

## The Master of Education in School Administration Program

### Introduction

The Master of Education in School Administration Program was established in 1999 specifically to meet the needs of in-service secondary school teachers. Originally known as the "Master of Education in



School Administration for Secondary School Teachers In-Service Program", the program was initially operated by the Department of Education, and enrolled secondary school teachers who were interested in obtaining a master's degree to prepare them for administrative positions such as principals, directors, or section chiefs. In 2002, the program was transferred to the College of Education. It was later renamed the "Master of Education in School Administration" in 2006 and began to enroll preschool and primary school teachers with administrative responsibilities.

### Features

At present, the program includes courses covering both theory and practice. These courses cover a variety of topics such as educational policy and innovation, educational leadership, research methodology, and school administrative practice and management. In addition, the program actively participates in exchanges with schools of excellence in education. This provides students with a variety of rich and diverse learning experiences that enhance their academic competencies. In this program, students will also gain an in-depth education and practical experience that will prepare them for leadership roles in the future. This will enable them to develop innovative administration concepts and grasp future trends in academia. Ultimately, this program is designed to cultivate school administrators with leadership and management skills. The educational objectives include strengthening the academic research ability of in-service teachers and school administrators as well as improving their leadership and management skills.

## International Courses/Program of College of Education

### English Taught Program (ETP)

#### Introduction

College of Education provide English Taught Program (ETP) to equip students with international professional skills and improve their English ability. The program consists of education professional curriculum and English professional courses. Students will have the opportunity to participate in an international learning environment with master's students and to gain experience in writing, speaking and presenting in English. The goal is to increase students' international competitiveness and enable them to become a professional with strong English skills and education knowledge. Those who finished the program and earned 33 credits will be awarded a certification.

### Asia Education Leader Course (AELC)

#### Introduction

Asia Education Leader (AEL) Course is to nurture internationally minded educational professionals (IMEP) who have international perspective and are able to address educational challenges in contemporary East Asia. Specifically, it nurtures (1) Education researchers capable of undertaking comparative analysis of educational issues in East Asia; (2) Teacher leaders who are practicing educators capable of engaging with researchers, policymakers and other practitioners; and (3) Education administrators with the knowledge and skills required to collaborate with partners across the region.

AEL Course is set up by consensus among, and its summer/winter courses are hosted in rotation by, six partner institutes of five universities in East Asia. They are  
– Graduate School of Education, Tohoku University (TU), Sendai, Japan  
– College of Education, National Chengchi University (NCCU), Taipei, Taiwan  
– School of Education Science, Nanjing Normal University (NNU), Nanjing, China  
– School of Psychology, Nanjing Normal University (NNU), Nanjing, China  
– Department of Education, Korea University (KU), Seoul, Korea  
– College of Education, National Taiwan Normal University (NTNU), Taipei, Taiwan

### Dual Doctoral Degree Program with Lingnan University

#### Introduction

College of Education, NCCU and Lingnan University (LU) has launched a Dual Doctoral Degree Program in September 2020, leveraging outstanding academics and researchers from the two leading universities in Asia to provide research training for students with international and comparative perspectives. Upon graduation, students will be awarded the degrees of Doctor of Policy Studies from LU and PhD of Education Policy/Administration from NCCU.

### Undergraduate-Graduate Degree Program with Penn State

#### Introduction

College of Education, NCCU and The Pennsylvania State University (PSU) has signed a Collaborative International-Integrated Undergraduate-Graduate Degree Program in 2023. After three years of undergraduate study in the Department of Education at NCCU, students will be eligible for a two-year master's program at Pennsylvania State University. Students enrolled in the dual doctoral program will receive a bachelor's degree from the Department of Education, NCCU and a master's degree from Pennsylvania State University.

## The Institute of Teacher Education

### Introduction

The Institute of Teacher Education (ITE), established on August 1, 2001, takes charge of cultivating secondary school teachers at National Chengchi University. ITE annually recruits 135 undergraduate and graduate students from various departments of the university.



With 5 faculties and 2 full-time staff, ITE is a teaching institute equivalent to a department. In addition to being responsible for teaching and research, ITE handles the teaching practicum of all preservice teachers in the university and provides local education guidance.

### Features

The educational goals of ITE are "cultivating secondary school teachers with professional, innovative, and outstanding characteristics" and "cultivating educational professionals with diverse, decision-making, and practical abilities", which are in line with the trend of international teacher cultivation and the university's development vision. The main features in the curriculum and instruction of ITE include "curriculum design update and research method innovation", "creative potential development and critical thinking cultivation", "media technology application and teaching effectiveness improvement", "learning strategy improvement and learning obstacle overcoming", "philosophical thinking ability and multicultural cognition".

