Curriculum Map Master of Arts in Education: Concentration in Education Leadership Administrative Services Clear Credential 2014 (Program in Transition) Direct Measures

(Legend: I= Introduced; D=Developed; M=Mastered; Color Yellow=signature assignment; Color Green=assessed

Institutional Learning Outcomes	Learning Informed by faith					Growing in aFaith Community					Serving in Context of Faith			
SOE Outcomes	Equip 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.					Transform 1. Embraces the positive power of diversity through development as advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations.					Empower 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.			
Required Courses	la. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6)	Th. Influences and supports public policies ensuring the equitable distribution of resources and support for all subgroups of students. (CPSEL 6)	Ic. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. (CPSEL 6)	Id. Reflects on personal leadership practices and recognizes their impact and influence on the performance of others. (CPSEL 5)	le. Engages in professional and personal development. (CPSEL 5)	2a. Recognizes and respects the goals and aspirations of diverse family and community groups. (CPSEL 4) (ILO 2)	2b. Communicates information about the school on a regular and predictable basis through a variety of media. (CPSEL 4)	2c. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. (CPSEL 4)	2d. Models personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others. (CPSEL 5)	2e. Utilizes technology to foster effective and timely communicatio n to all members of the school community. (CPSEL 5, CTC 6 (e)(4) [also CTC 14(d)])	3a. Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL 1) (ILO 3)	3b. Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work. (CPSEL 2) (ILO 3)	3c. Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3)	3d. Establishes school structures and processes that support student learning. (CPSEL 3)
GED 796 Induction, Mentoring, and Advanced fieldwork (3)	I.D	I.D	I.D	I.D	I.D	I.D	I.D	I.D	Ĭ.D	I.D	I.D	I.D	I.D	I.D
GED 797 Professional Development and Assessment (3)	D,M	D,M	D.M	D.M	D,M	D,M	D,M	D.M	D,M	D,M	D,M	D.M	D,M	D,M