Dordt College
Sioux Center, Iowa 51250

Master of Education Program

2017 Catalog
Dordt College - An Overview

Principles and Purposes
  Dordt College owes its existence to a community whose faith commitment demands obedience to biblical principles in all of life. This religious commitment, historically known as the Reformed faith, has always been the basis of education at Dordt College.

  The Dordt College community confesses that the Scriptures are the Word of God. As God’s infallibly and authoritatively inspired revelation, the Bible reveals the way of salvation in Jesus Christ, requires a life of obedience to the Lord, and provides the key to understanding, interpreting, and finding purpose in life.

A Kingdom Perspective
  Scripture and creation reveal to us a sovereign God. Nothing exists without him; all things are under his control and find their goal and purpose in his glory. The creation is God’s kingdom.

  The Bible also tells us that God created humankind in his image. People are covenantally bound to their creator by his law, which calls for loving obedience.

  After Adam’s fall into sin, humankind, though called to develop and care for God’s world, began to treat it as an object of exploitation. Rather than serving the King, people abandoned themselves and the rest of creation to division and strife, misery and death.

  But God came to us with his word of grace. Through the death and resurrection of Jesus Christ, God has reclaimed what had been deformed and distorted by sin. Even though the effects of the fall continue, Christ has rescued the creation from the curse of sin and reigns as King over all. He summons those he has redeemed to work for the expression of his kingdom everywhere.

Serviceable Insight
  Our mandate to be busy in Christ’s kingdom requires that we study, examine, and understand his world. Christian educational institutions must work to gain and transmit insights into the created order.

  The Christian’s understanding of God’s handiwork is distorted by centuries of secularization. Dordt College is faced with the challenge of developing genuine Christian insight—an understanding of the creation illumined by the liberating light of the Scriptures.

  Christians in a technological and secular civilization need the ability to distinguish sharply, to think critically, and to judge wisely. Dordt College must
provide the kind of insight that enables Christians to carry out their tasks effectively in a complicated world.

So, such insight is not merely theoretical. While Christian insight reflects an understanding of the structure and workings of God’s created order, it includes other dimensions as well: the practical ability to carry out one’s task in loving obedience and service, and the desire to function effectively as a kingdom citizen.

The History

Dordt College had its beginning in 1937 with the circulation among Midwestern Christian Reformed churches of proposals and recommendations regarding the establishment of a Christian college. World War II put an end to these discussions; however, after the war, the movement gained new impetus due to the critical shortage of qualified teachers for Christian schools in the area.

The college was organized in 1953 as the Midwest Christian Junior College. Under this name, instruction began in September 1955 with 35 students and five faculty members. In 1956 the name of the college was changed to Dordt College.

In 1961 the decision was made to expand to a four-year college. In September 1963 the junior class was added, and in 1965 the first class of students received a bachelor’s degree.

Dordt College grew rapidly in the ’60s and ’70s. In the same period the campus grew from one to more than a dozen buildings. Today Dordt enrolls approximately 1,400 students and occupies a well-equipped, 115-acre campus.

Dordt also has expanded its offerings over the years. Founded primarily to train teachers, Dordt was graduating students in a number of the liberal arts by the late 1960s. In 1969, the first courses in business administration were offered, marking a move toward combining a “liberal” education with “practical” instruction. Others that followed this precedent were agriculture, engineering, and social work. The current undergraduate curriculum includes more than 40 programs, taught by more than 80 faculty members.

The M.Ed. program, launched in 1994, is the first graduate program offered by Dordt College and a continuation of the college’s historic commitment to the training of Christian teachers.

Accreditation

The Dordt College Master of Education Program is approved by the North Central Association of Colleges and Schools and the Iowa Department of Education.
Location
The Dordt College campus is located in Sioux Center, Iowa, a prosperous, rapidly growing community in northwest Iowa. Sioux Center is situated on Highway 75, 45 miles north of Sioux City, Iowa, and 55 miles southeast of Sioux Falls, South Dakota.

The Library
The John and Louise Hulst Library, which is conveniently located in the Campus Center, is a warm and welcoming space for research, reading, or simply relaxing. Many students come to the library for a free cup of coffee. Others come to do research, homework, or use the library’s computers, printers, and multi-media equipment.

For those doing research at a distance, the library has an increasing online presence. All enrolled graduate students can access the library’s web-based electronic materials from off-campus using their Dordt provided login and password.

- Dordt College Library (https://dcc.dordt.edu/library)
- WorldCat: Dordt’s Online Library Catalog (http://dordt.worldcat.org.ezproxy.dordt.edu:8080/libraries/1015) Items that you need can be scanned for you or sent to you through the mail, if necessary.
- The ERIC database, plus more than 50 other online databases and full-text collections (http://dordt.libguides.com/eresources)
- Course Research Guides for the Grad Ed Program (http://dordt.libguides.com/educ503)
- Teaching Resource Center (https://dcc.dordt.edu/library/teacher_resource_center)
- Reference assistance is available via phone, e-mail, chat, or text messaging.

The Teaching Resource Center (TRC), which is located on the main floor of the Hulst Library, was remodeled in the summer of 2012. It was redesigned to support teaching innovations for Dordt faculty, pre-service teachers, and the regional teaching community. The new design includes the Discovery Café where users can interact with newer digital resources and equipment, the Learning Lab classroom which supports new teaching paradigms and collaborative group work, and the print collection of approximately 8000 items. Materials chosen for the TRC include resources that support a pre-K through 12 Christian education program.

