

Master of Science in Education in Educational Leadership

The master of science in education in educational leadership focuses on the preparation of leaders for educational settings that promote equal learning opportunities for all students. The program of study is designed to develop general leadership perspectives and specific technical skills for people assuming roles as principals, special education directors, curriculum coordinators, or teacher leaders.

The educational leadership program is divided into three areas of study: administration, for certification as school principal; administration, for certification as a director of special education; and teacher leadership (Professional Teacher in a Democratic Society). Graduates of the educational leadership program will be able to:

- a) evaluate research and use it as a tool to improve educational practice;
- b) analyze and understand teaching as a science, an art, and a craft and develop strategies for its improvement;
- c) plan, implement, and evaluate programs of instruction that promote learning for all students;
- d) establish clear learning standards and multiple forms of assessment of student learning;
- e) work effectively as a member of a team and as a collaborative change agent;
- f) demonstrate reflective practice tools, strategies, and habits of mind; and
- g) utilize appropriate communication when interacting with the internal and external environments.

In addition to these common outcomes, graduates of the administration strands leading to certification as a school principal or director of special education programs will be able to:

- a) understand the culture of schools, leadership theories, and the impact of the leadership function;
- b) assess school climate and culture and develop a positive organizational environment for adult and student learning;
- c) understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning;
- d) fulfill the daily operations and management requirements of the principalship or directorship;
- e) understand legal constraints and precedents which dictate educational policy and practice;
- f) supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice;
- g) understand and apply knowledge about adult learning and teacher development.

The teacher leadership area of study engages experienced teachers in thoughtful examination of the demands and rewards of teaching in a democratic society. Although the program may lead to certification as curriculum coordinator or other administrative roles, it is equally appropriate for the classroom teacher who simply wants to make a difference in her or his setting. In addition to the common elements listed above, graduates of the teacher leadership area (the Professional Teacher in a Democratic Society) will be able to:

- a) evaluate the societal values, trends, and issues that impact education;
- b) evaluate potential roles, responsibilities, and standards for professional teachers in a democratic society;
- c) develop culturally responsive strategies that foster inclusion and access for all students;
- d) assess both student outcomes and features of learning communities, using both qualitative and quantitative data;
- e) demonstrate expertise in an area of concentration relevant to their own settings; and
- f) complete extensive action research projects drawing upon multiple resources and strategies.

Special Admission Requirements

In addition to the general requirements of the College, applicants to the educational leadership program should provide evidence of strong overall undergraduate performance; and, in the administrative strand, evidence of three or more years of

teaching experience; a well-written, thoughtful personal statement; recommendations from persons able to comment from direct knowledge of the applicant's potential for success as a building administrator, special education director, or teacher leader; and evidence of other related academic or professional experiences.

Testing Requirement As of March 2009 standardized testing for graduate admission to the educational leadership program has been eliminated. Students are no longer required to submit GRE or MAT scores.

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit Previously completed graduate courses may be approved for transfer into a graduate program within the educational leadership program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application.

For previous work completed through the University of Maine System (UMS), up to twelve (12) credits may be accepted if the courses meet the requirements above and they are equivalent to core courses or elective courses in the relevant USM program of study. Up to six (6) graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve (12) University of Maine System credits or six (6) non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five (5) years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Program Requirements for Certification as a School Principal (36 credits)

EDU	600	Research Methods and Techniques
EDU	605	Teaching, Learning, and Assessment
EDU	603	Analysis of Teaching or
EDU	617	Teaching in the Middle Level School
EDU	604	Curriculum Development or
EDU	615	Middle Level Curriculum and Organization
EDU	670	Introduction to Administration
EDU	671	Organizational Behavior
EDU	677	Seminar in School Management
EDU	678	School Law
EDU	679	Evaluation and Supervision of School Personnel
EDU	685	Internship in Administration (three semesters, nine credits)

Curriculum Coordinator (36 credits)

For those who wish to pursue certification as a curriculum coordinator students must take all of the school principal courses listed above, minus the administration internship, and instead take the internship course in curriculum management.

EDU	688	Internship in Curriculum Management (three semesters, nine credits)
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Program Requirements for Certification as a Director of Special Education (36 credits)

EDU	600	Research Methods and Techniques
EDU	603	Analysis of Teaching
EDU	671	Organizational Behavior
EDU	677	Seminar in School Management
EDU	678	School Law
EDU	679	Evaluation and Supervision of School Personnel

EDU	686	Internship in Special Education Administration (three semesters, nine credits)
SED	618	Programming for Learners with Special Needs
SED	682	Special Education Law
SED	684	Administration in Special Education

Program Requirements for Professional Teacher in a Democratic Society (39 credits)

Course Requirements

EDU	600	Research Methods and Techniques
EDU	601	Naturalistic Inquiry and Qualitative Research
EDU	603	Analysis of Teaching
EDU	605	Teaching, Learning, and Assessment
EDU	608	Curricular Contexts for Teaching in a Democratic Society
EDU	610	The Professional Teacher in a Democratic Society
EDU	680	Professional Learning in Schools

Capstone (6 credits)

EDU	612	Practicum/Seminar
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Concentration (12 credits)

Self-Designed Concentration

Students may design individual concentrations under the supervision and with the approval of their advisors.

