M.S. IN EDUCATION WITH A CONCENTRATION IN EDUCATIONAL LEADERSHIP WITH PRINCIPAL, CURRICULUM SUPERVISOR AND SUPERVISOR OF SPECIAL EDUCATION CERTIFICATIONS

Admission Requirements and Procedures

The Master of Science degree includes a Master of Science with a concentration in Educational Leadership geared towards school leaders, specifically Curriculum Supervisors, Special Education Supervisors, Principals, and Superintendents. For students with a previous M.S. degree, Graduate Teacher and Administrative Certificates (post-graduate program) certification programs are offered in each of those same fields (Curriculum Supervisors, Special Education Supervisors, Principals, and Superintendents).

The Master of Science degree with a concentration in Educational Leadership is a 36-credit professional degree that may also lead toward certification as a school supervisor (of curriculum and instruction in one’s certification area, including special education) or principal. Prior acceptance in the program, an informal phone interview is required. Students are advised to contact the Director of Educational Leadership graduate programs for all advising needs – including academic progress and compliance for certification – on a semester basis.

Students must be formally admitted to the Educational Leadership program for certification eligibility. Five years of teaching experience (minimum three by the time of acceptance in the program) or experience related to the instructional process is required. A valid teaching certification or a chief school administrator’s verification of the completion of three years of relevant professional experience in an educational setting related to the instruction process must be included in the application materials. Students not seeking a certification and only seeking a Master’s with a concentration in Educational Leadership do not need a valid teaching certification and/or five years of full-time teaching experience.

Since Spring 2012, this program is offered online, as well as face-to-face. The curriculum and program requirements are the same for all online and face-to-face students.

In order to be eligible for programs leading to certification within the Educational Leadership combination offerings, applicants must be U.S. citizens or legal permanent residents. Application requirements are as follows:

- A completed Saint Joseph’s University graduate application.
- Official sealed transcript(s) of undergraduate/graduate coursework.
  - Grade Point Average (GPA) in undergraduate work.
- Copy of a valid teaching certificate.
- Five years full-time teaching experience (minimum three by the time of acceptance in the program)
- An informal phone interview with the Graduate Programs Director.
- $35 application fee.

Additional application requirements for the Principal Certification Program include the following portfolio items:

- Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become a school administrator.

Portfolio items:

- Essay concerning how principals shape learning in their schools (500 words)
- Resume that includes evidence of leadership potential (other leadership roles)
- Applicant’s educational philosophy
- A written description of a problem based learning activity

In addition, a Superintendent Letter of Eligibility is offered and all Pennsylvania Department of Education prerequisites must be met for admission.

Application Requirements for the Superintendent Letter of Eligibility Program are as follows:

- A completed Saint Joseph’s University graduate application.
- Master’s degree.
- Official sealed transcript(s) of undergraduate/graduate coursework.
  - Grade Point Average (GPA) in graduate work.
- Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the applicant’s leadership potential and qualifications to become an assistant/superintendent of schools
- Copy of principal or supervisory certificate.
- Six years of satisfactory professional certificated service of which three of the six years must have been in a certificated supervisory or administrative capacity.

Finally, professional development is offered via the Digital Teacher Professional Development Program. The Digital Teacher Professional Development consists of five courses that are designed to prepare classroom teachers for the successful and seamless integration of technology using the school district’s curriculum.

Course Load

All courses must be completed at the 500 level or above. A full-time course load is three courses (9 credits) per term for fall and spring semesters, and four courses (12 credits) for the summer term. Working professionals may not register for more than two courses (6 credits) for the fall and spring terms and two courses (6 credits) for each summer
Terms of Acceptance

An applicant is afforded “full acceptance” when all admission criteria have been met and all required application materials have been submitted, reviewed, and approved.

“Provisional acceptance” may be provided if an application is complete, but academic credentials have not been satisfied. In this case an applicant is allowed a trial semester of up to 9 credits. Candidates must receive a grade of B or better during all courses taken during the trial semester.

Applicants whose application package is incomplete may receive “conditional acceptance,” and permitted to register for up to 3 credits in the first semester. To be granted “conditional” status, an application must at least include and application form and unofficial transcript.

Applications that do not meet at least provisional academic requirements are generally not accepted.

Transfer of Courses

Applicants who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of B or better will be accepted. In no instance will courses taken more than five years ago be accepted for transfer credit. Under no conditions will Continuing Education units be accepted for transfer credit. However, Alliance for Catholic Education (ACE) approved courses are eligible for transfer.

Fieldwork Requirement

Effective Fall 2015, the three two-credits fieldwork courses (EDL 695, EDL 696, EDL 697) current in 2014-2015 were transitioned into two three-credits fieldwork courses (EDL 695 and EDL 696).

Learning Goals and Objectives

Goal 1:

Objective 1.1: Students will develop and articulate a shared school vision, mission, and goals for P-12 student success.

Objective 1.2: Students will demonstrate knowledge of school improvement plans based on data and school community input.

Goal 2:

Objective 2.1: Students will demonstrate knowledge of an effective instructional program conducive to a positive school culture and P-12 student learning.

Objective 2.2: Students will demonstrate knowledge of the instructional and leadership capacity of school staff and design comprehensive professional growth plans for self and others.

Goal 3:

Objective 3.1: Students will develop operational policies and procedures and assess them for long-term school plans and the welfare of the school community.

Objective 3.2: Students will demonstrate knowledge of human, fiscal and technological resources to manage school operations and develop capacity for democratic (distributed) leadership.

Goal 4:

Objective 4.1: Students will accurately interpret laws, policies and regulations to promote P-12 students success.
Objective 4.2: Students will apply basic Jesuit principles in a plan that promotes social opportunities for P-12 students.

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<tr>
<th>Code</th>
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<tr>
<td>EDL 600</td>
<td>EdLeaderResrch&amp;ReflectPract</td>
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<td>EDL 660</td>
<td>Measurement &amp; Evaluation</td>
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<td>EDL 665</td>
<td>Administration Planned Change</td>
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<td>EDL 670</td>
<td>Human Resource Development</td>
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<td>EDL 675</td>
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<td>EDL 680</td>
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<td>EDL 685</td>
<td>Seminar in Admin of Curriculum</td>
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<td>EDL 690</td>
<td>Managing Financial Resources</td>
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1 Students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III