For more information or assistance, please contact us at reference@dordt.edu.
Computer Resources

Computers are available to graduate students in the classroom building (room 1302), the library and in student housing. You can find Macintosh computers in our digital editing lab, classroom 1310. Laptop users can access the wireless network available in every building on campus. From any of these computers, students can search the library’s web-based catalog to locate books and articles, access full-text databases, search the Internet, send e-mail and create documents. A variety of other computer applications are also available. The library circulation desk offers a wide variety of computer peripherals such as scanners, digital cameras and digital video cameras.

Housing and Meals

On-campus housing is available at the discounted rate of $90 for the on-campus week of EDUC 501. Students will be lodged in Dordt’s newest student housing facility, Kuyper Apartments. Each apartment has three bedrooms, two bathrooms, and shared living space. Linens and towels are provided.

Apartments are equipped with a full kitchen. Although on-campus meals are not available during the summer, there are a number of inexpensive restaurants within walking distance of the campus.

Due to space restrictions and demand for housing during the summer, single occupancy for a student apartment is not available. Families wishing to be housed in a room to themselves must consult with the Director of Events & Auxiliary Services.

Recreation Activities

Dordt’s Recreation Center is available to graduate students during the summer session. The Recreation Center has an indoor track, basketball courts, racquetball courts, and exercise facilities. In addition, students have paid access to the All Seasons Center facility, which houses an indoor and outdoor swimming pool and an ice skating rink. The Ridge, an eighteen hole golf course, is located on the outskirts of Sioux Center.

Transportation

Shopping, restaurants, and local churches are within walking distance of the campus. For a small fee, students flying into Sioux Falls or Sioux City may arrange for transportation to and from campus.
Notice of Accessibility

Although certain facilities are not fully physically accessible to persons with disabilities, Dordt College will take such means as are necessary to ensure that no qualified person with disabilities is denied the benefits of or excluded from participation in the programs of Dordt College. The accessibility standard required by federal law for “existing facilities” is that the recipient’s program or activity, when reviewed in its entirety, must be readily accessible to persons with disabilities. Dordt College may meet this standard through such means as reassignment of classes or other services to accessible locations, redesign of equipment, assignment of aides, alteration of existing facilities, and construction of new accessible facilities. Dordt College is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Because scheduling classes and arranging housing in accessible facilities may require reasonable advance planning, students with disabilities accepted for admission should identify themselves within six months of the start of the semester of admission and indicate the nature of accommodation that they need.

All buildings used for EDUC 501 are wheelchair accessible and have elevators.

Commitment to Non-Discrimination

Dordt College’s commitment to nondiscrimination on the basis of age, color, disability, gender, national or ethnic origin, or race includes nondiscriminatory access to college programs and activities and treatment therein. Concerns should be directed to the Provost at Dordt College.

Finances

Tuition and fees assessed are designed to cover the costs incurred by the college in providing a quality education at a reasonable price.

Tuition
Graduate Education course, per credit.................................................. $295 USD

Fees
Registration fee, per Grad Ed course.................................................... $20 USD*
Grad Ed Program application fee (one-time)......................................... $25 USD*
Program Completion fee ................................................................. $100 USD
Optional commencement fees
   Robe rental....................................................................................... $40 USD
   Hood (for purchase)........................................................................... $25 USD
   Thesis Hardcopy (for Teacher Leadership students)............................. $50 USD

*Non-refundable
Registration and Payment of Fees for Graduate Students

Registration information will be sent to students in March for the summer semester, in July for the fall semester, and in November for the spring semester. Completed registrations are due three weeks prior to the first day of class. Computer accounts will be activated upon receipt of the registration fee and appropriate course materials will be sent to the student. Tuition, room charges, and applicable fees are due and payable at the beginning of each session. A finance charge of .75 percent per month (nine percent annual percentage rate, accrued monthly) is charged on all unpaid accounts. Students may not register for a new session if their account balance is not paid in full. The college will withhold transcripts and grade reports until accounts are paid in full.

Online Payment Option

Credit Card or online bank payments can be initiated through Dordt’s new third party servicing agent, ACI. Dordt College uses ACI for collection of online payments. For credit/debit card payments, ACI charges a fee of 2.65% ($3.95 minimum). For ACH payments from your checking account, ACI charges a fee of $0.75.

If you choose not to make an online payment, you may send a check or money order to the Dordt College Business Office, 498 4th Ave NE Sioux Center, IA 51250. If you have further questions, contact studentaccounts@dordt.edu.

The Canadian Exchange Rate is determined the first and 15th of each month and can be viewed online or by contacting the Business Office at 712-722-6013.

Refund Policy

When a student registers for one or more courses, computer accounts are activated and the student is entered into the database. The $20 per course registration fee is to cover costs related to the resources necessary to enroll the student. It is therefore non-refundable. If a student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) during the semester, the student’s refundable charges and financial aid will be prorated if the student has been enrolled for 60 percent of the semester or less. If a student has been enrolled for more than 60 percent of the semester, the student is not eligible for a reduction in charges. The withdrawal date is the later of (1) the date the student begins the withdrawal process by providing official notification (oral or written) of the intent to withdraw; or (2) the student’s last date of attendance at an academically related activity. A student who wishes to withdraw must contact
the Director of Graduate Education to initiate and complete the appropriate paperwork.

