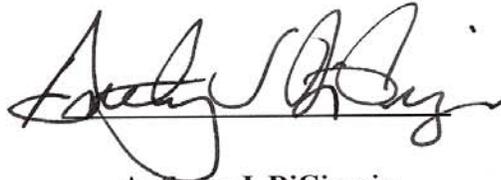


**Program Planning Summary
Program Modification**

**Master of Education in Educational Leadership
Adding Off-Campus Location in
Newberry, SC**

Winthrop University

A handwritten signature in black ink, appearing to read "Anthony J. DiGiorgio", written over a horizontal line.

**Anthony J. DiGiorgio
President**

November 2008

Contact Information:

Karen C. Jones
Assistant VP Academic Affairs
803.323.3708
jonesk@winthrop.edu

Winthrop University
MEd in Educational Leadership

Classification: Program Modification to offer on-campus program at an off-site location

Name of Program Modified: Master of Education in Educational Leadership

Academic Unit: College of Education, Center for Pedagogy

Proposed Date of Implementation: Spring 2009

CIP Code: 130401

Site: Newberry College – Newberry, SC

Delivery Mode: A blend of traditional instruction as well as on-line instruction will be utilized for this program as is the case for students enrolled in the on-campus program offering.

Request for Modification

This request is to offer the NCATE approved program, MEd in Educational Leadership at Winthrop University, in the Newberry County School District, per their request. This will entail Winthrop faculty delivering the entire master's degree program in Newberry, SC (approximately 65 miles from campus) and, therefore, Winthrop requests CHE approval for offering more than 50% of the coursework off-campus. The specific site will be Newberry College.

Purpose and Objectives

The purpose of this program modification is to meet the request from the Newberry County School District. Current issues in the preparation of principals include supply and demand, and information indicates that a national shortage of qualified candidates for school leadership exists. Newberry County Schools are taking a proactive approach to meet the school leadership needs in the Newberry area of the state. The objectives of the program are the same as the on-campus program.

Program Demand and Productivity

According to projections, more than 54% of principals are nearing retirement age. Only about one-fourth of school districts nation-wide report the existence of a program designed to recruit and prepare principal candidates from among current personnel. Districts in South Carolina and Winthrop University's service area in North Carolina have projected forthcoming vacancies in principal positions within the next five years. These districts desire to partner with Winthrop University to develop site-based programs that will prepare qualified candidates for positions as principals or assistant principals. Newberry County School District represents one district that has approached Winthrop University about offering a principal preparation program on site.

Need for Proposed Changes

This program modification comes as a result of a request from the Newberry County School District. They, as is the case with many school districts, anticipate a shortage of fully certified school administrators. The program delivered will be the same as offered on campus. Although there may be other programs similar in North and South Carolina, Newberry Schools approached the College of Education at Winthrop, and we are pleased to seek approval to accommodate their needs and request.

Centrality of the Program to the Institution

The mission of Winthrop University, as a four-year college within the state, is consistent with that proposed by the state legislature—to focus on economic development and life-long learning. In conjunction with this mission, Winthrop University offers both graduate and undergraduate degrees, including the Master of Education in Educational Leadership which leads to further opportunities in employment and continuing professional development. In addition, the mission of Winthrop University notes that the institution prides itself on being an institution of choice for groups traditionally under-represented on college campuses. Thus, Winthrop is pleased to offer off-campus programs in areas that reach under-represented groups such as the rural locale of Newberry County. Furthermore, the mission statement of Winthrop University states that, “The university provides personalized and challenging undergraduate, graduate and continuing professional education programs of national caliber within a context dedicated to public service.” This program modification falls within this framework. In addition, goal 6 of the Winthrop University *2008-2009 Vision of Distinction* is to “enhance the role of graduate education in the region.”

