



CONCORDIA
UNIVERSITY

Master of Arts in Education

Program Handbook 2008 – 2009

Concordia University Irvine
1530 Concordia West
Irvine, CA 92612

CONCORDIA UNIVERSITY MISSION STATEMENT

Concordia University, Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Concordia University admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded to students at the school. It does not discriminate on the basis of sex, race, color, and disability, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan policies, athletic and other school-administered programs.

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SECTION I – GENERAL INFORMATION

This handbook provides you with certain graduate degree program descriptions and requirements needed to earn a Master of Arts degree. Please read the entire document for better understanding. It has been developed to provide general information about this particular graduate course of study and should be used only as a supplement to the standard Concordia University Irvine publications. The student is responsible for program completion and should read this document and consult a Concordia University advisor.

School of Education Statement of Purpose

The School of Education prepares professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

Outcomes for the Master of Arts in Education

The following outcomes guide the Master of Arts programs in the School of Education of Concordia University.

During this program of study, each student will:

- Use research to effect school change and school improvement.
- Evaluate and apply major strands of past and current theory in their selected area(s) of specialty.
- Develop an understanding of the relationship of social, cultural, political, economic, and legal decisions, trends, and events in history and their impact on both past and present educational decisions and trends.
- Demonstrate a balanced, informed, and reflective approach to teaching and learning.
- Use multiple assessment strategies to evaluate student learning.
- Model servant leadership.

Master of Arts in Education Courses of Study

Each student may follow one of the following courses of study toward a Master of Arts in Education at Concordia University.

- Curriculum and Instruction
- Curriculum and Instruction Online
- Educational Administration and Preliminary (Tier I) Administrative Services Credential

General University Information

Accreditation

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost. Concordia University's credential programs for teacher and administrative services are approved by the California Commission on Teacher Credentialing.

Bookstore

The campus bookstore is open during the regular academic year Monday through Friday. Please visit the campus website at www.cui.edu and continue to the link for the bookstore for exact hours. You may also call the bookstore at (800) 229-1200 ext.1420 for hours. Textbooks and school/study related items may be obtained as well as stationery items, cards and casual clothing carrying the Concordia University emblem.

Food Services

The University employs professional food service to prepare food and provides an excellent dining service program for all students, employees and guests.

Library and Learning Resources

Databases are available to registered students through any internet connection. Students must have a password to use these databases. Passwords will be given to you through the School of Education. Please visit <http://library.cui.edu> for more information about resources available through Concordia's library.

Application Information

For acceptance into the Graduate Program, students must:

- Have a Bachelor's Degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. Bachelor's degree.
- Submit an Application for Admission to the Graduate Admissions Office – Non-refundable application fee: \$50.00.
- Submit Concordia's Admissions Essay stating the applicant's goals in pursuing the graduate degree.
- Provide evidence of ability to achieve success in a graduate program by the following:
 - **For full admission:** A cumulative GPA of 3.0 or better (4.0 scale) in all previous college work.
 - **For provisional admission:** A cumulative GPA of 2.70-2.99 in all previous college work.
- **Candidates with a GPA below 2.70**, who meet the following criteria, may petition to be considered for provisional admission:
 - The individual has three or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program). Request the Verification of Experience form from the Graduate Admissions Office.
 - Or:*
 - The individual has submitted documentation of meeting minimum scores for the GRE (Graduate Record Exam) or MAT (Miller Analogies Test).
 - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score
 - MAT minimum raw score of 41

To initiate the petition process, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The Dean may accept the petition, deny the petition, or refer the matter to an Application Review Committee.

- **Students admitted with provisional status** may enroll for a maximum of nine graduate units (three units/semester). If a minimum GPA of 3.25 is earned in the three graduate courses (9 units), candidates may be granted full admission status in a graduate program.
- **Students pursuing a Preliminary Credential (based on an out-of-state credential program), Professional Clear Credential, or Administrative Services Credential** while also pursuing a Master's degree, must forward to the Graduate Admissions office *two* official transcripts *from each* college or university attended showing all previous undergraduate and graduate work. Please check with your Admissions Counselor. Transcripts must be received in an official sealed envelope.
- **Students pursuing only a Master's degree** must forward one official transcript from each college or university attended showing all previous undergraduate and graduate work. If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from a California Commission on Teacher Credentialing (CCTC) approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree. Please check with your Admissions Counselor. Transcripts must be received in an official sealed envelope.
- Students must submit two current recommendations, on forms provided by Concordia, from an administrator or supervisor. Examples of acceptable reference sources are employers, work supervisors, principals/assistant principals, university instructors, division chairs, colleagues, and pastors.

- Students must provide a photocopy of current or expired teaching credentials, including out-of-state teaching credentials.
- Applicants applying to the Master's Degree Program in Educational Administration must provide verification of one year of successful full-time teaching experience after completion of a teacher preparation program.
- International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement. Official test scores must be mailed to Concordia directly from the test company.
- Upon program acceptance students may need to meet with an advisor to plan program and pre-enroll in courses. Please call (800) 229-1200 ext. 1355 for an appointment.

A Non-Degree-Seeking or Special student may take 3 units or one course without admission to the program. **No financial aid may be given to this status student.**

A student with full admission may matriculate toward a degree. Full admission is defined as: all admission criteria have been met and the student has received confirmation that they have been admitted into the program.