The percentage of the semester completed is calculated by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays, but excluding breaks of five or more consecutive days. For example, if there are 107 calendar days in a semester and a student’s withdrawal date is on the 50th day, the student’s refundable charges and financial aid will be prorated to reflect enrollment for 46.7 percent of the semester (50 days divided by 107 days).

Financial Aid

Dordt College provides financial aid to graduate students in the form of federal loan programs. Costs are kept as reasonable as possible in an effort to make a graduate education available to as many people as possible. Grants from federal sources are not available for graduate study. No institutional grants are available because the college has already designed the program to have a very low tuition amount charged.

In order to receive financial aid, a student must complete a FAFSA (Free Application for Federal Student Aid) to determine the amount a student (and spouse) can contribute from their own resources. If applying for aid in the summer, please use the upcoming year’s FAFSA. Once the family contribution has been established, any additional need can be met through one of the federal loan programs.

Generally, a graduate student is considered an independent student for financial aid purposes. This means only student (and spouse) information is required rather than parental information. An exception to this would be students who are taking graduate and undergraduate courses at the same time. These students would be treated as undergraduate students and would have their dependency status determined according to the rules currently in place for undergraduate students.

In order to receive financial aid, a student must be at least a half-time student for U.S. financial aid programs. A Canadian student will be required to be full-time to receive a Canada Student Loan. The following loans might be available to students applying for financial aid:

Federal Unsubsidized Stafford Loan Program

This is a federal loan program. A Federal Stafford Loan for graduate students is always unsubsidized. This means interest will accrue as soon as the loan is disbursed. For loans disbursed after July 1, 2016 and prior to July 1, 2017, the rate is 5.31%. For loans disbursed after July 1, 2017, the rate has not yet been determined.
Canada Student Loan Program

These loans are available to the full-time Canadian student in most provinces. The interest rate is determined at the time repayment begins. The amount of the loan varies, but usually ranges between $6,000–$7,000 Canadian dollars.

Applications can be obtained at the provincial office of education and should be applied for well before the funds are needed.

Enrollment Status

Students who are registered for at least nine semester-hours are considered full-time in the program. Students registered for fewer than nine credits are considered part-time.

Master of Education: Educational Leadership

Program Description

Dordt College’s undergraduate and graduate education programs grow out of a Christian perspective rooted in the Reformed tradition. Dordt faculty and students approach the teaching profession as a calling to help guide young people to a greater understanding of God’s creation and a greater commitment to lives of discipleship. We believe that teachers and students are created for a relationship with God as his image bearers and must treat one another with integrity and dignity. In the graduate program, new ideas for teaching and leading are developed and critiqued in light of biblical principles.

Graduates of the Dordt M.Ed. program will be better able to articulate a Christian perspective for education. They will also be prepared to translate that perspective into practice within their classroom, school, and community.

The Teacher Leadership degree is a ten-course, 30 semester hour, program that prepares pre K-12 teachers to assume the role of teacher/leader in the curricular decisions and the instructional practices in their schools. By providing practical, hands-on instruction for teachers who want to learn more about what it means to teach in a distinctively Christian manner, this degree equips teachers to be able to articulate a Christian perspective for education and prepares them to translate that perspective and lead others into its practice within their classroom, school, and community.

The School Leadership degree is a ten-course, 36 semester hour, program that prepares an educator to be an educational leader, capable of undertaking
the tasks and responsibilities of a principal or director of special education. This is a licensure program by the state of Iowa. Significant hours are spent in field experiences, allowing educators the opportunity to put into practice what they are learning in the classroom.

The Sport Leadership degree track is a 10-course, 33-semester hour option in the M.Ed. program that prepares teachers, coaches, and other education professionals for leadership in educational athletics. This track provides practical, hands-on learning experiences in teaching and leading in a distinctively Christian manner. Providing a graduate level focus on issues, research, and leadership in education, this track also focuses on the specific leadership principles and perspectives applicable to sport leadership. Six credits of practicum experience provide real-world learning and application.

Graduate Education Mission

The mission of the Dordt College Graduate Education program is as follows: “The graduate program prepares professional educators for service in diverse settings, equipping them with God-centered reflective and transformative skills, knowledge, and dispositions for teaching, learning, and leading.” The program is committed to serve the needs of in-service teachers and administrators. The mission statement of the graduate program is linked to the college-wide vision developed in The Educational Framework of Dordt College, a vision that focuses on the development of “serviceable insight.”

According to The Educational Framework, “Dordt College strives to develop and share serviceable insight into the meaning, structure and development of the world God has created and graciously maintains”. The college intends “to provide insight and develop talents that sustain lifelong responsible service in God’s Kingdom”. The four quadrants of curricular goals and student outcomes—religious orientation, creational structure, creational development, and contemporary response—help implement this mission throughout the college. The institution’s four curricular goals and student outcomes are as follows:

1. Religious Orientation
   The curriculum should be rooted in the Word of God and infused with a Reformational worldview to reflect the fact that all of creation is related to God as its Creator, Redeemer, and Lord.