Notably, ITE was awarded "First Class" in the 2005 Teacher Education Evaluation and "Passed" in the 2014 Teacher Education Evaluation from the Ministry of Education, showing outstanding performance in teacher education.

Regarding future development, ITE will continue to cultivate high-quality teachers and educational professionals who meet the vision of diversification, humanization, specialization, informatization, and internationalization.

## The Center for In-service Teacher Education

### Introduction

The center was officially established in August of 1995 in accordance with "National Chengchi University-Center for In-service Teacher Education" to provide advance preparation and continuous education for teachers at the elementary and middle school level.

Its predecessor was the continuous education class co-founded by the school's Department of Education and Graduate Institute of Education, which also offered career advancement classes for middle school teachers along with many other degree-granting courses appointed by the former Taiwan Provincial Department of Education and Taipei's Office of Education.

### Features

The objective of this center is to provide credited post-undergraduate education courses plus advance training courses for teachers of various subjects while collaborating with Ministry of Education on a number of continuous education programs for teachers. Its mission is to develop outstanding teachers who are the embodiment of "professional principle of education", "specializing in teaching skills" and "mature attitudes toward the career development as a teaching professional". Resonating the university spirit of Fraternity-Compassion-Sophistication-Honesty complimented by an enthusiastic attitude consists of dedication, attention, persistence and devotion, the center assumes a proactive role in providing preparation courses of various subjects as well as professional development courses for teachers. The graduates are expected to be able to incorporate academic theories with practical applications other than becoming educators who personify the quality of "humanity-consciousness", "enthusiastic and compassion for education", "professional knowledge and teaching skill" in an effort to realize the ideology of "education means hope". Our students are offered a respectful, embracing, caring and delightful learning environment to explore knowledge and to develop. Furthermore, to cope with the international trend of educational reforms, the center also places significant emphasis on broadening teacher's perspective on international horizon, innovative teaching methodology and application of information technology.

Based on the said values, the center will abreast to the direction of social development and contemporary prerequisites for teacher education. The center is determined to provide a quality environment of continuous education for teachers or the public, wishing to strengthen professional knowledge and skills.



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### Introduction

The College of Education was established on August 1, 2002, with the mission of nurturing educators, academic leaders, and researchers; at the same time providing them opportunities with on-the-job training for the purpose of enhancing the quality of education. The college aims to promote academic advancement by integrated educational research through inter-collegiate and interdisciplinary cooperation.



The College comprises the Department of Education, Graduate Institute of Early Childhood Education, Graduate Institute of Educational Administration and Policy, Master Degree Program in Counseling and Guidance, Teacher Education Program, and Teacher In-Service Education Center. The College also offers Master of Education in School Administration, and oversee research centers such as the Principal Preparation and Research Center, Chinese Tests and Educational Evaluation Research Center, Research Center for International Education and Higher Education Research and SSD Alliance for ESG Business Transformation. Furthermore, our institution publishes the Journal of Education & Psychology, which is one of the most important TSSCI journals in the field of education in Taiwan. Released quarterly, this journal serves as a platform for esteemed experts and scholars to disseminate their research findings in the realms of educational administration and psychology.

### Development Priorities

1. The curriculum places a strong emphasis on fostering logical thinking and research methodology, while encouraging and providing opportunities for academic publication to promote communication in the academic community and enhance the research culture.
2. Integrates both theoretical knowledge and practical application, focusing on the professional development of individuals in educational administration and policy, in order to enhance the quality of education-related personnel and the standard of service delivery.
3. Cultivates excellent educators with innovative teaching and research abilities, promoting diverse interaction and continual renewal in the educational settings. We assist the Ministry of Education in conducting various teacher training programs, with the goal of cultivating quality teachers with educational professionalism, teaching aptitude, and commitment to ongoing professional development.

## Department of Education

### Introduction

The Department of Education was established in 1954. As of today, the department has over 3000 graduates including many important figures in the vast field of education, prominent scholars, brilliant principals, creative teachers, famous publishers, and many other successful alumni both overseas and in Taiwan.

The objectives of the undergraduate program are to train excellent secondary school teachers and produce outstanding leaders in the field of education. The graduate program's purpose is to produce professional academic researchers. Ultimately, the aim of the entire department is to fully foster and enhance independent thinking while at the same time develop academic professionals with strong research capabilities.



