

Master of Arts in Education: Teacher as Leader

Program Handbook



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**Northern Kentucky University
College of Education and Human Services
Department of Teacher Education**

Conceptual Framework



Committed to the Development of All Learners

Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

College Vision and Mission

The vision of the College of Education and Human Services is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.

The mission of the College, in alignment with the university's core values, is to realize our vision through collaboration and mutual support among the programs' students, faculty, staff, and communities.

College Goals

The goals of the teacher education, instructional leadership, and school counselor programs are to:

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;

- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
- Provide timely and accurate communication and information to internal and external constituencies;
- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

Purpose

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

Philosophy

The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates' knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget's ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:

- Explicit instruction to promote learning;
- Collaboration and challenging tasks within a problem solving approach; and
- Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child's intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more

competent peers help children to master meaningful activities, the communication between these entities becomes part of the children's thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky's theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky's ideas through the candidates' active participation in content and pedagogy classes as well as appropriate field experiences, i.e. practicum, internship, and/or student teaching. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and cooperating teachers in the P-12 school.

The Unit's programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

Candidate Proficiencies

The Unit's theme "Committed to the Development of All Learners" is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

Master of Arts in Education: Teacher as Leader

Introduction

The Northern Kentucky University Teacher as Leader Program leads to a master of arts in education degree. The program has been carefully developed by NKU graduate faculty in collaboration with former and current graduate students, teachers and administrators from regional schools, and colleagues from across the university especially from the College of Arts and Sciences (A&S).

Completers of the Teacher as Leader Master's Degree Program will earn the Kentucky Teacher as Leader Endorsement. It is designed to meet the program guidelines and Kentucky Teacher Standards as established by the Kentucky Education Professional Standards Board (KYEPSB). In addition, completers are eligible for a rank change in Kentucky and a similar change in credentials status in other states.

Program Guiding Concept

The Teacher as Leader Program (MATL) is designed to foster an educational culture in which leadership in instruction and learning are informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement.

Definition

With the overarching goal of enhancing the learning and growth of students, a teacher as leader regularly engages in curricular and professional leadership in the pursuit of excellence at school, district, and state levels. The efforts to foster positive change and renewal are grounded in the ethics of inquiry, knowledge, competence, caring, and social justice (Lezotte & Mckee, 2006).

Program Goals

The Teacher as Leader Program consists of a series of courses, field-based experiences, and applied research in which program candidates will:

- Develop and demonstrate effective communication skills on a professional level (Saphier, King, & D'Auria, 2006);
- Continually reflect on the effectiveness of their instruction as well as student learning and growth (Donaldson, 2007);
- Focus on and effectively model life-long learning for themselves and their students (Harrison & Killion, 2007);
- Provide leadership and foster collaboration while sharing and planning with colleagues across cultures, professions, and communities (locally and globally) to provide for diverse experiences for P-12 students (McCay, Flora, Hamilton, & Riley, 2001);
- Recognize, evaluate, and implement promising educational practices through research and continuous evaluation;
- Recognize and practice their leadership roles as change agents and program designers (McCay, Flora, Hamilton, & Riley, 2001).

Teacher as Leader Alignment with Standards and Conceptual Framework

Each program in the COEHS has articulated the content knowledge, skills, and dispositions that its graduates must possess at completion through the thoughtfully prepared courses in which they enroll and as demonstrated by the grade point average they are required to achieve. These course requirements, along with their embedded assignments and experiences, are consistent with the essential knowledge in the field as

defined by the learned societies' guidelines. Additional evidence demonstrating candidate knowledge of the content is obtained during their field experiences and through external assessment.

The faculty at NKU believe that the outcomes that define the professional knowledge and skills that we expect our graduates to possess are contained in the appropriate educator standards adopted by the State of Kentucky. The standards for the Teacher as Leader program include:

1. The Kentucky Teacher Standards: Advanced criteria for teacher candidates who already possess an undergraduate degree and teaching certificate.
2. The Interstate School Leaders Licensure Consortium (ISLLC) standards.

Each Teacher as Leader candidate completing this program will conduct a collaborative action research project and demonstrate proficiency in meeting the standards through course assignments and outcomes. At various defined stages throughout the program, candidates will be provided with appropriate feedback regarding his/her progress toward meeting the standards. Prior to the completion of the program, each candidate must successfully present the results of the completed collaborative action research project in a public forum to the faculty of the COEHS, A&S, and colleagues, parents, or other shareholders in the educational community.