2. Creational Structure
   The curriculum should be organized into a balanced cohesive whole of complementary academic programs to faithfully reflect the diversity and coherence of reality. The curriculum should include the study of general
areas of common concern to all people, and it should contain an in-depth study of selected fields of specialization.

3. Creational Development
The curriculum should reflect and promote knowledge of the dynamic unfolding of creation, and it should highlight the various aspects of human responsibility and involvement in the process.

4. Contemporary Response
The curriculum should help students convert their insights and competencies into committed action. It should enable them to translate the results of theoretical investigation into faithful response to God and practical Christian service to their neighbor . . .

(The Educational Framework of Dordt College, p. 6)

The Master of Education Standards
The Dordt College Graduate Education Program Standards are listed below. The tie between the standards and the four institutional curricular goals and student outcomes is indicated by (RO) for Religious Orientation, (CS) for Creational Structure, (CD) for Creational Development, and (CR) for Contemporary Response. The School Leadership program standards are linked to the five National Board for Professional Teaching Standards (NBPTS) and the Interstate Teacher Assessment and Support Consortium (InTASC). The Educational Leadership program standards are linked to the Iowa Standards for School Leaders (ISSL).

1. The student enriches or develops a Reformed Christian perspective on education.
   a. Articulates a personal Christian philosophy of education. (NBPTS: 1, 4), (RO)
   b. Increases awareness of and sensitivity to the worldviews that pervade and shape contemporary educational issues. (NBPTS: 4), (RO)
   c. Explores prominent theories of human development. (NBPTS: 1), (CS)
   d. Demonstrates competence in classroom management including: creating a safe and positive learning environment, communicating standards for responsible behavior, implementing procedures that support student achievement, and communicating effectively and accurately with students, families, colleagues, and communities. (NBPTS: 3), (CR)

2. The student demonstrates improved curriculum development abilities.
   a. Gains an understanding of human development and individual differences and applies it towards the development of curriculum. (NBPTS: 1), (CR & CS)
b. Recognizes current approaches in curriculum theory, attending particularly to embedded values and assumptions that shape thinking and practice. (NBPTS: 4), (CD)

c. Uses student achievement data, local standards, and the district curriculum in planning instruction to engage all learners. (NBPTS: 1, 3), (CR)

d. Describes, analyzes, and evaluates a variety of pedagogical approaches. (NBPTS: 1, 3), (CD)

e. Evaluates a school-wide curriculum design and devises a plan for annual curriculum review and development based on biblical principles of the learner, learning, and community. (NBPTS: 1, 3, 5), (CR)

3. The student demonstrates improved instructional abilities.

a. Applies Christian philosophical and historical insights into your classroom practice. (NBPTS: 4), (CR)

b. Identifies and uses methods and materials for modifying instructional strategies to meet student needs. (NBPTS: 1, 3), (CR)

c. Demonstrates ways in which prominent theories of human development relate to instruction. (NBPTS: 1, 3), (CD)

d. Uses a variety of methods to monitor student learning including: aligning assessment with instruction, communicating standards and assessment to parents and students, using multiple means of assessment to guide planning, involving students in self-assessment, collaborating with colleagues in analyzing student progress, and providing constructive feedback to parents and students. (NBPTS: 3), (CR)

4. The student conducts, evaluates, and applies research in the field of education.

a. Demonstrates habits and skills of continuous inquiry and learning. (NBPTS: 4), (CR)

b. Applies research, knowledge, and skills from professional development opportunities to improve practice. (CR)

c. Understands the ethical issues associated with conducting research. (CS)

5. The student demonstrates improving educational leadership skills.

a. Works collaboratively to improve professional development opportunities to improve practice. (NBPTS: 5), (CR)

b. Devises a plan for personal and school-wide faculty professional development. (NBPTS: 5), (CR)

6. The student demonstrates competence in content knowledge appropriate to the teaching position.

a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content areas. (NBPTS: 2), (CS)

b. Uses knowledge of student development to make learning experiences in
the content areas meaningful and accessible to every student. (NBPTS: 2, 3), (CR)

c. Relates ideas and information within and across the content areas and uses appropriate instructional strategies for the content areas. (CR)

Courses

To serve practicing teachers and administrators, Dordt College has adopted an innovative course format allowing students to complete the program in as few as two years with minimal time spent on campus. The on-campus course, EDUC 501, consists of two phases: a pre-campus phase that involves preparation (e.g., reading and writing assignments) prior to coming to campus and an on-campus phase of one week during the month of July. The subsequent courses are offered in an entirely online environment. See pages 20-26 for course listings and descriptions.