### Features

- The undergraduate program utilizes an integrated training system to simultaneously train secondary school teachers.
- In order to develop well-rounded students, the curriculum of the undergraduate program includes a combination of formal courses and various informal activities.
- The graduate program is focused on training students in both qualitative and quantitative methods of research analysis.
- Graduate students are encouraged to participate in international and national academic conferences.
- The department cooperates closely with the Affiliated Experiential High School of National Chengchi University.
- Language skills and global perspectives are fostered through international exchanges.

## The Graduate Institute of Early Childhood Education



### Introduction

Founded in 2000, the Graduate Institute of Early Childhood Education at National Chengchi University

offers a master's degree program in Early Childhood Education with a goal of nurturing successful leaders and managers within the field. As part of its mission to enhance academic standards in the field, the graduate institute offers ongoing teacher education opportunities and participates actively in research related to early childhood education. Asserting that early childhood education is an interdisciplinary field, the institute emphasizes the integration of organizational leadership, management, and professional knowledge, while emphasizing its commitment to innovative research in early childhood education.

### Features

#### -Educational objectives:

1. Cultivating talents in early childhood education research.
2. Developing leaders and managers for early childhood education organizations.
3. Nurturing experts in early childhood education policy and administration.
4. Training professionals in early childhood education curriculum and instruction.
5. Cultivating talent in alternative and experimental education.

#### -Courses offered:

1. Research Methods.
2. Leadership and Management of Early Childhood Education Organizations.
3. Early Childhood Education Policy and Administration.
4. Curriculum and Instruction in Early Childhood Education.
5. Ecology and Culture in Early Childhood Education.
6. Alternative and Experimental Education.

#### -Future Development of Graduates:

1. Academic researchers or doctoral candidates at institutions specializing in early childhood education.
2. Directors of public kindergartens or preschools.
3. Leaders and managers within the early childhood education industry, overseeing operations in kindergartens, nurseries, or preschool-related educational institutions.
4. Leaders and managers in experimental education organizations.
5. Educators in kindergartens, nurseries, preschools or experimental education organizations.
6. Government officials in departments or units focused on early childhood education.
7. Professionals in early childhood education cultural and creative industries (including other related sectors such as foundations, publishing, or media).

## Graduate Institute of Educational Administration and Policy

### Introduction

In 2005, the Graduate Institute of Educational Administration and Policy was established to address the lack of experienced and professional administrators in the educational field. Our goal is to provide systematic training for graduate students who will be able to serve in governmental organizations in order to provide suggestions in the process of policy-making.



### Features

#### -Objectives

1. Cultivate elites in educational administration and policy.
2. Develop excellent leaders in different fields of school administration and policy.
3. Provide quality training opportunities for educational and school administrators.

#### -Faculty and Curriculum

The Graduate Institute of Educational Administration and Policy faculty members include four professors and one assistant. In addition, we also collaborate with the Department of Education, the Department of Law and the Department of Public Administration to provide courses in related professional fields.

A minimum of 30 credits must be completed, including three required subjects: Study on Educational Administration, Study on Educational Policy Analysis, and Study on School Administration; all other courses are elective.

We cordially welcome graduates from different colleges and universities.

## The Master Program in Counseling and Guidance

### Introduction



MPCG was established on August 1st 2011, with the cooperation of Faculty of Education and Department of Psychology, the curriculum of MPCG has been designed to meet the urgent need for licensed and qualified professionals. With the trend of pursuing dual careers, the mission of MPCG is to foster students

in excelling in counseling and school guidance. MPCG students are trained to be systematic-oriented professionals specializing in program planning, school guidance and counseling, who can also play a developmental, preventive, educational and remedial role in related fields. In addition, as the curriculum of MPCG meet the entry requirements for other degree programs, some MPCG graduates may decide to pursue a doctoral degree in counseling, psychology, education or related fields.

### Features

#### -Program Objectives

1. To equip students with theoretical knowledge and practical skills of counseling and school guidance.
2. To nurture lifelong learning and well-rounded psychological practitioners.
3. To cultivate students with multiple expertise as well as trans-disciplinary knowledge. Courses and activities have been designed in a forward-looking perspective. Students will be able to acquire essential knowledge and skills through the solid training in MPCG, and become well-rounded and competent professionals.

#### -Academic Resources

1. MPCG is an integrative and trans-disciplinary program which is based on humanities, social sciences and natural sciences.
2. MPCG students are entitled to use all facilities and resources provided by NCCU.

#### -Prospect Careers

The curriculum of MPCG highly overlaps with the Master of Education(MEd) program. MPCG includes almost all the required courses of MEd degree, students who successfully obtain the MPCG degree can almost fulfill the requirement of applying a school counselor license in Taiwan after passing the national examination.

Besides, most of the MPCG graduates become a licensed counselor and work at schools, non-governmental organizations, clinics, private institutions or enterprises.