Financial Information

The Financial Information section may be revised at any time. Please contact the Financial Aid Office for the most current information.

Payment Policies and Procedures

- **With No Financial Aid: Total payment is due prior to beginning of class** if your Financial Aid application (FAFSA) has not been filed.
- **With Financial Aid: If** you have been accepted into the Masters program, have submitted your Federal Aid application (FAFSA) **and** have submitted your 2008 – 2009 Post-Baccalaureate **Financial Aid Application and Stafford Loan Worksheet**, please contact financial aid at (949) 854-8002 ext 1136 for information on Financial Aid eligibility. You may be responsible for full or partial class payment depending on your aid package.
- **Non-Degree Seeking Student: Your class tuition is due in full prior to beginning of class.** While you may begin taking classes before you are officially accepted to the program, you are not eligible for financial aid until you receive your acceptance letter, and so you must pay for your first class. If you are accepted into the program during your first class, you will not be eligible to receive financial aid for your first class; however, if you complete all your financial aid documents you may be eligible to receive enough aid to cover your second class and get reimbursed for your first class.
- **Payment Plan:** If you would like to set up a payment plan for an additional fee, please complete the payment agreement form. Please mail in the completed agreement with your first payment, payment plan fee of \$25 and your first payment voucher prior to your second class meeting. To pay in full, send a check or money order to Student Accounts at Concordia's mailing address, pay online at www.cui.edu or over the phone with a credit card by calling Student Accounts at (949) 854-8002 ext 1134 or 1114.

Refunds Due to Dropped Courses or Withdrawal

Students dropping courses within the refund period may be eligible for a tuition refund in accordance with the University's fee schedule and refund procedures. Please contact the office of Student Accounts at ext. 1134 or ext. 1114 for further information. **To officially drop a course, you must email your academic advisor and/or contact the Registrar's Office.**

- The Office of Student Accounts prorates charges based on the drop date provided by the Registrar’s Office.
 - **Refund before classes begin:** A full refund is issued, minus the application fee and tuition deposit, if the student withdraws before the first class meeting. Please note that Concordia University requires dated documentation from the student seeking to withdraw.
 - **Refund after classes begin:** Students who withdraw from school after classes begin may apply in the Student Accounts office for refunds. Concordia University’s MA Education refund policy is determined by a weekly percentage. **The student is responsible for paying any outstanding charges to the university.**
 - **NO** refunds are available after the fourth week of class is reached. For any questions, please contact Student Accounts at (949) 854 – 8002 ext. 1134 or 1114 or studentaccounts@cui.edu.
 - **Tuition refunded amounts are as follows:**
 - Prior to 2nd class meeting – Week 1 = 86% tuition refunded
 - Prior to 3rd class meeting – Week 2 = 72% tuition refunded
 - Prior to 4th class meeting – Week 3 = 58% tuition refunded
 - After 4th class meets – Weeks 4 – 8 = 00% tuition refunded
- **Return of Title IV Federal Financial Aid Policy:** This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy includes Federal Pell Grant, Federal SEOG, Federal Stafford Loan and Federal Plus Loan. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Registrar’s Office located in Grimm Hall, first floor. If a student is not able to visit the office, he/she may contact a staff person in the respective office regarding the withdrawal date. The student’s official withdrawal date will be determined by the university as: 1) the date the student began the university’s withdrawal process; 2) the midpoint of the semester if the student withdraws without notifying the university; or 3) the student’s last date of attendance at an academically related activity as documented by the university.
- **If a student withdraws during a semester,** the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student’s charges. The university’s withdrawal policy will be used to determine the reduction, if any, in the student’s tuition. If it is determined that a portion of the financial aid received on the student’s behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the United States Department of Education to repay the amount. **If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

Grants for Active Lutheran Teachers

Concordia University provides grants to full-time teachers of The Lutheran Church—Missouri Synod schools. For more information, please contact the School of Education, your Admissions Counselor, or your Financial Aid Counselor. These grants must be renewed each academic year.

Loans

As a post-baccalaureate student at Concordia University, you are eligible to apply for federally guaranteed student loans under the Federal Family Education Loan Program (FFELP). The FFELP includes the Federal Subsidized Stafford Loan and the Federal Unsubsidized Stafford Loan. You become responsible to repay on a Federal Stafford Loan six months after you graduate, drop below half-time status, or withdraw from school. The six months is called a “grace period”. For the Unsubsidized Federal Stafford Loan, the borrower is responsible for interest that accrues during the in-school, grace, and deferment periods.

Financial Aid Process

If you plan on using Financial Aid to assist in the payment of tuition, you need to do the following:

- Step 1: Obtain a Pin: Go to www.pin.edu.gov.** Supply your name (as it appears on your Social Security Card), Social Security number, date of birth and either an email or street address to which you want the PIN sent.
- Step 2: Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.** The FAFSA will be used to generate the needs analysis report Concordia University will use to determine your need for assistance. Be sure to complete all sections of the FAFSA and include our school code and name in the appropriate box(es) on the FAFSA so that the results of your needs analysis will be sent to Concordia University. Our school code is: **Concordia University, CA Federal Code #013885**.
- Step 3: Complete Concordia University's 2008-2009 Post-Baccalaureate Financial Aid Application and Stafford Loan Worksheet** and submit it to the Financial Aid Office. This form is available online at http://www.cui.edu/admissions/graduate/index_ektid12264.aspx. It is found under admissions/graduate/financial aid/forms. Be sure to complete both pages and sign the last page.