M.Ed. in Teacher Leadership (30 credits)
EDUC 501 Issues in Education (on campus) ................................................................. 3 credits
EDUC 502 Learner Development and Principles of Learning ......................... 3 credits
EDUC 503 Interpreting and Applying Educational Research ............................. 3 credits
EDUC 504 Curriculum Development and Evaluation ........................................... 3 credits
EDUC 505 Education in the Inclusive Classroom .................................................. 3 credits
EDUC 506 Best Practices in Instructional Strategies ............................................ 3 credits
EDUC 507 Classroom Assessment Strategies ...................................................... 3 credits
EDUC 508 Teaching and Learning with Technology .......................................... 3 credits
EDUC 509 Teacher Leadership Field Experience ................................................. 3 credits
EDUC 510 Action Research Project ...................................................................... 3 credits

Independent Study
EDUC 591-593 Independent Study ..................................................................... 1-3 credits

M.Ed. in School Leadership (36 credits)
EDUC 501 Issues in Education (on campus) ................................................................. 3 credits
EDUC 502 Learner Development and Principles of Learning ......................... 3 credits
EDUC 503 Interpreting and Applying Educational Research ............................. 3 credits
EDUC 504 Curriculum Development and Evaluation ........................................... 3 credits
EDUC 505 Education in the Inclusive Classroom .................................................. 3 credits
EDUC 560 Foundations of Educational Leadership ............................................ 3 credits
EDUC 560L Field Experience I in School Leadership ....................................... 1.5 credits
EDUC 561 Instructional Leadership ..................................................................... 3 credits
EDUC 561L Field Experience II in School Leadership ..................................... 1.5 credits
EDUC 562 Legal and Ethical Foundations in Educational Leadership.... 3 credits
EDUC 563 Collaborative Leadership.................................................. 3 credits
EDUC 563L Field Experience III in School Leadership......................... 1.5 credits
EDUC 564 Management and School Improvement.................................. 3 credits
EDUC 564L Field Experience IV in School Leadership........................... 1.5 credits

**M.Ed. in Sport Leadership (33 credits)**

EDUC 501 Issues in Education (on campus).................................................. 3 credits
EDUC 502 Learner Development and Principles of Learning..................... 3 credits
EDUC 503 Interpreting and Applying Educational Research....................... 3 credits
EDUC 560 Foundations of Educational Leadership..................................... 3 credits
EDUC 563 Collaborative Leadership........................................................ 3 credits
HHP 510 Leadership Principles in Sport................................................. 3 credits
HHP 515 Ethics and Sport ........................................................................... 3 credits
HHP 520 Christian Perspectives on Advanced Sport Psychology............... 3 credits
HHP 525 Administration of Interscholastic Sports.................................. 3 credits
HHP 530 Practicum Series (taken twice)..................................................... 3 credits

**Time Limit**

1. All degree requirements must be completed within six years from the beginning of the first graduate coursework at Dordt College. Approval of the Graduate Education Committee is needed for an extension.
2. Coursework taken more than six years prior to completing degree requirements may be updated and validated by examination. Requests for such examination must be made to the Director of Graduate Education.

**Grading**

Grades in the Master of Education program have the following meaning:

- **A** (4.00) Superior
- **B** (3.00) Good
- **C** (2.00) Passing, but below graduation requirement
- **D** (1.00) Unsatisfactory, credits not applicable to the degree
- **F** (0.00) Failure

**Policy for Incompletes**

Under exceptional circumstances and with prior permission of the course instructor and director, a student may request additional time to complete assignments. However after three months from when grades are due, all incompletes will receive a grade based on the materials submitted at that point.
Advisors

The Director of Graduate Education serves as the advisor to all students.

Licensure

The Dordt College Master of Education degree with its concentration in Teacher Leadership has been approved by the Iowa Department of Education. Six semester hours of this program meet the requirements to convert an initial license to a Standard license within the State of Iowa. The program also meets the master’s degree requirement for the Master Educator’s License.

The School Leadership program leads to the Initial Administrator license in the State of Iowa. The Initial Administrator license is the entry level license for all new administrative licensees in the State of Iowa.

Admission to the Graduate Education Program

Application Procedure for Admission to the Master of Education Program

January - December
Applications for admission are received and accepted through the year.

Course Registrations are due three weeks prior to the first day of class for each semester.

Admission to the Graduate Education Program

Types of Admission
Students may be admitted under one of the following categories:

REGULAR ADMISSION is granted to all candidates who have met all the admission criteria:

1. A bachelor’s degree from an accredited institution and completion of at least 15 hours of undergraduate course work in education.
2. An undergraduate grade point average of at least 3.0.
3. Evidence of meeting the undergraduate prerequisites for the graduate
level classes.

4. Successful teaching experience at the K-12 level for a minimum of one year.

5. A completed application for program admission and a $25.00 nonrefundable application fee sent to the Director of Graduate Education.

6. Official transcripts sent to the Director of Graduate Education from your undergraduate institution as well as transcripts from any graduate level course that you would like to have considered for transfer into the program.

7. A reference form completed by your administrator or supervisor.

8. Applicants for whom English is a second language must have an adequate command of English as demonstrated by their performance on either the Michigan Test of English Language Proficiency (MTELP) or on the Test of English as a Foreign Language (TOEFL). Institutional code is 6171 and the department code is 3101.

9. Approval of the Graduate Education Committee.

ADMINISTRATIVE LICENSING ONLY status may be granted to candidates applying for admission to the School Leadership track who already have a master’s degree in education that includes the curriculum and instruction courses required in this track. Students with this status will not earn an additional master’s degree but will be recommended for an Iowa administrative license upon completion of their licensing-only plan of study. Students meeting the following criteria may be granted this status.

1. A bachelor’s degree from an accredited institution and completion of at least 15 hours of undergraduate course work in education.

