

M.ED. IN LEADERSHIP FOR TEACHING AND LEARNING



Leadership in schools today is a critical and often difficult position that requires preparation to equip the leader with the skills and information necessary for a rewarding career. The Master of Education degree in Leadership for Teaching and Learning through Millersville University is designed to prepare teachers for leadership roles such as principal, department head, curriculum director and supervisor. The program philosophy is grounded in ethical leadership and strives to produce genuine leaders who can transform schools into learning communities that meet the needs of all stakeholders.

Millersville University believes that quality school leaders have the power to transform lives. MU works to prepare those educational leaders through the Leadership for Teaching and Learning graduate program. This program is grounded in ethical leadership and strives to produce genuine leaders who can transform schools into learning communities that meet the needs of all stakeholders.

MU taps into the strength of cohort groups whereby candidates advance through the program with a group of educators that rapidly become a source of personal support and a professional resource.

This course of study provides a Master of Education (M.Ed.) degree in Leadership for Teaching and Learning, a K-12 principal certificate and a K-12 supervisor of curriculum and instruction certificate. Students holding a master's degree may pursue the principal certificate and supervisory certificate separately.

Admission to this program is open to applicants who possess a baccalaureate degree from a regionally accredited four-year college or university and a Pennsylvania Instructional I Certification.

The Leadership for Teaching and Learning program has been accredited by the National Council for the Accreditation of Teacher Education and the Educational Leadership Constituent Council.

WHAT WILL YOU LEARN?

The graduate-level Leadership for Teaching and Learning program incorporates professional studies core courses, which explore educational psychology, research methods and education philosophies, and educational leadership core courses, which explore leadership theories, school law and supervision functions. Classroom knowledge becomes practical through applied supervision and applied practicum requirements.

APPLICATION DEADLINE

No deadline. This is a rolling admissions program.

REQUIREMENTS FOR THE PROGRAM

- Letters of recommendation
- Official transcripts
- Academic and Professional Goals Statement
- Critical-thinking exam: Graduate Record Exam or Miller Analogies Test recommended
- Commonwealth of Pennsylvania Teacher's Certificate, Instructional I. Applicants without Instructional I certificates must meet with the graduate program coordinator for review and possible acceptance.
- Structured interview



LEADERSHIP IN TEACHING AND LEARNING (M.Ed.)

36 credits

Major Sequence and Degree Requirements

I. Professional Studies Core (9 s.h.)

- EDFN 545 Advanced Educational Psychology (3 s.h.)
- EDFN 601 Research Methods (3 s.h.)

Philosophy of Education – choose one of the following:

- EDFN 603 Philosophy of Education (3 s.h.)
- EDFN 604 Education and Public Policy (3 s.h.)

II. Educational Leadership Core (27 s.h.)

- EDLD 610 Theory and Organizational Behavior (3 s.h.)
- EDLD 614 School and Community Relations (3 s.h.)
- EDLD 620 School Law, Public Policy and the Principal (3 s.h.)
- EDLD 667, EDLD 668 and EDLD 669 Leadership Seminars (1 s.h.)*
- EDSU 700 Functions of Supervision (3 s.h.)
- EDSU 701 Administrative Supervision (3 s.h.)
- EDSU 703 Curriculum and Supervision (3 s.h.)
- EDLD 798 Applied Supervision (3 s.h.)
- EDLD 799 Applied Practicum (3 s.h.)

*Leadership Seminars (1) offered each spring semester. Maximum of three.

DEGREE CANDIDACY

Students who have successfully completed the required EDLD core courses are eligible to schedule the portfolio review.

Students who fail the portfolio review on their first attempt will be given an additional opportunity to achieve a satisfactory result.

ASSESSMENT

In addition to the normal course requirements and assessment instruments, a portfolio review will be utilized as a form of formative and summative assessment. Completion of the program is contingent upon passing the portfolio review and maintaining a 3.0 GPA. Students who fail to maintain the academic scholarship and/or professional standards are subject to dismissal from the program.



National Council for Accreditation
of Teacher Education

CONTACT

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