Relationship of the Program to Other Programs at the Institution

The College of Education at Winthrop University has a rich history of providing a high quality education for prospective teachers, counselors, and schools administrators. The COE has accomplished this through undergraduate and graduate education programs and has been providing off-campus programs in high need areas of the state and region for many years. The MEd in Educational Leadership Program is the only program at Winthrop that provides initial school leadership preparation resulting in certification as a school administrator.

Cooperation and Inter-Institutional Relationships

The Master of Education in Educational Leadership at Winthrop University is accredited and fully aligned with standards of the Educational Leadership Constituent Council (ELCC) and Interstate School Leaders Licensure Consortium (ISLLC). The program meets or exceeds the accreditation requirements and is, thus, fully comparable to programs with similar objectives offered in the state and nation, including those offered by independent institutions headquartered in South Carolina, the Academic Common Market, and web-based institutions. The need for certified school administrators is great in the state and region and off-campus programs such as this can help address this need.

Enrollment/Admissions Criteria (same as for on-campus students)

Applicants for admission to the Master of Education in Educational Leadership must hold a bachelor’s degree from an accredited college or university and must meet the following requirements to be eligible for consideration:

1. Submit the Application for Graduate Admission including a statement of goals;
2. Submit a copy of a current South Carolina Department of Education Class III Professional Certificate or the equivalent from another state;
3. Submit evidence of three years of teaching experience;
4. Have an undergraduate grade-point average of 2.75 on a 4.0 scale in the last 60 hours of the graduate candidate's undergraduate course work; or
5. Submit an official score of 900 or above on the General Test of the Graduate Record Examination (verbal and quantitative portions) or an official score of 392 or above on the Miller Analogies Test (MAT);
6. Present two letters of recommendation from the applicant's current principal or district level administrator and another practicing administrator; and
7. Complete a pre-entrance assessment based on the 7 standards of the National Policy Board for Educational Administration (interview, presentation, portfolio and writing sample).

Note: The first six admission items must be submitted before receiving the pre-entrance assessment information.

Applicants for admission must submit their application materials to The Graduate School Office. Pre-entrance interviews are conducted as needed during the fall, spring, and summer terms. The admissions committee considers all the requirements previously listed when making the admission decisions. Admission to the Educational Leadership program is competitive.

Projected Total Student Enrollment in the MEd EDLD in Newberry

There will be 16 teachers in the cohort representing new enrollment and a program total CHP of 672. At the present time, there are no plans to recruit another cohort in the MEd EDLD Program at an off-campus site in Newberry.

CURRICULUM

No new courses will be required for this program modification. The curriculum is exactly the same for the on and off-campus programs.

Curriculum for Educational Leadership:

The program of study for off-campus students will be the same as the program required for all on-campus students. Currently the program requires **42 hours** of prescribed courses. The following are the required courses for all educational leadership students in all cohorts:

- EDUC 640 – Advanced Educational Research (Core Course, required for all MEd students)
 - EDUC 670 – Schooling in American Society (Core Course, required for all MEd students)
 - EDUC 681 – Advanced Educational Psychology (Core Course, required for all MEd students)
 - EDLD 601 – Educational Leadership
 - EDLD 602 – Techniques of Teacher Supervision
 - EDLD 603 – Curriculum Leadership in Schools
 - EDLD 604 – The Principalship for the 21st Century
 - EDLD 610 – Fiscal and Business Management in Schools
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EDLD 611 – School Law
EDLD 613 – Leadership for Students with Special Needs
EDLD 616 – School Personnel Development
EDLD 621 – Professional Internship One
EDLD 622 – Professional Internship Two
EDLD 623 – Professional Internship Three

Faculty

No new faculty will be required for this program modification. This cohort of students is taught by the same faculty members that teach the on-campus students. A list of faculty teaching in the program is attached.

Institutional Plan for Faculty Development

Full-time, tenure-track faculty members receive three credit hours reassigned to scholarship per year. All tenure-track faculty members can apply for institutional funds to support faculty development (i.e., travel to make scholarly presentations) and scholarship (research, curriculum projects, etc.). In addition, supplemental departmental funds are available to support faculty members' research, travel, and curriculum needs. The department has been generous with its contributions in the past several years.