In addition to demonstrating necessary knowledge and skills, program completers will possess and demonstrate the dispositions needed to become exemplary educators and leaders. These dispositions are articulated in the College conceptual framework, the Kentucky Education Professional Standards Board Code of Ethics and the NKU College of Education and Human Services Code of Ethics and are summarized in the Dispositions and Professional Behaviors Checklist. Each candidate must sign the Codes of Ethics, espouse these principles, and must show evidence of demonstrating them throughout their preparation program. (Copies of the Codes of Ethics and the Dispositions and Professional Behaviors Checklist are available on the MAED: Teacher as Leader Blackboard organization site.)

The unit's learning outcomes are aligned with the appropriate program standards as defined by the Kentucky Education Professional Standards Board. In addition, each program is aligned with the specialized professional association's guidelines for that program, provided it is a constituent organization of the National Council for the Accreditation of Teacher Education.

Candidate Proficiencies

Each program in the College of Education and Human Services has defined the content knowledge and proficiencies that its graduates must possess through the courses they are required to take and the grade point average they are required to maintain. These course requirements along with their embedded experiences are consistent with the essential knowledge in the discipline as defined by the learned societies' guidelines. Candidates must further demonstrate the requisite knowledge and skills of their discipline during their field experiences and through a variety of external assessments. In addition, Teacher as Leader candidates must demonstrate professional dispositions through adherence to the state and college's codes of ethics, as well as through personal behaviors exhibited in field and course experiences. These are assessed using the NKU Disposition and Professional Behaviors Checklist.

Commitment to Diversity and Technology

Consistent with the unit's vision/theme, mission, and philosophy, the unit's commitment is to facilitate the construction of knowledge, the development of skills, and the practice of professional dispositions that enhance teaching/learning for all. The unit is committed to and values diversity—both attracting and retaining

candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning environments. The unit is committed to the integration, infusion, and application of technology that enhances instruction, advances student learning, and addresses special learning needs. Each course in the Teacher as Leader Program utilizes the Blackboard web platform. The use of the internet and multimedia instructional systems is integrated throughout the program. Each candidate must successfully demonstrate competency in understanding and using educational technology through their performance and observable outcomes in content and pedagogy courses.

Program Requirements

Admission Requirements

To be considered for admission, applicants to the Master of Arts in Education: Teacher as Leader program must submit all admission documents to the Office of Graduate Programs, Lucas Administrative Center 302, Highland Heights, KY, 41099, by the application deadline (available on the Office of Graduate Programs website). Only complete application files will be reviewed for admission. An applicant's file is not complete until the Office of Graduate Programs has received all of the following:

1. **Application & Application Fee:** Complete online application for admission to the Master of Arts in Education: Teacher as Leader program as a degree seeking student. Information concerning the online application and application fee is available on the Office of Graduate Programs website. The application fee is waived for applicants who have received a bachelor's or master's degree from NKU.
2. **Official Transcripts:** Submit official transcripts for all undergraduate and graduate coursework. One transcript must show conferral of a bachelor's degree from a regionally accredited institution with a minimum cumulative undergraduate GPA of 2.50 on a 4.00 scale. Students who have attended NKU are not required to submit official transcripts for NKU coursework; however, they must meet the minimum GPA requirement.
3. **Graduate Record Examination (GRE) Scores:** Submit official scores for the Graduate Record Examination (general test) taken within the past five years. The GRE requirement is waived for applicants who have an undergraduate grade point of 3.0 or higher, and for applicants who have already earned a master's degree from a regionally accredited institution. Applicants who take the GRE exam after August 1, 2011 will take the new GRE exam which has a new score scale ranging from 130-170 instead of the recent scale of 200-800. Applicants will be accepted into the MAED program based on the new GRE scores of the same percentile rank according to the concordance table published by Educational Testing Service.
4. **Statement of Professional Goals (SPG):** Submit a typewritten Statement of Professional Goals, approximately 300-400 words in length. The SPG should state the applicant's reasons for pursuing the Master of Arts in Education: Teacher as Leader degree and the concentration and/or endorsement desired. The SPG should also state the applicant's goals for professional growth and explain specifically how the chosen degree program/endorsement area will make it possible for the applicant to achieve these goals and improve her/his knowledge and skills as a teacher. The SPG will be evaluated for completeness, quality of written expression, and clarity of professional goals.