Once all of these steps have been completed, you are accepted to the graduate program, and are registered for classes, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year in which you are enrolled. You will then receive an electronic award notification from the Concordia Financial Aid Office that will explain what has been awarded to you. You will need to accept, decline, or modify each award in the spaces provided on the award notification. The offer of financial aid becomes official only upon receipt of the electronic acceptance. New students accepting financial aid must select a lender, complete Loan Entrance Counseling and sign your Master Promissory Note (MPN).

Students must maintain at least part-time status to be eligible to receive Financial Aid.

- Part-time status is defined as 3 units per semester.
- Full-time status is defined as 6 units per semester.

Academic Information and Policies

Academic advising: Planning for a credential or a degree program must be done in consultation with a Post-baccalaureate Academic Advisor. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed with these requirements.

Concordia University is not responsible for decisions candidates implement without consultation and approval.

A student must make an appointment with one of the academic advisors in the School of Education for all meetings concerning advising, registration, and schedule adjustments. Please call the School of Education Office at (949) 854-8002, ext. 1355.

Any substitutions of courses must be approved by the Dean of the School of Education or his designee in writing before the course is taken. No more than 9 units may be transferred from another university.

Degree Completion Requirements

A student has five years to complete all requirements for the Master of Arts degree.

Issuance of State Credentials and Certificates

Concordia University conducts specific programs that are accredited by the State of California to satisfy the State requirements for specific Credentials and Certificates. The State of California issues the specific Credentials and Certificates based on the successful completion of all requirements. Concordia University reserves the right to deny recommendation to the State if in the judgment of the School of Education the student has not successfully completed the specific program.

Class Attendance

Attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the student may be given an 'F' and/or required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor and/or Dean of the School of Education. **Failure to attend classes does not constitute withdrawal.**

No one may attend any class unless fully enrolled in that class. Instructors may not give permission to attend to anyone not enrolled in the course.

Courses – Add / Drop Changes

Course registration revisions/changes are the student's responsibility. These course changes are made **only** by means of the official form available in the Registrar's Office and The School of Education Office. **All forms must be signed by the student** and require the approval of the academic advisor, the instructor involved and the Office of the Registrar.

Courses may be added during the first week of the semester. A course may be dropped during the first two weeks of the semester without receiving a "W" on your academic record. Courses dropped after the second week through the week prior to finals week will be recorded on your academic record as a withdrawal "W."

A course may not be dropped during finals week. You must formally withdraw from a course; **non-attendance does not constitute a withdrawal.** If a course is not dropped using the above procedures, the instructor will assign an A/B/C/D/F grade.

A student will not receive a full refund for any courses dropped after the first day of classes for the semester in which they are enrolled. Contact Student Accounts for the current refund policy.

Failure to follow the official procedures outlined above will result in credit not being granted for a course not officially added or the assigning of the grade of "F" for courses not officially dropped. All published add or drop dates are strictly enforced.

General Appeals Policy for Grades / Academic Disputes

For all issues other than admission students with grievances must address those grievances with the person or office directly involved. If the student does not feel the issue is satisfactorily resolved he/she may file a formal written appeal with the Dean of the School of Education. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean of the School of Education or his designee will render a decision within a month or call for an appeal committee.

Inactive Status

Any student who has not enrolled in courses for one semester will be considered an "Inactive Student." Inactive students shall be removed from the education program if no progress is made toward a credential or a degree for 12 consecutive months. An inactive student wishing to return to his/her program must re-apply for admission. Re-admission is not guaranteed. Students returning from inactive status may be required to take additional course work or repeat course work if the content of the new course(s) are deemed critical to the student's performance as a classroom teacher and/or state credential requirements and/or university degree requirements are impacted.

Maintaining Good Standing in the MA Program

A student must maintain a 3.25 to remain in academic good standing in the MA Education program. If a student drops below the cumulative GPA of 3.25 at the end of any given semester or has earned more than one "C," the student is placed on one semester of academic probation. The student has one semester to bring the cumulative GPA back to 3.25. No more than one "C" can be applied towards graduation in the MA in Education program.

Academic Dismissal

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy academic difficulties and return to "good standing" within one semester will be dismissed from their program.

Repeating a Course

An education course may be repeated only one time in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia. No more than two courses may be repeated. When a course is repeated, the higher grade takes precedence and is averaged into the GPA. The lower grade is still indicated on the transcript but is not averaged into the GPA. (For instance, if a student earned an “F” the first time he/she took a course, but earned a “B” upon retaking the course, his/her transcript would indicate both times the student took the course along with the respective grades. The “B” grade would be averaged into the GPA, because it is the higher of the two. The “F” grade would no longer be averaged into the GPA, however, the transcript would still indicate that the student received an “F” the first time he/she took the course.)

Special Learning Needs of Students

Concordia University is committed to providing reasonable accommodations for qualified students with disabilities so that they can participate in the University’s educational programs and activities. Students take the responsibility to make his/her needs known in a timely manner by providing the University with proper verification and documentation of the disability. Guidelines for proper verification can be obtained from the Learning Center Director. As procedures for documentation and accommodation review take time, the student is encouraged to request accommodations prior to the beginning of each semester. After the third week of a semester, Concordia University can not guarantee that services will be facilitated. Requests for reasonable accommodations are facilitated through the Learning Center.