2. A graduate degree in education that includes three or more courses equivalent to EDUC 501, 502, 503, 504, 505, 560, 561, 562, 563, and 564. The overall GPA earned in this previous program must be 3.0 or above, and the grade point in each accepted equivalent course must be 3.0 or above. Courses used for equivalencies must not be more than 10 years old at the time of completion of the Dordt College plan of study.

3. Official transcripts sent to the Director of Graduate Education from both your undergraduate and graduate programs.

4. Successful teaching experience at the PK-12 level for a minimum of one year.

5. A completed application for program admission and a $25.00 nonrefundable application fee sent to the Director of Graduate Education.

6. A recommendation form completed by your administrator or supervisor.
7. Applicants for whom English is a second language must have an adequate command of English as demonstrated by their performance on either the Michigan Test of English Language Proficiency (MTELP) or on the Test of English as a Foreign Language (TOEFL). Institutional code is 6171, and the department code is 3101.

8. Approval of the Graduate Education Committee.

**CONDITIONAL ADMISSION** may be granted to applicants who do not currently meet all of the criteria for regular admission.

1. Status of conditionally admitted students will be reviewed after six hours of graduate course work have been completed. The grade point average in graduate course work of the student needs to be at least 3.0 before the conditional admission status can be changed to regular admission status.

2. Approval of conditional admission is made by the Graduate Education Committee.

**SPECIAL ADMISSION** may be granted to those who do not plan to become candidates for the Master of Education program but wish to participate in one or more graduate courses. Admission may be granted by providing the following:

1. A completed application for program admission.

2. A transcript of all undergraduate and graduate credit received.

**Graduation**

To be eligible for the Master of Education degree, the student must have:

1. Completed all admission to candidacy requirements.

2. Completed the approved program of 30 semester hours for the Teacher Leadership program, 33 hours for the Sport Leadership program or 36 semester hours for the School Leadership program. (Note: The Action Research Project for EDUC 510 needs to be complete by the end of March if the student wants his/her name included in the May graduation program and to walk in the ceremony.

3. Achieved a minimum grade point average of 3.0 for the total graduate program, with no more than three hours of grade “C” included.

4. Completed a formal application for graduation with a $100.00 program completion fee enclosed. Additional ceremony fees may apply (page 6.)

5. Received approval of the Graduate Education Committee.

**Transfer of Credit**

Graduate work completed at other regionally-accredited graduate institutions may be accepted in partial fulfillment of the requirements for the Master of
Education degree at Dordt College subject to the following conditions:

1. Transfer credit will not be allowed for any graduate level course in which the grade received was lower than a B (3.0).

2. A maximum of six semester hours may come from regionally-accredited institutions who are not ARCU members. Three additional hours may be added from ARCU institutions. ARCU institutions currently include the following: Calvin College, Covenant College, Dordt College, Geneva College, Institute for Christian Studies, King’s University College, Providence Christian College, Redeemer University College, and Trinity Christian College. Students are permitted to transfer a total of nine semester hours of graduate work provided all nine semester hours come from any institution belonging to the Association of Reformed Colleges & Universities (ARCU).

3. Each request for transfer of graduate credit will be considered on an individual basis. The value of the course content in relationship to the applicant’s program will be considered in the decision.

4. Any graduate work undertaken at another institution after admission to the Dordt College graduate program must be approved in advance by the Director of Graduate Education.

5. Correspondence credits will be accepted toward the master’s degree program only with the prior approval of the Director of Graduate Education.

6. Courses older than 10 years at the end of a student’s Dordt studies will not be accepted for transfer credit.

7. Course equivalents from previous graduate degrees used as licensing requirements in the Administrative Licensing Only status are not considered transfer courses. Students in this status are not degree seeking, and these former courses, though necessary for a state licensing recommendation, are not “transferred in” for credit toward a degree.
Course Schedule

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<th>Teacher Leadership</th>
<th>School Leadership</th>
<th>Sport Leadership *</th>
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* Sport Leadership courses will be phased in during 2017-2019.
Course Listings and Descriptions

All 500 level courses are offered for 3 graduate credits, and 500L (field experience) courses are offered for 1.5 credits.

EDUC 501  ISSUES IN EDUCATION
This course critically examines the philosophical and historical background and context of contemporary educational practice. The focus is on key issues currently affecting the areas of teaching, curriculum, learning, and the school as an institution. Emphasis falls on relating philosophical and historical contexts to daily classroom practice. Course participants are equipped to use philosophical analysis as part of their reflective practice drawing on understandings and commitments in this course. The course includes five days on campus in July and should be taken during the first summer of the program. (Should be taken at beginning of program.)

EDUC 502  LEARNER DEVELOPMENT AND PRINCIPLES OF LEARNING
This course examines a biblical model of the teacher, learner and the learning process. Consideration is given to the application of a biblical model as it relates to teaching and learning. This model is weighed and examined against other psycho-educational theories of development and learning. This course will equip leaders to create learning environments that celebrate image bearing.

EDUC 503  INTERPRETING AND APPLYING EDUCATIONAL RESEARCH
This course provides leaders with a conceptual introduction to the essential principles and appropriate methods of educational research. Course participants will be equipped to analyze and interpret existing research and critique contemporary methods, techniques and trends in education as well as be prepared to conduct action research in their own classrooms and schools.
EDUC 504 CURRICULUM DEVELOPMENT AND EVALUATION
Framed in biblical orientation, this course examines and develops curricular structures. Consideration will be given to how state, provincial, and Core Curriculum standards fit within these curricular decisions. Topics include an examination of content delivery models, appropriate instructional design models, and methods for implementing curricular change.

