	3		X	
EDG 607N	History and Philosophy of Education in a Diverse Society	3			X
EDG 631N	Leadership and Vision in Education	3	X		
EDG 632N	The Fiduciary Responsibility of Educational Leaders	3		X	
EDG 633N	Leadership and It's Relationship to Resource Management	3			X
EDG 634N	Communication and Collaboration among School, District and Community	3			X
EDG 636N	School and District Leadership	3		X	
EDG 637N	Leader as Exemplar in Instructional Supervision	3	X		
EDG 638N	Curriculum Development for the Success of All Students	3	X		
EDG 730A	Internship I: Summer	3			X
EDG 730B	Internship II: Fall or Spring	3	X	X	

GRADUATE INTERVIEW

Name _____

Date _____

Graduate Student

YES

NO

- ❖ Was Punctual
- ❖ Demonstrated appropriate behavior
- ❖ Understood the philosophy and requirements of the graduate program
- ❖ Is open to self-examination and personal and professional self-development
- ❖ Expressed vocational goals and objectives that are relevant to the program
- ❖ Demonstrated oral and written proficiency

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Admission Requirements

YES

NO

Requirements were met

_____	_____
-------	-------

Area(s) not met:

- _____ GRE
- _____ MAT
- _____ GPA
- _____ Three letters of recommendation

ACTION TAKEN

Committee Recommendation:

We recommend _____ do not recommend _____ this student to the graduate program.

- _____ Unconditional Admission
- _____ Probationary Admission

Comments: _____


Committee denies admission based on the following reason(s):

Program Faculty Members:

Coordinator of Graduate Studies _____

Date _____

GRADUATE WRITING PROFICIENCY SAMPLE

 By January 30th, June 15th, or September 15th as applicable:

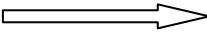
Candidates will be asked to submit a writing sample to one of the graduate faculty. A sample assignment is given below, and a rubric is provided on the next page.

Sample Assignment:

Write one full-bodied, college-level paragraph (8-10 sentences) on the topic of educational leadership, or curriculum and instruction, as appropriate. You may write this from a practical or a theoretical basis; however, it is important to back up all thoughts with solid rationale. Make sure to include a title in order that the reader may know your intentions/theme/angle of the professional field that you are writing about. Include one pertinent and current quote and note it in APA format, for example (Jones, 2005, p. 32).

Evaluation Rubric for WRITING

NOTE: Mastery is set at 85%. Should an applicant's writing score fall below the acceptable mastery level, the applicant will be required to take ENG 400 or 401 if accepted into the Master's Program.

Criteria	5 pts.	3 pts.	1-0 pt(s)	Your score
Grammar	No grammar errors in spelling, subject/verb agreement, tense, use of plural vs. possessive, etc.	Several grammar errors in spelling, subject/verb agreement, tense, use of plural vs. possessive, etc.	Many grammar errors in spelling, subject/verb agreement, tense, use of plural vs. possessive, etc.	____ x 4 = _____
Punctuation & parallel construction	No errors	Several errors	Many errors	____ x 4 = _____
College-level Sentence Structure	Very appropriate for college level writing as evidenced by varied sentence structure such as compound, complex sentences.	Somewhat appropriate as evidenced by some variation in sentence structure such as compound sentences; may have utilized a run-sentence.	Inappropriate sentence structuring as evidenced by lack of varied sentence structure, run-on sentences, etc.	____ x 4 = _____
Use of quote and APA citation	Included appropriately.	Included, but noted incorrectly and/or the quote is not of deep educational value.	Not included.	____ x 4 = _____
Overall Compositional Effort and Ability	Thoughts are very clear and cohesive with both opening and closing thoughts/sentences; serious effort demonstrated	Thoughts are relatively clear and cohesive with opening or closing thoughts missing; good effort demonstrated	Thoughts are not well formed and lack appropriate opening/closing thoughts; shallow, surface writing with poor effort demonstrated.	____ x 4 = _____
Applicant's Score 				/100

APPLICATION for EDG 730A *Internship I: Summer Educational Leadership*

DATE: _____ (must be no later than April 1)

Name _____

Home Phone _____ Cell _____

Address _____

City _____ State _____ Zip _____

Number of Credits Completed: _____

Number of Credits Scheduled this Semester: _____

Summer Placement Site: Please attach a letter from that school principal accepting you as an intern for 125 hours of observing, participating and leading in an academic program.

Re: As you are aware, this cannot be the school at which you are employed.

School: _____

Principal: _____ Phone _____

Program Assignment and Description:

Student's Signature _____

Advisor's Signature _____

Submit to the Coordinator of Graduate Education Programs.

Do not write below this line.

GRADUATE COUNCIL ACTION

Approved _____ Date _____ Not Approved _____ Date _____

Comments: _____

Coordinator of Graduate Studies _____ Date _____

AGREEMENT CONTRACT

(Please sign and return as soon as possible to the Coordinator of the Graduate Program.)

I, _____(Candidate's Name) have received and read the HANDBOOK: GRADUATE STUDIES IN EDUCATION from Our Lady of Holy Cross College.

I understand the Policies and Procedures as stated in the Handbook and I agree to fulfill the requirements as stated and abide by the policies set forth herein.

I further agree that the Program Faculty in my area of concentration have the right and responsibility to monitor my academic progress, my professional/ethical behavior, and my personal characteristics.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student Signature _____ Date _____

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it in to the Graduate Office where it will be placed in your student file.

Faculty Advisor _____ Date _____