Transcripts

A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request at the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the University and will not be released or copied.

Transferring in Courses

Once you have been granted acceptance into the program, a maximum of 9 units may be transferred into the Master of Arts program. These courses must be approved by the Director of Graduate Programs for the School of Education or the Dean of the School of Education and must closely match course descriptions in Concordia’s program.

Strand to Strand Transfer Credits

A maximum of 9 units plus any core courses may be transferred from strand to strand and model to model within the Concordia School of Education MA program. These courses must be approved by the Dean of the School of Education or his designee for Graduate Programs. If a student wishes to change from one strand to another strand or from model to model, a written request must be made through the academic advisor for Graduate Studies.

Grading System

The grade point average (GPA) at Concordia University is computed on a 4.0 point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. **Only grades of C or better may be applied for fulfillment of Master’s requirement or Credential requirements.**

The following grade points are applied by the Registrar to the Grade Point Average for each Final Grade given by the Professor.

A = 4.0 grade points	B = 3.0 grade points	C = 2.0 grade points	D = 1.0 grade points
A- = 3.7 grade points	B- = 2.7 grade points	C- = 1.7 grade points	D- = 0.7 grade points
B+ = 3.3 grade points	C+ = 2.3 grade points	D+ = 1.3 grade points	F = 0.0 grade points

- **AUD = Audit**
Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers.
- **I = Incomplete**
Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. **Incompletes must be removed within 7 weeks from the beginning of the next semester, excluding summer sessions, unless an extension is granted by the instructor with an approval from the Dean.** Incompletes incurred during summer sessions must be removed within seven weeks from the beginning of the fall semester with the same stipulation. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.
- **IP = In Progress**
Assigned when an educational experience (e.g. thesis and practicum) is designed to extend beyond a single grading period. An “IP” grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the registrar within the specified time after the terminal date, the grade of “I” will be assigned in accordance with the policy on the grade of “Incomplete.” Thereafter, the course is governed by the rule of “I.”
- **CR = Credit**
Assigned when credits are earned by examination rather than by attendance.
- **W = Withdrawal**
Assigned when a student officially withdraws from a class after census date and through the fifth week.
- **WF = Withdraw F**
Assigned when a student officially withdraws from a class after week 5 through the last week of instruction.

It is the student’s responsibility to bring any error in grades to the attention of the instructor within one semester following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a grade of “Incomplete” was assigned.

Capstone Experience

All students in the Master of Arts in Education program are required to complete and participate in an action research project. Students may enroll in the Capstone course after completing Edu 580 or Edua 581.

A student will have one year from date of Capstone enrollment to complete the requirements for the Capstone Experience.

Students are encouraged to be diligent in completing the project. Each student must enroll each semester as the project is being completed. The first semester of enrollment in the project includes three units. On going registration each semester is necessary at no extra tuition cost; however, the project must be completed within one year.

Please see the Capstone Handbook or your advisor for more information and requirements for the Capstone Experience.

Graduation

All MA students must complete an online Graduation Application in order to graduate. Paper applications are no longer accepted. An application fee will be added to your student account. The graduation application, exact application amounts, and deadlines for applying are found at:

<http://www.cui.edu/studentservices/registrar/index.aspx?ckfrm=11918>

Graduating students are encouraged to celebrate the completion of their program by participating in the annual Commencement Ceremony held each May. You must notify the university on your Graduation Application. If you are graduating in summer or fall, you may participate in the commencement the following May.

The online Graduation Application must be completed even if you do not plan to participate in the Commencement Ceremony. The application fee applies to all graduates as well, regardless of Commencement Ceremony participation. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.

**Section II – MASTER OF ARTS:
Curriculum and Instruction**

Targets and Goals for Master of Arts: Curriculum and Instruction

Systematic Inquiry

- **Critical Thinking.** Graduates will be able to appraise models and theories of curriculum, instruction, and assessment; design and develop curriculum, instructional strategies and methods; and evaluate curriculum, instruction, and student learning.
- **Educational Research.** Graduates will be able to apply educational research methods and analysis to generate knowledge in support of student learning and school improvement.

Clear Communication

- **Professional and Interpersonal Communication.** Graduates will be able to communicate effectively with students, parents, colleagues, and other stakeholders using appropriate technology and verbal and non-verbal techniques.
- **Learning Environmental Design.** Graduates will be able to describe elements of a supportive classroom climate and culture for all students and apply research-based methods and strategies to meet the needs of diverse learners.

Health and Well Being

- **Balanced Lifestyle.** Graduates will be able to balance professional endeavors with healthy life choices and design staff development plans to support both personal and professional goals.
- **Personal and Professional Resilience.** Graduates will be able to adapt to change through enhanced use of life-long learning strategies.

Sociocultural Responsiveness

- **Accommodating Diverse Populations.** Graduates will be able to model sensitivity to diversity issues in relationships with students, parents, and colleagues, and collaborate with families and communities of diverse interests and needs.
- **Language Acquisition Awareness.** Graduates will be able to articulate the effects of second language acquisition on socialization and learning and plan classroom experiences accordingly.
- **Global Awareness.** Graduates will be able to perceive themselves as members of a world community and articulate differing viewpoints on current issues.

Christian Literacy and Life

- **Ethical Decision-Making.** Graduates will be able to seek solutions to ethical problems consistent with Biblical principles.
- **Christian Witness.** Graduates will be able to model Christian values in all walks of life.

