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| University of Delaware  School of Education  Master of Education in Teacher Leadership |

Program Policy Statement

Part I. Program History

A. Purpose Statement

B. Origin of the Program

C. Administration and Faculty

D. National Standards Alignment

E. Degrees Offered

Part II. Admission

A. University Policy on Admission

B. University Admission Procedures

C. Specific Requirements for Admission into the Master of Teacher Leadership

D. Admission Status

Part III. Degree Requirements for the Master of Teacher Leadership

A. Course Requirements

B. Non-Registered Degree Requirements

Part IV. General Information

A. Financial Assistance

B. Application for Advanced Degree

C. Graduate Grade Point Average

D. Time Limits for the Completion of Degree Requirements

E. Extension of the Time Limit

F. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware

G. Transfer of Credit from Another Institution

H. Transfer of Credit from the Undergraduate Division at the University of Delaware

Revised Fall 2016

Part I. Program History

A. Purpose Statement

The MEd in Teacher Leadership is a fully online 30-credit graduate program that prepares certified teachers to gain understanding of school-based teacher leadership roles and responsibilities. The program is aligned to the National Teacher Leadership Standards (NTLS) developed by the Teacher Leadership Exploratory Consortium. Two of the ten courses in the curriculum also address the ideas in the Common Core State Standards that many states are adopting because school-based teacher leaders in these states will be responsible for understanding the Common Core.

Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:

* coach and mentor others
* leverage technology to foster collaboration
* systematically look at classroom-based and school-based data to identify pupils’ needs and collaboratively select intervention methods
* apply understanding about diverse schools when developing culturally relevant professional development
* use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom

B. Origin of the Program

The Master of Education program was first conceptualized by a group of faculty and administrators who sought to replace the Master of Instruction program with a more current and attractive master’s degree program for certified in-service teachers. Based on market research and trends demonstrating an increase in the desire and need for leadership program, the Master of Education program in Teacher Leadership program was conceived in Fall 2012

The program is compatible with the Academic Priorities of the University. Leadership skills and development are closely aligned with the principles of the Path to Prominence. Specifically, “***Impact*** … students are given the opportunity to make a significant difference in the world.” This program will directly facilitate the acquisition of leadership skills and position candidates to take on highly visible leadership positions within their schools.

Additionally, the newly proposed program addresses the Path to Prominence milestone, “***Excellence in Professional Education***” which states, “…advanced scholarship and professional degrees in areas such as …education…have become essential. We can achieve our greatest impact by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education.” The newly proposed program builds on candidates’ professional knowledge gained through a baccalaureate program in education and teaching experience. Candidates will specialize in leadership and develop new understandings of the Common Core State Standards, a nation-wide initiative in education reform.

C. Administration and Faculty

The Committee on Graduate Studies in Education (CGSE) is the SOE-level committee that administers all the graduate programs, including the Master of Education. The CGSE is composed of four faculty members from the School of Education, a graduate student member selected by the Education Graduate Association, and the Director of the School of Education or his/her Designee. The CGSE approves course and credit requirements, admissions policies and standards, and degree completion policies and requirements. Management of the MEd program is handled by faculty members serving as coordinators of the MEd. program working through committee meetings of the faculty members affiliated with the MEd program.

The SOE is committed to the recruitment, support, and retention of full-time faculty members. Faculty members who teach graduate courses and advise graduate students in the School of Education must have a doctorate or equivalent. In some instances, faculty members with a master’s degree and special expertise in an area of Education as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching in a specialized area of education, proven scholarly ability, and the endorsement of the full-time faculty and the Director of the School of Education.

Faculty members in the School of Education, specifically the teaching faculty for the MEd in Teacher Leadership, review candidates for admission to the Master of Education, serve as advisors to candidates admitted to the program, teach courses, and evaluate candidates’ key assessments.

***D. National Standards Alignment***

The MEd is aligned with the National Teacher Leadership Standards for degree granting programs (The standards were developed by the Teacher Leadership Exploratory Consortium). These standards require that teacher leadership programs cover seven major functions of leadership: (1) Fostering a Collaborative Culture to Support Educator Development and Student Learning; (2) Accessing and Using Research to Improve Practice and Student Learning; (3) Promoting Professional Learning for Continuous Improvement; (4) Facilitating Improvements in Instruction and Student Learning; (5) Promoting the Use of Assessments and Data for School and District Improvement; (6) Improving Outreach and Collaboration with Families and Community; and (7) Advocating for Student Learning and the Profession.

E. Degrees Offered

The degree awarded to candidates who complete this program will be a Master of Education.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive.  Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Admission decisions in this program are made Fall 1, Fall 2, Spring 1, Spring 2, and Summer1. Admission application forms are available from the Office of Graduate Studies, from the departments, and online). (http://www.udel.edu/gradoffice/apply)

Applicants must submit all of the following items to the Office of Graduate Studies before admission can be considered. Incomplete applications are automatically rejected on the first business day after the deadline; however, applicants may reapply for a future term by beginning the application process again.