Assessment

The Master of Education in Educational Leadership has key assignments throughout the program that assess candidate learning and performance-based outcomes. One of the assessments is a case study that measures content knowledge in Educational Leadership which is completed in EDLD 613. Another key assessment is a reflective essay. This assessment measures the ability to develop a supervisory plan for classroom-based instruction. It is completed in EDLD 601. A performance assessment is completed during the internship/clinical practice and is administered in EDLD 621, 622, and 623. Another key evaluation is an oral examination which is a content-based assessment and application of content. The oral examination is completed during the last semester prior to graduation.

Physical Plant

The Program will not require any additional space or physical plant accommodations by Winthrop University. Newberry College will be responsible for all building needs for this program.

Equipment

No new equipment will be required. Newberry College will be responsible for all on-site equipment needs for this program.

Library Resources

The program will not require any new library resources. Students in the off-campus program will have access to the same on-line resources as students on campus and can access resources at Dacus Library as needed.

Accreditation

The Educational Leadership (EDLD) program is part of the Center for Pedagogy in the Richard W. Riley College of Education at Winthrop University. The Educational Leadership program is designed for K-12 educators who desire to become school administrators. The degree prepares candidates to supervise teachers and to become educational leaders in K-12 educational settings. The EDLD program is aligned with the ELCC national standards and emphasizes strong vision and collaboration with families, teachers, and communities. Each course in the EDLD program contains recurring themes that focus on ethics, integrity, and enhances both oral and written communication skills.

Winthrop University exceeds the state requirements for principal certification and requires each student to take courses in School Law, School Finance, School Personnel Development, Educational Leadership, Techniques of Supervision, Leadership for Students with Special Needs, Curriculum Leadership, and the School Principalship. In addition to these educational leadership specialty courses, Winthrop EDLD students must complete 9 hours of professional internships, Advanced Educational Psychology, Educational Research, Design and Analysis and School in American Society (foundations). The total EDLD program consists of 42 credit hours.

Articulation

In spring 2006, the Winthrop University Educational Leadership Advisory Committee was formed. This committee was comprised of 35 practicing school superintendents, principals, personnel directors, and curriculum supervisors representing 12 local school districts. The task of this group is to systematically evaluate each of the programs and courses offered in the educational leadership curriculum. Bi-annually, this group meets and provides feedback to the educational leadership faculty about each of the subject areas in the EDLD curriculum. The EDLD Advisory Committee is presented with course syllabi and recent assessment data ranging from Praxis results (Assessment #1) to Graduate Exit Surveys (Assessment #8). The committee provides recommendations and feedback about every facet of the Educational Leadership Program. At present, this advisory committee consists of 35 members representing 23 school districts. As a result of the recommendations from the advisory committee, in summer 2006, changes were made in the course content in EDLD 610 (School Business and Finance). The changes included additional studies in the areas of school safety, school facilities maintenance, school/community relations, and working with the media. In fall 2006, the advisory committee reviewed EDLD 621, 622 and 623 (Internships 1, 2, & 3) based on their recommendations. In spring 2007, the internships moved to an “activity based” internship with specific activities tied to the ELCC standards. In spring 2008, the EDLD committee reviewed the culminating activities for completion of the Educational Leadership program. The advisory committee recommended the inclusion of an oral comprehensive examination as the capstone project for EDLD candidates. This examination, in combination with an internship professional portfolio, comprises the final activity required for completion of the program and qualifications for graduation.

New Costs to the Institution and Sources of Financing

The program is entirely self-sufficient and will be fully funded by revenues generated by off-campus enrollments in the program.

Institutional Approval

Off-campus programs require approval of the Chair of the Department that will manage the program, the Dean of the College, the Vice-President of Academic Affairs, and the President of the University.