Aesthetic Responsiveness

- **Teaching as Art.** Graduates will be able to view teaching not only as a skill but also as an art to which they affectively as well as cognitively respond.
- **Integration of the Arts.** Graduates will be able to promote integration of the visual and performing arts in education.

Servant Leadership

- **Leaders as Professionals.** Graduates will be able demonstrate servant leadership in such a manner as to enhance the public image of the professional educator.
- **Leaders as Visionaries.** Graduates will be able to develop, describe, and implement a vision for success in their school and community.

Curriculum and Instruction Courses**30 units****Core Curriculum: 12 units**

EDU 515	Instructional Leadership	3
EDU 520	Curriculum Design and Evaluation	3
EDU 550	Educational Diversity: Change and Reform	3
EDU 580	Educational Research: Methods & Analysis	3

Elective Courses: 15 units (select 5 courses)

EDU 516	Mentoring I	3
EDU 517	Mentoring II	3
EDU 518	Induction Practicum	3
EDU 519	Induction Practicum II	3
EDU 522	Assisting Change in Education	3
EDU 524	Coping with Stress and Violence in Today's Classrooms*	3
EDU 525	Best Practices in the Elementary Classroom	3
EDU 534	Working with Diverse Family Structures	3
EDU 547	Brain-based Teaching and Learning	3
EDU 557	Differentiating Instruction for Special Populations	3
EDU 575	Advanced Teaching of Special Populations	3
EDU 584	Classroom Management	3
EDU 586	Educational Technology Level II	3
EDUC 560	Reading and Language Dev. in Diverse Elem. Classrooms	3
EDUC 570	Content Area Reading in Diverse Secondary Classrooms	3

** Online Courses may be substituted for the above with prior approval by the School of Education*

Capstone Experience: 3 units

EDR 605	Action Research	3
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Curriculum and Instruction Online Courses

30 units

Core Curriculum: 9 units

EDOL 520	Curriculum Design & Assessment	3
EDOL 550	Educational Diversity: Change and Reform	3
EDOL 580	Educational Research: Methods & Analysis	3

Elective Courses: 18 units (select 6 courses)

EDOL 515	Instructional Leadership	3
EDOL 524	Coping with Stress and Violence in Today's Classrooms	3
EDOL 540	Community of Learners	3
EDOL 545	School, Community, and Family	3
EDOL 547	Brain-Based Teaching and Learning	3
EDOL 552	School as a Diverse Organization	3
EDOL 576	Fostering Learning through Health	3
EDOL 586	Educational Technology: Level II	3
EDOL 595	Developing Character and Ethics	3

Capstone Experience: 3 units

EDR 605	Action Research	3
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Technology Minimum Requirements

A computer with internet access is required. Broadband connection is highly recommended. The following internet browsers are recommended: Internet Explorer 5.5 or higher, any version of Firefox.

If you have concerns about technology requirements, please contact the online advisor.

**Section III – MASTER OF ARTS:
Educational Administration and
Preliminary Administrative Services Credential**

Targets and Goals for Master of Arts: Educational Administration

Systematic Inquiry

- **Critical Thinking.** Graduates will be able to appraise models and theories of curriculum, instruction, and assessment and select appropriate research-based leadership strategies and methods to achieve program goals and expected student learning results.
- **Educational Research.** Graduates will be able to apply educational research methods and analysis to generate knowledge in support of school improvement and student success.

Clear Communication

- **Professional and Interpersonal Communication.** Graduates will be able to communicate effectively with students, parents, colleagues, and other stakeholders using appropriate technology and verbal and non-verbal techniques.
- **Learning Environmental Design.** Graduates will be able to describe the components of a supportive climate and culture for all students and work with colleagues to nurture and sustain a learning environment and instructional program conducive to student achievement and professional growth.

Health and Well Being

- **Balanced Lifestyle.** Graduates will be able to balance professional endeavors with healthy life choices and design staff development plans to support both personal and professional goals.
- **Personal and Professional Resilience.** Graduates will be able to adapt to change through enhanced use of life-long learning strategies.

Sociocultural Responsiveness

- **Accommodating Diverse Populations.** Graduates will be able to model sensitivity to diversity issues in relationships with students, parents, and colleagues, and mobilize resources to support families and communities of diverse interests and needs.
- **Language Acquisition Awareness.** Graduates will be able to articulate the effects of second language acquisition on socialization and student success.
- **Global Awareness.** Graduates will be able to articulate differing viewpoints on current educational issues, while understanding and responding to the larger political, social, economic, legal, and cultural context of schools.

Christian Literacy and Life

- **Ethical Decision-Making.** Graduates will be able to seek solutions to ethical problems consistent with Biblical principles.
- **Christian Witness.** Graduates will be able to model Christian values in all walks of life.

Aesthetic Responsiveness

- **Teaching as Art.** Graduates will be able to view teaching not only as a skill but also as an art to which they affectively as well as cognitively respond.
- **Integration of the Arts.** Graduates will be able to promote integration of the visual and performing arts in education.

Servant Leadership

- **Leaders as Professionals.** Graduates will be able to model servant leadership and enhance the public image of educational leadership by acting with integrity, fairness, and in an ethical manner.
- **Leaders as Visionaries.** Graduates will be able to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Leaders as Supervisors.** Graduates will be able to effectively manage program organization, operations and resources for a safe, efficient and effective learning environment.