1. A nonrefundable application fee must be submitted with the application. Checks must be made payable to the University of Delaware. Applications received without the application fee will not be processed. Foreign students may utilize either a check or an International Postal Money Order to remit payment in U.S. currency.
2. An official transcript of all previous college records must be sent directly from the institution to the Office of Graduate Studies. Students who have attended the University of Delaware need not supply a transcript from Delaware. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.
3. Baccalaureate degree from an accredited college or university. Transcripts of all undergraduate and graduate studies must be uploaded as part of the application. Applicants who previously attended the University of Delaware should list our institution on their application, but need not provide a transcript. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.
4. Applicants must submit at least three letters of recommendation from professionals that can attest to the candidate’s teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
5. All students whose native language is not English must submit official copies of the TOEFL or IELTS test. The minimum acceptable score for the paper-based TOEFL test is 600; the minimum acceptable score for the Internet-based TOEFL test is 100. The minimum acceptable score for the IELTS is 7.0.
6. It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226.

C. Specific Requirements for Admission into the Master of Education in Teacher Leadership

Admission decisions are made by the full-time faculty in the School of Education.

Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all requirements necessarily precluded from admission if they offer other appropriate strengths.

1. Baccalaureate degree from an accredited college or university.
2. On a 4.0 scale, a GPA of 3.0 or higher for undergraduate work
3. A copy of the candidate’s teaching license
4. Applicants must submit at least three letters of recommendation from professionals that can attest to the candidate’s teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
5. A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue an MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.
6. Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay, describe (1) your technology skills and experiences with technology.

D. Admission Status

Regular admission may be offered to candidates who meet all of the established entrance requirements and who have the ability, interest, and commitment necessary for successful study at the graduate level in a degree program.

This program does not offer provisional admission.

Part III. Degree Requirements for the Master of Teacher Leadership

A. Course Requirements

The Master of Education requires 30 credits of graduate-level coursework. The required coursework includes the following ten, 3-credit courses:

1. EDUC 622 - The Role of Literacy Across the Content Areas
2. EDUC 735 - Data Based Decision Making and Assessment
3. EDUC 768 - Coaching Teachers
4. EDUC 772 - Understanding Teacher Leadership
5. EDUC 773 - Action Research
6. EDUC 774 - Designing Professional Development
7. EDUC 775 - Foundational Skills in Standards Integration
8. EDUC 776 - Promoting Equitable Schools
9. EDUC 777 - Fostering Technology Based Collaboration
10. EDUC 720 - Teacher Leadership in Education Policy

B. Non-Registered Degree Requirements

Technology requirements: Technology plays a vital role in the MEd in Teacher Leadership. Candidates will use technology to communicate with instructors, collaborate with peers, document school-based instruction, and submit assignments. Given the importance of technology to this program, candidates are responsible for ensuring access to the following:

* DSL or Broadband Internet connection
* Mac or Windows personal computer with up-to-date antivirus software
* Digital Video Camera or WebCam
* Internal or external microphone
* Sound card with speakers
* Scanner
* Flash Player
* Microsoft Power Point
* Microsoft Word
* Adobe Reader
* UD email
* Adobe Connect

Requirements may be revised in response to changing technologies.

Tutorial requirement: All candidates must complete the Online Learning tutorial upon admission to the program. The purpose is to provide candidates with: (1) tenets of online learning, (2) an overview of the tools used in the MEd in Teacher Leadership program and (3) the opportunity to introduce themselves to an online learning community of MEd in Teacher Leadership students. Information explaining how to access the tutorial will be given in the acceptance letter.

Scheduling requirements: Candidates are required to take courses during the fall, spring, and summer semesters. They must take two courses during the fall and spring semesters (e.g., Fall 1, Fall 2) and one during the summer semester. Courses will be offered in sequential 7-week intervals within the fall and spring semesters. Delivery will be asynchronous. If candidates do not meet these scheduling requirements, then they will wait until they can reenter the course cycle and then continue taking courses until all ten courses are completed.

Part V. General Information

A. Financial Assistance

Most students in the MEd program are part-time students who work full time as teachers in public and private schools and do not qualify for scholarship-based financial assistance. However, during fall and spring semesters they may be taking 6 graduate credits which will allow them to be considered eligible to apply for Federal student loans. Tuition assistance is sometimes available through tuition reimbursement from the teacher’s school district.

B. Application for Advanced Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate Studies. The application deadlines are February 15 for Spring candidates, May 15 for Summer candidates, and September 15 for Winter candidates. The application must be signed by the candidate's adviser and by the Director or the Associate Director of the School of Education. There is an application fee of $50 for master's degree candidates. Payment is required when the application is submitted.

C. Graduate Grade Point Average

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

D. Time Limits for the Completion of Degree Requirements

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

E. Extension of the Time Limit

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the Director of the School of Education. The Director/Associate Director will forward the request to the Office of Graduate Studies. The Office of Graduate Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

F. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware  
Students who complete graduate credits with the classification of CEND (Continuing Education Nondegree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600-800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's advisor and the chair of the student's major department, and (d) the course was in accord with the specific degree program as specified by the unit's Graduate Program Policy Statement. Courses at the 500-level offered by the department in which the student has declared a major shall not be accepted for transfer.

G. Transfer of Credit from Another Institution  
Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be directed to the student's major department using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits:

a. were earned with a grade of no less than B,  
b. are approved by the student's adviser and the chair of the student's major department,  
c. are in accord with the specific degree program of the student as specified by the unit's Graduate Program Policy Statement,  
d. are not older than five years, and  
e. were completed at an accredited college or university.  
  
The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

H. Transfer of Credit from the Undergraduate Division at the University of Delaware

Candidates cannot transfer in undergraduate credits.