Middle Level Concentration

EDU	514	Improving Teaching in Content Areas through Literacy
EDU	615	Middle Level Curriculum and Organization
EDU	617	Teaching in the Middle Level School
EDU	619	Special Topics in Middle Level Education
HRD	669	Adolescent Development

Note: In order to earn middle-level endorsement, candidates must also complete 18 credit hours in each of two academic disciplines.

Post-Master's Certificate of Advanced Study in Educational Leadership

The post-master's certificate of advanced study program in educational leadership is designed to meet the needs of practicing educators, including teachers, principals, curriculum directors, and superintendents, who are interested in pursuing advanced academic work in educational reform and leadership. The CAS requires 30 credit hours of graduate coursework beyond the master's degree and a 3-6 credit capstone experience. Students engage in careful reading of research and scholarship, oral and written presentations, and applied projects. As a result of completing this program, students will have demonstrated: self-assessment and reflective practice tools, skills, and habits of mind; research design and methodological decision-making skills; advanced oral and written communication skills; knowledge of current scholarship in educational reform and leadership; and capacity for connecting theory and practice in posing and solving educational problems. Maine certification as a principal, assistant principal, or curriculum coordinator may be earned through the CAS program.

Program Requirements

Self-designed Concentration (24-27 credits)

Graduate coursework may be taken in any existing graduate program within the College of Education and Human Development or USM's Muskie School of Public Service, School of Business, and College of Arts and Sciences or from other institutions, upon approval of the faculty advisor.

Capstone Project (3-6 credits)

Three capstone project options are available: EDU 612 Practicum/Seminar, EDU 685/686/687/688 Internship in Administration/Special Education Administration/Superintendency/Curriculum Management; or EDU 665 CAS Directed Study.

Assistant Principal Certificate

The assistant principal certificate program is designed to meet the state requirements for assistant principal certification in Maine and to provide a foundation for graduate work in educational administration. This 12-credit program consists of 4 courses:

Special Admission Requirements

Applicants to the assistant principal certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

This 12-credit certificate consists of 4 courses:

EDU 670	Introduction to Administration
EDU 671	Organizational Behavior
EDU 678	School Law
EDU 679	Evaluation and Supervision of School Personnel

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied state requirements for a Maine assistant principal's certificate but will have completed a significant part of the entry and foundation coursework for a master's degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae. Although credits from the certificate program may be transferable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.

Athletic Administrator Certificate

The athletic administrator certificate program is designed to prepare graduates for the responsibilities of the athletic administrator in middle and high schools in Maine. Students who complete the athletic administrator certificate program will not only have impressive graduate background in athletic administration, but will have satisfied the state course requirements for a Maine assistant principal's certificate. In addition, graduates will have completed a significant part of the entry and foundation coursework for a master's in educational leadership.

Special Admission Requirements

Applicants to the athletic administrator certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

This 18-credit certificate consists of six courses:

* EDU 670	Introduction to Administration
* EDU 671	Organizational Behavior
* EDU 678	School Law
* EDU 679	Evaluation and Supervision of School Personnel
EDU 690	Introduction to Athletic Administration
EDU 691	Sports Law and Regulation Compliance

Courses may be taken in any sequence. Upon completion of the program, students will be awarded USM certificates for both athletic administration and the assistant principalship, which can be included on résumés and job applications. Upon submission of the USM transcript, the state office of certification will issue a state of Maine assistant principal certificate to candidates with appropriate professional prerequisites established by the state of Maine. Although 12 of the 18 credit hours earned in this program (indicated by single asterisks above) can be transferred into a master's program, students who wish to matriculate into the master's program must apply separately for admission.

Middle Level Education Certificate

The middle level education certificate program is designed to meet the professional knowledge certificate requirements for the middle level teacher endorsement in Maine and to provide a foundation for graduate work in middle level education. (Students seeking middle-level endorsement are also required to meet the academic content area requirements as established by the State.) This 12-credit program consists of 4 courses:

EDU	514	Improving Teaching in Content Areas through Literacy
EDU	615	Middle Level Curriculum and Organization
EDU	617	Teaching in the Middle Level School
HRD	669	Adolescent Development

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied the professional knowledge area state requirements for middle level teacher endorsement but will have completed a significant part of the coursework for the master's degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae. Although credits from the certificate program may be transferrable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.