Please note: No MA Online course may be used for credentialing. The Administrative Services Credential Program mandates that all course work applying to the Administrative Services Credential must have been completed within 5 years of the time of credential filing. The state of California requires three years of credentialed teaching experience at a regionally accredited school or public school before granting an Administrative Services Credential.

Educational Administration Courses 30 units

Core Curriculum: 27 units

EDUA 516	Instructional and Transformational Leadership	3
EDUA 517	Curriculum Design and Evaluation	3
EDUA 553	Schools as Diverse Learning Organizations	3
EDUA 556	Legal and Political Aspects in Education	3
EDUA 559	Human and Financial Resources	3
EDUA 581	Educational Research: Methods and Analysis	3
EDUA 590	Administrative Practicum	3
EDUA 591	Advanced Administrative Practicum	3
EDUA 593	Symposium (1 unit each for 3 symposia)	3

Capstone Experience: 3 units

EDR 605	Action Research	3
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Preliminary (Tier I) Administrative Services Credential Program

The major thrust of the Preliminary Administrative Services Credential Program is to prepare individuals to perform the responsibilities of entry-level administrative positions. The program content includes both knowledge and practice components designed to meet the needs of today's and tomorrow's schools. The program requires significant field experience focusing on the development of leadership and management skills.

Upon completing the program, receiving the institutional recommendation and submitting an application and fee, the candidate is recommended to the State of California for a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Please note that Concordia University recommends to the State of California all issuance of credentials.

Application Process for Preliminary Administrative Services Credential

Concordia University offers a state-approved Preliminary Administrative Services Credential Program. All candidates must complete an application file which would include the following requirements:

- Completed application form.
- Non-refundable application fee: \$50.00
- Baccalaureate degree from a regionally accredited institution.
- Admissions Essay/Letter of Intent.
- **Two** official transcripts **from each** college or university attended showing all previous undergraduate and graduate work. Transcripts must be received in official sealed envelopes.
- 3.0 minimum cumulative GPA in all undergraduate and post-baccalaureate course work. Candidates with a cumulative GPA of 2.7 – 2.99 may be provisionally accepted. Provisionally accepted students must maintain a minimum GPA of 3.25 in their first three graduate courses.
- Two reference forms dated within one year of application. Each of these references must be from a school administrator using forms provided by Concordia University.
- Copy of current California Credential.
- Documentation of one (1) year of successful full-time teaching experience after completion of a teacher preparation program for admission.
- Verification of Basic Skills Requirement with copy of CBEST passage or basic skills test from another state (must be verified by Credential Analyst).

Section IV – COURSE DESCRIPTIONS

Curriculum and Instruction

EDU 515 Instructional Leadership 3 units

This course will provide students with an understanding of school organization and the management and leadership of schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and strangled. Theories of cognitive development and strategies implemented by instructional leaders to conduct classroom observations will be explored. Specific techniques to guide, motivate, delegate, and build consensus will be examined.

EDU 516 Mentoring I 3 units

This course is designed for support providers of year one participating teachers in select public school districts or OCDE BTSA/Induction programs who desire to receive graduate credit for serving in that leadership role. Course requirements include leading your participating teacher through all CFAAST events, as well as all required elements of Professional Induction Standards 15 – 20, weekly meetings with the participating teacher, training in CFAAST, and attending various in-service workshops with the participating teacher. The tuition for this course is significantly reduced. This is a full year course. This course may be applied to the K-12 or Professional Goals strand of the C&I MA program.

EDU 517 Mentoring II 3 units

This course is designed for support providers of year two participating teachers in BTSA/Induction. This is a full year course. Read the description for Edu 516 as Edu 517. This is a continuation of that description and follows the same policies.

EDU 518 Induction Practicum I 3 units

This course is designed for year one participating teachers in select public school districts or OCDE induction programs using the CFAAST program who desire to receive graduate credit for that program. Course requirements include completing all CFAAST events as well as all required elements of Professional Induction Standards 15 – 20. During the time that these requirements are being met the first year teacher will be working with an assigned district support provider who will observe, counsel, and support the first year teacher. The tuition for this course is significantly reduced. This is a full year course. This course may be applied to the K-12 or Professional Goals strand of the C&I MA program.

EDU 519 Induction Practicum II 3 units

This course is designed for year two participating teachers in BTSA/Induction. This is a full year course. Read the description for Edu 518 as Edu 519. This is a continuation of that description and follows the same policies.

EDU 520 Curriculum Design and Evaluation 3 units

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, the curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

EDU 522 Assisting Change in Education 3 units

This course focuses on change, the dominant influence of the present century and its impact on education. Students will explore how all levels of education are required to make the changes needed to bring educational practice in line with the needs of 21st century learners. This course reviews models of learning that may be more appropriate for changing times, with particular emphasis placed on innovations for curriculum, instruction and assessment. Throughout this course, students will address the question, “What would learning look like if it were oriented toward the future.”

EDU 524 Coping with Stress and Violence in Today’s Diverse Classroom 3 units

This course will address a variety of issues regarding stress and violence in students’ lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today’s children from birth through adolescence. Included in discussion will be the role of schools and teachers from preschool through high school in providing support for students experiencing stress and/or violence. We will also

discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

EDU 525 Best Practices in the Elementary Classroom 3 units

This course is designed for elementary teachers in the Masters Program. It specifically relates to teachers in private schools. However it is open to public school teachers as well. Students will learn from experienced educators in their areas of expertise specific practices related to successful instruction. Topics will focus on subject matter areas as well as best practices in planning, instruction, professionalism, and motivation.