5. **Letters of Recommendation:** Submit three (3) recommendation forms with attached letters of recommendation. Applicants should seek recommendations from colleagues familiar with the applicant's qualifications for graduate study (e.g., former professor, current principal, supervisor). Attached letters of recommendation must be written on official letterhead and have the signature of the individual providing the recommendation. Within the letter, those providing recommendations should explain their professional role, their relationship to the applicant, and their assessment of the applicant's qualifications for graduate study. Recommendation letters submitted without the recommendation form will not be accepted. Recommendation forms are available on the Office of Graduate Programs website.
6. **Teaching Certificate:** Submit a copy of one's current teaching certificate or out-of-state equivalent. New teachers in Kentucky may submit a Kentucky Statement of Eligibility.
7. **Teacher as Leader Admission Agreement:** Print, sign, and submit the Teacher as Leader Admission Agreement to the Office of Graduate Programs. The agreement form is available on the College of Education and Human Services Graduate Programs website.

International students or students whose native language is not English should contact the Office of International Students and Scholars (OISS) to inquire about policies regarding official transcript evaluations and English proficiency. Transcript evaluations and/or TOEFL scores may be required for admission to the Teacher as Leader program. The OISS may be reached by telephone at (859) 572-6517 or by email at oiss@nku.edu.

Preference will be given to applicants with an undergraduate grade point average of 2.75 or higher, and GRE scores of 380 or higher in Quantitative Reasoning, 450 or higher in Verbal Reasoning, and 3.4 or higher in Analytical Writing. Applicants who meet two or more of these requirements will be considered, but may be required to take additional coursework.

Application Review and Deadlines

Only complete application files will be reviewed. Admission will be offered to the number of applicants sufficient to meet enrollment limits. Applicants whose application files are not complete before the priority deadline may only be considered for admission if enrollment limits have not yet been met. The following is the graduate application review schedule:

<i>Complete application files received by the priority deadline of...</i>	<i>will be reviewed in the month of...</i>	<i>for admission in this term (or later)...</i>	<i>Decision letter will be mailed on or near...</i>
July 1	July	Fall	July 15
November 1	November	Spring	November 15
April 1	April	Summer	April 15

Admission decisions are not made based on single admission criteria (e.g., GRE scores, GPA, SPG, etc.). Applicant's files are evaluated holistically when estimating an applicant's readiness for graduate study; therefore, submitting the required admissions documents or attaining the minimum GPA or CVI does not guarantee admission to the program.

Program Course Requirements

The goal of the Teacher as Leader program is to help teachers identify and reach their professional goals related to instruction and assessment, enhanced content knowledge, and school and district leadership; therefore, the program has been designed to be somewhat personalized. The leadership core courses, field experiences, and

collaborative action research project are planned with each graduate student to address professional and personal goals as well as the goals of his/her school and district. Due to the nature of the program expectations, the ideal graduate student in the Teacher as Leader program is one who is currently employed as a classroom teacher.

Candidates completing the Master of Arts in Education: Teacher as Leader degree must complete a minimum of 30 credit hours with a GPA of 3.0 or higher. Specific courses are selected in collaboration with one's advisor with the approval of the program director. All courses selected are subject to the curriculum requirements outlined in the university catalog of record and the individual candidate's approved curriculum contract. The Teacher as Leader program includes the following curriculum requirements:

(Copies of all curriculum contracts are available on the MAED: Teacher as Leader Blackboard organization site.)

Professional Core (15 credit hours)

EDG 607: Orientation to MAED Teacher as Leader
 EDA 602: Leadership in Contemporary Schools
 EDG 605: Introduction to Educational Research for School Leaders
 EDG 606: Leadership in a Diverse Society
 EDG 615: Instructional Design and Curriculum
 EDG 691: Applied Educational Research I
 EDG 692: Applied Educational Research II

Concentration Core: Curriculum contracts for individual concentrations are available on the MATL Blackboard Organization site or through the Graduate Education Office.

Gifted and Talented Endorsement *
 Instructional Computer Technology Endorsement *
 Learning Behavior Disorders P-12 *
 Moderate and Severe Disabilities *
 Reading Endorsement *
 General Content option (based on candidate's initial teaching certification)
 Interdisciplinary Early Childhood Education Endorsement *
 English as a Second Language Endorsement *
 Special Education (not leading to endorsement)

(*Addition of the endorsement or teaching area to a certificate may require additional coursework and/or a Praxis exam as required by KYEPSB.)

Elective Core (0-3 credit hours)

Individual Competence Development (0-6 credit hours): Candidates whose official transcripts do not include a course in the teaching of reading and/or teaching students with exceptionalities will be required to include these courses in their program curriculum. One course taken for Individual Competence Development may be applied to the Elective Core requirement.

EDG 607 is a required pass/fail orientation course which students must pass. Each of the other professional core courses, the concentration core courses, the elective core course, and any individual competence development courses must be passed with a grade of C or better.