EDUC 505 EDUCATION IN THE INCLUSIVE CLASSROOM
This course examines the knowledge, skills and dispositions needed to identify and meet the instructional and social needs of all students, including those with mild to moderate disabilities. Classroom-based procedures for identifying students with disabilities will be considered. Leaders will discover strategies that facilitate the inclusion of students with special needs in the general classroom.

EDUC 506 BEST PRACTICES IN INSTRUCTIONAL STRATEGIES
This course utilizes a biblical foundation to explore the nature of teaching and learning and to engage in a variety of research-based teaching and instructional strategies. Consideration of the biblical nature of the learner as well as an understanding of appropriate educational objectives and goals will shape the strategies utilized in the K-12 classrooms.

EDUC 507 CLASSROOM ASSESSMENT STRATEGIES
This course seeks to align assessment practices with a biblical understanding of the roles of teacher and learner. The course invites the examination and evaluation of formative and summative assessment strategies; application and design of appropriate assessment strategies for effective and developmentally appropriate learning environments; proficiency in multiple forms of assessment; and the development of skills and strategies to help students become effective self-assessors.
EDUC 508  TEACHING AND LEARNING WITH TECHNOLOGY
This course is designed to foster creative and divergent thinking regarding the application and integration of technology with the processes of teaching and learning. The intent is to “distinguish sharply, think critically, and judge wisely” how technology is changing the teaching/learning environment. Hands-on technology training will provide a basis upon which participants will reconstruct curriculum and instructional techniques to support the learning needs of their students.

EDUC 509  TEACHER LEADERSHIP FIELD EXPERIENCE
This course provides opportunities for teacher leaders to practice biblical servant leadership within the areas of professional and curriculum development in school. The course offers opportunities for teacher mentoring, teacher-led professional development, as well as curriculum development and evaluation. This culminating course puts into practice the principles of the M.Ed. in Teacher Leadership. Prerequisites/co-requisites: 501, 502, 504, 506.

EDUC 510  ACTION RESEARCH PROJECT
This course is the fruitful interaction of faith, educational theory, and practice and will allow teacher leaders to explore in depth an issue or idea that will help improve instruction in their classrooms or school. The action research project allows teacher leaders to add to the body of educational knowledge by exploring problems and issues from a biblical perspective. Prerequisite: 503. (Should be last course in Teacher Leadership track.)

EDUC 560  FOUNDATIONS OF EDUCATIONAL LEADERSHIP
This course provides a comprehensive overview of the field of educational administration from a distinct perspective of what it means to lead Christianly. Content includes an examination of theories of leadership, leadership traits, leadership behaviors, contemporary approaches, and the Iowa School Leadership Standards. Concurrent enrollment in EDUC 560L is required.
EDUC 560L  FIELD EXPERIENCE I IN SCHOOL LEADERSHIP
In this course, participants engage in a field-based learning experience of 60 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into EDUC 560, and serve as evidence of meeting program performance assessment standards. Concurrent enrollment in EDUC 560 is required. Graded on a Pass/No-record basis.

EDUC 561  INSTRUCTIONAL LEADERSHIP
This course will provide a theoretical and practical overview of the supervision and evaluation of instruction, recognizing the implications of teachers and students being created in the image of God. Practical, interactive exercises will be used to develop skills in the clinical process and developmental approach to supervision. Attention will also be given to supervision of the school/district professional development programs. One of two evaluator approval elements required by Iowa licensure is met through this course. Concurrent enrollment in EDUC 561L is required.

EDUC 561L  FIELD EXPERIENCE II IN SCHOOL LEADERSHIP
In this course, participants will engage in a field-based learning experience of 60 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into EDUC 561, and serve as evidence of meeting program performance assessment standards. Concurrent enrollment in EDUC 561 is required. Graded on a Pass/No-record basis.

EDUC 562  LEGAL AND ETHICAL FOUNDATIONS IN EDUCATIONAL LEADERSHIP
This course examines the fundamental issues of law and ethics as they are applied to the classroom teachers and school administrators, recognizing the role of justice seekers that administrators possess. Areas to be studied include educational structure and governance, church/state relations, students’ rights, teachers’ rights and responsibilities, and tort liability.
EDUC 563  COLLABORATIVE LEADERSHIP
This course focuses on organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. A recognition and realization of the role schools play in the community, tasked to participate in restoration and reconciliation process. Concurrent enrollment in EDUC 563L is required.

EDUC 563L  FIELD EXPERIENCE III IN SCHOOL LEADERSHIP
In this course, participants engage in a field-based learning experience of 60 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into EDUC 563, and serve as evidence of meeting program performance assessment standards. Concurrent enrollment in EDUC 563 respectively is required. Graded on a Pass/No-record basis.