EDU 534 Working with Diverse Family Structures 3 units

Evaluation of the current research of families with the goal of recognizing and responding to the diversity represented in schools. Review of family systems theory, communication within the family, and sociological and political issues impacting the family. Candidates will explore how they might exercise leadership in initiating, developing, and implementing programs and policies that will foster success for all students.

EDU 547 Brain-based Teaching and Learning 3 units

This course is designed to provide experienced teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

EDU 550 Educational Diversity: Change and Reform 3 units

This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine the dynamics of curriculum change and key role leaders play in creating a learning community in the schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the values and concerns of the many communities that constitute a democracy and the importance of involving communities in the life of a school. Persons and groups involved in establishing and developing Educational policies and practices that will meet the diverse needs of the public will be explored.

EDU 557 Differentiating Instruction for Special Populations 3 units

This course explores various educational research on differentiating instruction to meet the special needs of target populations, such as at-risk or under challenged learners, students with Autism or Aspergers Syndrome, and students who require more personalized instruction. This course delineates between differentiated instruction. This course assists educators in formulating and articulating the connection between theory and practice. There is a strong focus on providing educators with advanced methods for accommodating the needs of struggling learners and supporting them in the regular classroom.

EDU 575 Advanced Teaching of Special Populations 3 units

In this course candidates will build on their knowledge, skills and strategies learned in their preliminary preparation programs for teaching students with disabilities, students at risk, and students who are gifted and talented. Candidates will survey the historical, legal and research foundations for present practices for education students with special needs. Candidates will examine advanced techniques to identify pupils with special needs, including gifted and talented pupils. Candidates will learn and practice appropriate, advanced classroom teaching methods that meet the needs of special populations, including identifying resources, working in collaboration, and implementing accommodation and modification strategies.

EDU 580 Educational Research: Methods and Analysis 3 units

This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.

- EDU 584 Classroom Management 3 units**
This course provides instruction in designing a learning environment that meets the needs of students and teacher. Attention is given to routine procedures, student behavior, physical facilities, patterns of student and teacher interaction, and other factors that affect student learning.
- EDU 586 Educational Technology: Level II 3 units**
This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates a thorough review of the California Technology Standards level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completions will be considered 83% or better as a final grade.
- EDUC 560 Reading/Language Development in Diverse Elementary Classrooms 4 units**
This course focuses on current instructional approaches, content, materials, classroom organization, and evaluation techniques in the planning and teaching of elementary reading and language arts in diverse classrooms. Attention is given to language development and the adaptation of instruction for LEP students.
- EDUC 570 Content Area Reading in Diverse Secondary Classrooms 4 units**
This course examines theory and practice in reading instruction as applied to the content areas of the secondary schools. This course emphasizes development of reading techniques ranging from diagnostic tools to selection of appropriate materials and strategies in secondary subject areas.
- EDR 605 Action Research 3 units**
During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. **Prerequisite: EDU 580**

Curriculum and Instruction Online

EDOL 515 Instructional Leadership

3 units

The purpose of this course is to provide students with an understanding of effective leadership and its impact on schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and modeled. Specific techniques to guide, motivate, delegate and build consensus will be examined.

EDOL 520 Curriculum Design and Assessment

3 units

This course introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment.

EDOL 524 Coping with Stress & Violence in Today's Classroom

3 units

This course will address a variety of issues regarding stress and violence in students' lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today's children from birth through adolescence. Included in discussion will be the role of schools and teachers from preschool through high school in providing support for students experiencing stress and/or violence. We will also discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

EDOL 540 Community of Learners

3 units

This course will enable students to work successfully with a variety of learning styles from diverse cultural backgrounds. Specific historical and recent definitions of multicultural education, multiculturalism, learning needs, learning styles, and special needs will be explored. Emphasis will be given to the anthropological, sociological, sociobiological, and psychological perspectives of learning, the learner, and the learning environment. Students will be able to integrate strategies into their teaching that will seamlessly incorporate multicultural perspectives, learning styles and multiple modalities into lesson planning and instructional design and implementation.

EDOL 545 School, Community and Family

3 units

This course will focus on equipping participants with skills that provide effective approaches in working with family and community members from culturally and social-economically diverse backgrounds within the larger political and social context of today's world. The student will explore the relationship of schools to other community agencies and investigate approaches to provide socio-educational services to children and their families.

EDOL 547 Brain-Based Teaching and Learning

3 units

Creating a learning environment, anchoring memory, facilitating natural learning processes, celebrating the uniqueness of each learner all have biological roots that pose stunning implications for the classrooms of today. The purpose of this course is to equip teachers to gain an understanding of these body-brain principles as they examine current strategies to aid them in creating their own brain compatible learning environment.

EDOL 550 Educational Diversity: Change and Reform

3 units

This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine dynamics of curriculum changes and the key role leaders play in creating a learning community in the schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the values and concerns of the many communities that constitute a democracy and the importance of involving communities in the life of the school. Persons and groups involved in establishing and developing policies and practices that will meet the diverse needs of the public will be explored.

