



## 2017-2018 PROGRAM REQUIREMENTS

Degree: Master of Arts in Education

Program of Study: Teacher Leadership

### About This Major . . .

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise. The degree is awarded after successful completion of 30 semester hours for the Teacher Leader concentration. The program is designed to provide the student with 11 hours of Master's foundation knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, and research. The subsequent courses focus on Teacher Leader skills and competencies.

The program is guided and adheres to the Teacher Leader Model Standards researched and created by the Teacher Leadership Exploratory Consortium. Admission to the program follows the stated guidelines for graduate admission procedures as outlined in the university catalog. Additionally, students must provide two letters of reference from the profession and a statement of purpose. Only students with valid teaching licensure shall be considered for admission. The degree is granted after completion of all courses with a grade of B or better, and a ranking of proficient or better on all elements of a comprehensive exam.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (Teacher Leader) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for instructional leadership. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a teacher leader. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in diverse classrooms, addressing differentiation for public education students. (Specialized Knowledge and Applied Learning)

### Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

## **Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

## **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

## **PROGRAM-SPECIFIC REQUIREMENTS**

- 30 semester hours for the Master of Arts in Education, Teacher Leadership
- Students must earn a “B” in every class at the graduate level.
- A bachelor’s degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**MASTER OF ARTS: EDUCATION, TEACHER LEADERSHIP REQUIRMENTS** (30 semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
  
- EDTL 510 - Teacher Leadership (2)
- EDLD 515 - Dynamic School Leadership in a Democratic Society (2)
- EDTL 513 - Information Based Educational Practice/Statistics (3)
- EDLD 504 - Best Practices in Curriculum Assessment and Instruction (3)
- EDTL 518 - Diversity and Differentiated Instruction (2)
- EDLD 542 - Human Resource Management (3)
- EDLD 540 - School Improvement & Accountability Process (2)
- EDLD 544 - Instructional Leadership Strategies in School Improvement (2)
  
- Comprehensive Exam: Teacher Leader students are required to achieve proficiency on all elements of a comprehensive exam taken the final semester of the program. The written exam evaluates the critical thinking and problem solving skills of candidates in relation to the Colorado Professional Standards for Principals.

## SUGGESTED COURSE SEQUENCING

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### **Year One, Summer Semester**

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDLD 515 - Dynamic School Leadership in a Democratic Society (2)
- EDUC 503 - Introduction to Educational Research and Design (3)

### **Year One, Fall Semester**

- EDLD 542 - Human Resource Management (3)
  - EDLD 540 - School Improvement & Accountability Process (2)
  - EDUC 501 - Educational Terminology (2)
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### **Year Two, Spring Semester**

- EDTL 510 - Teacher Leadership (2)
- EDTL 513 - Information Based Educational Practice/Statistics (3)
- EDLD 544 - Instructional Leadership Strategies in School Improvement (2)

### **Year Two, Summer Semester**

- EDUC 500 - Culture and Pedagogy (3)
  - EDLD 504 - Best Practices in Curriculum Assessment and Instruction (3)
  - EDTL 518 - Diversity and Differentiated Instruction (2)
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