EDUC 564  MANAGEMENT AND SCHOOL IMPROVEMENT
This course focuses on the presentation and development of methods for creating a climate of continuous, systemic improvement in schools. Participants will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Also covered are the basic principles and purposes of effective personnel practices and policies. Attention will be focused on the various approaches to personnel staffing, budgeting, and contract negotiations. The second of two evaluator approval elements required by the state of Iowa are met in this course. Concurrent enrollment in Educational 564L is required.

EDUC 564L  FIELD EXPERIENCE IV IN SCHOOL LEADERSHIP
In this course, participants engage in a field-based learning experience of 60 hours or more under the joint supervision of a school administrator and Dordt College faculty. Activities are integrated into EDUC 564 and serve as evidence of meeting program performance assessment standards. Concurrent enrollment in EDUC 564 respectively is required. Graded on a Pass/No-record basis.
HHP 510  LEADERSHIP PRINCIPLES IN SPORT
This course through readings, assignments, and applied projects will help develop an advanced perspective on sport leadership with emphases on developing sportsmanship and personal growth among players, coaches, and others. Issues such as human potential and responsibility, diversity, competition, and faithfulness to one’s neighbor are examined through a Christian lens.

HHP 515  ETHICS AND SPORT
This course through readings, assignments, and applied projects will help develop an advanced perspective on ethics in sports with emphases on addressing pressing ethical issues in contemporary sports and formulating a biblically faithful response in this area to God and one’s neighbor. Genuine biblical insight is sought in examining issues such as the physical and emotional health of players, strategizing with the rules on and off the field, boosterism, scholarships, life after sports, and a balanced and fit life.

HHP 520  CHRISTIAN PERSPECTIVES ON ADVANCED SPORT PSYCHOLOGY
This course will help develop an advanced level of understanding for sports leadership, coaching, administration and physical activity by exploring the psychological and sociological aspect of human movement. Secondly, the student will develop a reformed understanding of human movement via discussions, written assignments, and presentations on a variety of issues related to the areas of health and exercise, sport, and leadership.

HHP 525  ADMINISTRATION OF INTERSCHOLASTIC SPORTS
This course through readings, assignments, and applied projects will help develop an advanced perspective on interscholastic sports administration with emphases on addressing community needs, responsible resource and personnel management, servant leadership in a highly visible position, and personal growth as a manager and shaper of attitudes. Issues such as faithfulness stewardship, fairness, wisdom, and providing a positive example in the school and community are examined through a Christian lens.
HHP 530 PRACTICUM SERIES
This practicum experience is repeated for a total of 6 credits over an entire school year. The practicum provides opportunity for real-world, hands-on application and practice of the leadership principles studied throughout the program. Emphasis is on synthesizing theories and strategies to form a genuinely Christian stance on all aspects of sport leadership. Special emphasis is on making a difference in the lives of players, coaches, and others and on personal growth as a leader and public figure.

Schedule for 2017
Dordt College Graduate Courses

Summer 2017 Online Courses
June 12 - August 7
EDUC 502 Learner Development and Principles of Learning
   Instructor: Pat Kornelis, Ed.D.
EDUC 503 Interpreting and Applying Educational Research
   Instructor: Tim Van Soelen, Ed.D.
EDUC 504 Curriculum Development and Evaluation
   Instructor: Steve Holtrop, Ph.D.
EDUC 505 Education in the Inclusive Classroom
   Instructor: Kathleen Van Tol, Ed.D.
EDUC 506 Best Practices in Instructional Strategies
   Instructor: Ed Starkenburg, Ed.D.
EDUC 509 Teacher Leadership Field Experience
   Instructor: Pat Kornelis, Ed.D.
EDUC 562 Legal and Ethical Foundations in Educational Leadership
   Instructor: Pat O'Donnell, M.Ed.
EDUC 510 Leadership Principles in Sport
   Instructor: Jeff Schouten, Ph.D.

Summer 2017 On-Campus Course
July 17 - 21
EDUC 501 Issues in Education
   Instructor: Dan Beerens M.Ed.
Graduate Faculty

Resident Faculty
Steve Holtrop (2014), Associate Professor of Education; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of Iowa
Patricia Kornelis (2002), Professor of Education; B.A., Calvin College; M.A., University of South Dakota; Ed.D., University of South Dakota
David Mulder (2012), Instructor of Education, B.A., Dordt College; M.Ed., Dordt College; Ed.D., Boise State University
Jeff Schouten (2003), Professor of Health and Human Performance; B.A., Dordt College; M.S., Emporia State University; Ph.D., Florida State University
Ed Starkenburg (2005), Professor of Education; B.A., Dordt College; M.Ed., Sioux Falls College; Ed.D., University of Northern Iowa
Tim Van Soelen (2005), Associate Professor of Education; B.A., Dordt College; M.A., Azusa Pacific University; Ed.D., University of South Dakota
Kathleen Van Tol (2008), Assistant Professor of Education; B.S., Calvin College; M.A., Calvin College; Ed.D., Western Michigan University
Ryan Zonnefeld (2009), Associate Professor of Education; B.A., Dordt College; M.A., University of South Dakota; Ph.D., Iowa State University

Adjunct Faculty
Dan Beerens, M.Ed., National-Louis University
Pat O'Donnell, M.Ed., Iowa State University; C.A.S., Iowa State University
Thomas Van Soelen, Ed.S., Florida Atlantic University; M.Ed., Florida Atlantic University; Ph.D. University of Georgia
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