- EDOL 552 School as a Diverse Organization 3 units**
This course leads to an understanding of the organization of schools. The interrelationships among curricula, stakeholders and society are explored. Professional educators will develop a working understanding of the teacher in the activities of the school.
- EDOL 576 Fostering Learning through Health 3 units**
This course is designed to expand beyond the health and healthy environment issues introduced in the preliminary credential program. Content includes prevention and intervention strategies to promote school safety, the relationship between student health and student learning, how to access local and community resources to support student health, adopted health curriculum K-12, instructional materials for teaching health, state and federal laws related to student health and safety, reporting requirements and parents' rights.
- EDOL 580 Educational Research: Methods and Analysis 3 units**
This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.
- EDOL 586 Educational Technology: Level II 3 units**
This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates the California Technology Standards Level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completion will be considered 84% or better as a final grade.
- EDOL 595 Developing Character and Ethics 3 units**
This course will incorporate the resources and skills necessary to integrate ethical themes and character development into a school setting. It will provide educators an arena in which to explore and develop their moral perspectives on the basis of generally accepted criteria. Focus will also be placed on putting into practice those skills and resources that integrate character themes and character development into their school setting.
- EDR 605 Action Research 3 units**
During this course the students enrolled work with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. **Prerequisite: EDU or EDOL 580**

Educational Administration and Preliminary (Tier 1) Administrative Services Credential

EDUA 516 Instructional and Transformational Leadership 3 units

This course combines the important theories of educational leadership with the theories of transformational leadership. This course examines the context of change as it impacts society and its schools; determines leadership qualities and skills necessary for creating successful and enduring change in schools; explores the culture and politics of change as it relates to various members of the school community including administrators, teachers, students, parents, and community leaders; and develops effective strategies for marketing, managing, implementing, and integrating change in three essential areas--teaching, learning, and leadership. This course will provide students with an understanding of school organization and the management and leadership of schools.

EDUA 517 Curriculum Design and Evaluation 3 units

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, the curricular recommendations of professional associates, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

EDUA 553 Schools as Diverse Learning Organizations 3 units

Creating "cultural competence" is the fundamental concept necessary to foster and sustain the school culture and instructional program that is conducive to student learning and staff professional development. This course examines the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine the dynamics of curriculum change and the key role leaders play in creating a learning community in the schools. The interrelationships among curricula, school organizations, and society will be explored. Students will have the opportunity to develop organizational understanding and leadership skills and strategies to be used in planning and implementing organizational objectives. The course will focus on equipping participants with leadership skills that develop and maintain effective approaches in working with school faculty and staff, students, parents, and community members from culturally, ethnically, and socio-economically diverse backgrounds. Leadership will be considered and practiced within the larger political and social context of the community.

EDUA 556 Legal and Political Aspects in Education 3 units

This course will explore the shaping of education in America by law and the legal system. Many of today's issues of educational policy, for example, desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance, are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of the government and its impact on education. Specifically, this course seeks to encourage students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDUA 559 Human and Financial Resources 3 units

This course examines the trends, issues, scope and practices of school finance and personnel administration. The course will introduce financial and personnel management strategies and methods for developing a site budget and strategic plan. Students will examine models and theories of school personnel management and the evaluation process for classified and certificated personnel. Professional development models are presented for application to the school site. Students will review the budgeting process for schools and identify the various site funds and categorical programs for which school administrators are responsible.

EDUA 581 Educational Research: Methods and Analysis 3 units

Students examine how action research can generate knowledge in education to affect school change and school improvement. The various steps within the action research process are explored, including: reflecting to identify a problem, reviewing the literature, initial planning of the study, choosing data collection strategies, final planning of the study, strategies for analyzing data, increasing the validity of the study, and writing an action research report.

EDUA 590 Administrative Practicum**3 units**

Administrative field work candidates examine administrative and supervisory behaviors in the context of a school site. The field experience includes meetings with the university field supervisor and other administrative leadership colleagues who participate in periodic seminars to share successes and support to colleagues about specific issues related to the practicum. The administrative fieldwork begins with the second course of the program and extends through the first half of the MA course of studies.

The practicum goals are to foster the development of a positive organizational culture so that various constituencies can attain established organizational goals. This experience provides candidates with the opportunity to develop supervisory skills that promote improvement of instruction for all students including those from diverse cultural and linguistic backgrounds. The practicum course requires candidates to develop objectives and specific site-based activities that relate to the organizational and cultural environment of the local school site. During the practicum, the administrative candidate tracks his or her hours of experience and provides narrative reflections supporting the field work to the university supervisor.

EDUA 591 Advanced Administrative Practicum**3 units**

This second practicum completes the total administrative field work experience and occurs throughout the second half of the MA course of studies. During this experience, the administrative candidate builds upon the accomplishments of the first practicum and designs an additional experience at a different site or school level. The student continues to track his or her hours of experience and provides narrative reflections supporting the field work to the university supervisor.

EDUA 593 Symposium (1 unit each for 3 symposia)**3 units**

Administrative leadership candidates complement their field work educational research and course of studies with participation in three required symposia designed to connect the theory of their course work and practice experiences with “Best Practices in School Administration.” The Director of Administration Programs will arrange presentations by distinguished school and district administrators on critical issues currently challenging educational leaders. All symposia include application and reflection activities designed to extend administrative skills and competencies.

EDR 605 Action Research**3 units**

During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students’ action research experiences. **Prerequisite: EDUA 581**