Field Experiences and Experiences with Diverse Populations

All courses in the Teacher as Leader program core require practical application in a school-like setting. In addition, all candidates are expected to demonstrate their ability to work effectively with diverse student populations, specifically students from various racial/ethnic groups, English language learners, students with exceptionalities, and students from various socio-economic levels. If candidates are not currently teaching, or if their current teaching position does not include students from these diverse populations, they will be required to locate a classroom within their school, district, or another school in which to complete the field experiences and demonstrate their ability to teach diverse students effectively. Beginning in EDG 607, candidates will maintain a Diversity Experience Log in which they will record their experiences working with diverse populations. This log will be maintained throughout the Teacher as Leader program and will be reviewed at advising sessions and submitted as a course requirement in EDG 692.

Collaborative Action Research Project (CARP)

As stated in the program guiding concept, the Teacher as Leader program seeks to foster an educational culture in which leadership in instruction and learning are informed by research and continuous data collection and analysis. This is particularly demonstrated through the Collaborative Action Research Project (CARP). Through the CARP, candidates, in collaboration with their school-based colleagues, identify an area of inquiry that will inform the candidate's teaching practice or will benefit the school or district at large. The primary purpose of the CARP is to positively impact P-12 student learning, whether directly or indirectly. The candidates conduct a review of relevant literature, develop a research proposal, obtain the necessary approval of the school district and the NKU Institutional Review Board for human subjects research, conduct the proposed research, and analyze and share the results in a written paper and through a presentation in a public forum.

The CARP involves a process that spans a series of courses. Candidates receive guidance from faculty and school-based colleagues throughout the process. The CARP research project includes the following course sequence:

- EDG 605: Introduction to Educational Research for School Leaders
- EDG 691: Applied Educational Research I (Prerequisite: EDG 605)
- EDG 692: Applied Educational Research II (Prerequisite: EDG 691)

The CARP research courses must be taken in sequence, and admission to EDG 691 and EDG 692 are by application only. Applications to for admission to EDG 691 and EDG 692 are submitted to the Graduate Education Office (MEP 263B), and the following application deadlines are strictly enforced:

- Application to enroll for the fall semester – July 15th
- Application to enroll for the spring semester – November 15th
- Application to enroll for the summer term – April 15th

Applications to enroll in EDG 691 and EDG 692 are available on the Teacher as Leader Blackboard organization site.

While conducting the CARP, candidates are encouraged to remain in regular contact with, and receive feedback from, their course instructors, faculty advisors, and school-based colleagues. Candidates needing mathematical or statistical assistance may contact the Burkardt Center on the NKU campus at <http://bcc.nku.edu/index.php>.

Program Exit Requirements

Program exit requirements are outlined on the MAED: Teacher as Leader curriculum contract and the in the NKU Graduate Catalog. Exit requirements for concentrations and endorsements are also listed on the respective curriculum contract and in the Graduate Catalog. Please note that the addition of an endorsement or teaching area to a certificate may require additional coursework and/or Praxis exams as required by KYEPSB.

Orientation and Academic Advising

Initial academic advising will occur through EDG 607 Orientation to MAED Teacher as Leader, an online orientation course in which candidates must enroll during their first semester in the Teacher as Leader program. EDG 607 consists of several modules that introduce candidates to the various components of their graduate program as well as other University policies and resources.

All Teacher as Leader candidates are assigned a faculty advisor during their first semester enrolled in classes. Faculty advisors should be a candidate's first point of contact when the candidate has questions about his/her program of study, course selections, program requirements, and academic concerns. When the candidate has completed 15 credit hours of the Teacher as Leader program, an advising hold will be placed on his/her account prohibiting him/her from registering for classes. To have the hold released, candidates should meet with their advisor to discuss their progress in the program. Candidates can obtain their assigned faculty advisor's name through myNKU.

Graduation and Certification

As candidates near the completion of the MAED: Teacher as Leader program, they should be aware of the following graduation and certification deadlines. For questions concerning graduation and/or certification, contact the Graduate Education Office (BEP 268) at graded@nku.edu or 859-572-5237.

<i>Semester of intended graduation</i>	<i>Submit application to graduate no later than...</i>	<i>Submit TC-1 forms to the Graduate Education Office (BEP 268) no later than...</i>	<i>Graduate Education Office will submit TC-1 forms to EPSB in...</i>
Fall	April 1	December 1	Early January
Spring	October 1	May 1	Early June
Summer	April 1	August 1	Early September

Graduate Catalog of Record

It is critical that candidates become familiar with important University policies that could impact their successful completion of the MAED: Teacher as Leader program. A candidate's Graduate Catalog of record is the catalog in effect when a candidate is admitted to a graduate program. The catalog of record serves as a contract between the University and the candidate and contains the policies and procedures that will be followed during the candidate's graduate program. Candidates can access their Graduate Catalog of record on the Office of Graduate Programs website or on the Teacher as Leader Blackboard organization site.

