

SCHOOL OF EDUCATION GRADUATE PROGRAMS

School of Education Master of Arts Programs

All School of Education programs at Benedictine College are built upon the framework of educators as builders of community. In preparing educational administrators and developing teacher leaders, this framework is served by three overarching goals and six program outcomes:

Goals

1. Graduates will be “teachers of teachers” who lead instructors in creating communities in each individual learning environment.
2. Graduates will be ethical teachers and leaders who build their respective schools into unified learning communities.
3. Graduates will actively involve members of the community outside their school (families, business, outside agencies, and other stakeholders).

Outcomes

1. Ensure successful communication between administrators, teachers and parents to help nurture the whole child.
2. Demonstrate leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.
3. Promote the success of all students by acting with integrity, fairness, and in an ethical manner that demonstrates respect for all cultures, ethnicities, gender, socioeconomic status, and exceptionalities.
4. Create a community of caring relationships that unify all educational participants (students, teachers, families, community members, other stakeholders) in the education process.
5. Incorporate sound research and information (including action research generated by the school community) into the perpetual process of educational improvement.
6. Promote the success of all students by understanding and influencing the larger political, social, economic, and legal institutions that impact education.

These goals and outcomes of the program foster professional competence in educational leadership and effective instruction by requiring students to complete a curriculum of study, a comprehensive examination over the core curriculum, and a practicum in educational leadership (MASL).

Accreditation and Approval

Accreditation from the Higher Learning Commission has been granted for the awarding of the Master of Arts in School Leadership. Approval for the graduate program leading to endorsement as a building level administrator has been granted by the Kansas State Board of Education (KSBE) for the MASL program. The state-approved program is included within the degree program.

Accreditation from the Higher Learning Commission has been granted for the awarding of the Master of Arts in Teaching. Approval for the graduate program leading to either an elementary K-6 or secondary PreK-12 or 6-12

license in a given subject area has been granted by KSBE. The state-approved program is included within the degree program.

Accreditation from the Higher Learning Commission has been granted for the awarding of the Master of Arts in Special Education. Approval for the graduate program leading to K-12 High Incidence special education endorsement has been granted by KSBE. The state-approved program is included within the degree program.

Master of Arts in School Leadership Master of Arts in Teaching Master of Arts in Special Education

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Cohort Structure

The notion of “Educators as Builders of Community” is embodied in the cohort structure of the graduate programs. Students are admitted to a group that progresses through the program as a community rather than as individuals. The sense of community—with peers, professors, and college personnel—intensifies as students move forward in the program. By the time the degree is completed, students have developed powerful relationships that become a support network throughout their educational career.

Continuous Enrollment

Once admitted, candidates in a graduate program in Education are considered continually enrolled in each subsequent semester unless written notice is provided to the program director to initiate a withdrawal.

Dual Credit Policy for Education Graduate Courses

Students who are currently enrolled at Benedictine College and have been accepted into the School of Education may take coursework for graduate credit under the following criteria:

- Students in their last three semesters of undergraduate work with at least 96 credit hours
- A minimum 3.0 cumulative GPA
- A maximum of three graduate courses may be taken by an undergraduate student
- Permission of Program Director (undergraduate students must meet with the Program Director for an interview and permission)
- Seat availability

General Grievances

A student seeking assistance with a grievance should first consult with the class instructor. If a satisfactory resolution does not result, the following procedure shall be used:

1. The student meets with the Director of the graduate program and verbally explains his or her complaint.
2. The director informally attempts to solve the problem or explains the department’s position to the affected student.
3. If still unsatisfied, the student drafts a letter to the School of Education and Graduate Studies Committee explaining his or her complaint.

4. At its next meeting, the School of Education forwards a recommendation to the Graduate Studies Committee, which then determines an appropriate course of action and provides a written explanation to the student.
5. If still unsatisfied, the student may appeal the decision to the Provost.

Governance

The Graduate Studies Committee is the policy-making body for the graduate programs in education. Management and oversight of the programs reside within the School of Education.

Graduate Education Advisory Committee

The Graduate Education Advisory Committee (GEAC) is composed of:

1. adjunct faculty;
2. graduates of the programs;
3. practicing school administrators; and
4. graduate student members representing each active cohort.

Members of the committee are appointed by the Program Directors in consultation with the Chair of the School of Education. The purpose of the committee is to participate in the ongoing process of improvement and to provide advice relative to all aspects of the program, including curricular design and the program's conceptual framework. The GEAC meets regularly once each year.

Graduation Application

During the semester preceding the final semester before anticipated graduation, students must make application for graduation by completing the online graduation application.

Transfer Credit

A maximum of nine (9) credit hours taken at another institution may be applied to graduate degree requirements. Transfer hours, with a grade of "B" or better from an accredited institution, may be accepted subject to the approval of the Program Director and the Chair of the School of Education. Students seeking approval of transfer credit shall contact the Program Director. The Director shall consider the request and make a recommendation to the Chair of the School of Education. Authority for acceptance/ rejection of such requests resides within the unit, which is the School of Education. Official Transcripts are necessary for final approval of transfer credits.