Transition Points

The following table lists the transition points of the Master of Arts in Education: Teacher as Leader program. Candidates' knowledge, skills, and professional dispositions are assessed at each of the transition points in all graduate education programs. The outcomes of these assessments determine if a candidate is ready to proceed to the next key point in the graduate education program.

TP 1 – Admission To Program		<u>Standard Assessed</u>	<u>How Assessed</u>
TP 2 – Completion of 15 – 18 hours	<p><u>Knowledge</u> GPA/GRE Formula</p> <p>Statement of Professional Goals</p> <p><u>Dispositions</u></p> <p><u>Skills</u></p>	<p>KTS 1</p> <p>KTS 7, 9</p> <p>KTS 3, 4, 7, 8</p> <p>KTS 1-10</p>	<p>Transcript Review Implement Formula Submission of SPG</p> <p>Certified Teacher</p> <p>Certified Teacher</p>
TP 3 – Program Exit	<p><u>Knowledge</u> 3.0 GPA maintained</p> <p><u>Skills</u> SPG Action Plan (EDA 602) Teaching Analysis (EDG 615)</p> <p><u>Dispositions</u> Dispositions and Professional Behaviors Checklist (EDA 602)</p> <p><u>Diverse Experiences</u> Diversity Experience Log</p>	<p>KTS 1</p> <p>KTS 7, 9 KTS 1-7</p> <p>KTS 3, 4, 7, 8</p>	<p>Transcript Review</p> <p>Evaluation with Rubric Evaluation with Rubric</p> <p>Self/ Mentor/ Critical Friend Dispositions/ Professional Behaviors Checklist</p> <p>Log review with advising checklist</p>
	<p><u>Knowledge</u> 3.0 GPA maintained</p> <p><u>Skills</u> Action Research Project Paper and Presentation (EDG 692)</p> <p><u>Dispositions</u> Dispositions and Professional Behaviors Checklist (EDG 692)</p> <p><u>Reflection</u> SPG Action Plan Reflection (EDG 692)</p> <p><u>Diverse Experiences</u> Diversity Experience Log (EDG 692)</p>	<p>KTS 1</p> <p>KTS 1-10</p> <p>KTS 3, 4, 7, 8</p> <p>KTS 7, 9</p>	<p>Transcript Review</p> <p>Evaluation with Rubric</p> <p>Univ. Faculty with Dispositions/ Professional Behaviors Checklist</p> <p>Evaluation with Rubric</p> <p>Submission of Log</p>

MAED: Teacher as Leader Contact Information

College of Education and Human Services
Teacher Education Graduate Office
BEP 263B
gradedu@nku.edu
(859) 572-6330

College of Education and Human Services
Department of Teacher Education
BEP 251
TeacherEducation@nku.edu
(859) 572-5624

College of Education and Human Services
Office of the Dean
BEP 206
(859) 572-6623

Northern Kentucky University
Office of Graduate Programs
302 Lucas Administrative Center
gradprog@nku.edu
(859) 572-6364

Contact Information for Other Campus Offices

Department/Office	Extension	Bldg & Rm	Fax
African American Programs & Services/Ethnic Services	6684	SU 309	
All Card	6016	SU 120	
Alumni Association	5486	421 Johns Hill Rd	1950
Bookstore	5142	UC	
Bursar	6697/ 5204	AC 2nd floor	6087
Campus Recreation	5197	HC 1st floor	6090
Career Services	5680	UC 225	6996
Early Childhood Center	6338	BEP 147	
Educational Outreach (Online Programs)	2400	Campbell Hall 270	
Financial Assistance	5143	AC 416	6997
Graduate Programs	6364	AC 302	6670
Health, Counseling & Student Wellness	5650	UC 440	5615
Information Technology Help Desk	6911	UC 252	
Intercollegiate Athletics	5193	BOK 133	6089
International Student Students & Scholars	6517	UC 305	6178
Kentucky Center for Mathematics	7690	MP 475	
Office of the Registrar	5556	AC 301	6094
Parking Services	5505	400 Nunn Dr	6692
Public Safety	5500	JH 415	6991
Steely Library	5456	SL	5457
Testing and Disability Services	5401	SU 303	5874
Welcome Center	1485	WC	
Women's Center	5550	UC	6718