

**New Program Proposal
 Master of Education (M.Ed.) in Teacher Leadership
 Winthrop University**

Executive Summary

Winthrop University requests approval to offer a program leading to a Master of Education (M.Ed.) in Teacher Leadership to be implemented in Spring 2019. The proposed program would offer optional concentrations in Project Based Learning and Gifted and Talented Education. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/18	Not Applicable
ACAP Consideration	3/29/18	<p>Winthrop University representatives introduced the M.Ed. in Teacher Leadership as a successor to the M.Ed. in Curriculum and Instruction. Curriculum and Instruction will be phased out and this program will be targeted at teachers who wish to take on leadership roles but not principal roles. Degree completers are eligible for the teacher leader endorsement and can choose to add the Project Based Learning or the Gifted and Talented endorsement as well. ACAP members sought clarification on the program delivery mode and Winthrop indicated the program would have a blended delivery.</p> <p>CHE staff inquired about what role this type of program played in teacher retention. Winthrop and other ACAP members stated that programs such as this offer career development and mentoring. District superintendents in attendance supported this and stated they encourage their teachers to earn master’s degrees.</p> <p>Following remaining discussion about the proposal, ACAP members voted to recommend the program proposal.</p>
Comments, questions, and suggestions from CHE staff sent to the institution	4/4/18	<p>Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward:</p> <ul style="list-style-type: none"> • Clarify the need for teachers in the specific endorsement areas offered through this program; • Verify the plans to terminate the Curriculum and Instruction program; • Provide additional information about the program delivery method; • Given the discussion at ACAP that this program is offered online, what assurances can you provide that this program will remain regional?

Stages of Consideration	Date	Comments
Revised Program Proposal Received	4/17/18	The revised proposal satisfactorily addressed the questions and request for revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing (CAAL) approve the Master of Education in Teacher Leadership to be implemented in Spring 2019.

Winthrop University Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	957 (90.37%) / 102 (9.63%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	11
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	2

Industry related Occupational Wages and Projections in South Carolina, 2014 – 2024*

Occupational Field ¹	2016 Median Income ²	2014 Estimated Employment ³	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	\$45,440	120,127	129,963	9,836	.79%	8.19%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Wage Rates for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded April 27, 2018

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Name of Institution
Winthrop University

Name of Program (include concentrations, options, and tracks)
Master of Education in Teacher Leadership, with optional concentrations in Project-Based Learning and Gifted and Talented Education

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation
Spring 2019

CIP Code
13.1299

Delivery Site(s)
Winthrop main campus

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

C&P Faculty Approval	8/27/17
Chair Approval	8/28/17
COE Curriculum Committee	8/29/17
COE Faculty Assembly	9/3/17
COE Dean	9/4/17
Graduate Council	10/30/17
Graduate Faculty Assembly	12/8/17
Provost	1/15/18
President	1/20/17
Board of Trustees	4/6/18

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of the M.Ed. in Teacher Leadership program is to meet the advanced educational needs of teachers who work in diverse educational settings. Teachers will acquire the knowledge base and skills needed in the areas of curriculum development and assessment, pedagogy, and leadership so they can affect high-impact teaching and learning in their classrooms and positively influence change in their schools. Graduates of the program will acquire a level of cultural competence needed to effectively serve the increasing diverse student populations enrolled in today's schools.

This proposed program restructures and realigns the existing program in Curriculum and Instruction with the replacement of three courses in the existing program and the revision of other courses to address topics related to professional leadership, mentoring, technology use, and cultural responsiveness. The new program offers the courses required for the SCDE's Teacher Leader endorsement, a specialized endorsement that may be added to an existing valid teaching certificate. In addition, students in the M.Ed. in Teacher Leadership program may select 12 credit hours of coursework that addresses their personal professional development needs with the options of acquiring a second endorsement such as Project-based Learning or Gifted and Talented. The required coursework is aligned with the National Board of Professional Teaching Standards (NBPTS) and addresses the critical issue of accountability in educational settings. To increase accessibility of the program to practicing teachers, the program will be delivered 75-100% online dependent upon cohort needs.

The M.Ed. in Teacher Leadership program aligns with the mission of Winthrop University by providing "personalized and challenging undergraduate, graduate, and continuing professional development programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina." The proposed program modification allows for a more personalized and relevant learning experience for practicing teachers who work in P-12 schools in South Carolina and the region.

The Teacher Leader Endorsement requires a minimum of 18 credit-hours of practicum experience. Our proposed program includes these hours across courses; thus, necessitating that faculty supervise field work in the local schools. Similarly, our courses on educational research design and action research each requires field-based learning experiences. Finally, our capstone course experiences require that students spend time on campus engaged in collaborative initiatives in preparing their exit project. Given that our local school partners

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have asked that the course work be delivered in blended delivery platform, faculty will deliver designated coursework on campus in weekend course offerings and during the summer during via a seminar style format.

The faculty in the Richard W. Riley College of Education initiated an extensive review of current programs in 2015-2016, including the Curriculum and Instruction graduate degree, in order to update the mission and content of programs to meet current and future needs of educators. This evaluation of the M.Ed. in Curriculum and Instruction was conducted in collaboration with local educational institutions primarily representing the Old English Consortium, Winthrop's Partnership Network, as well as Charlotte-Mecklenburg Schools through consultation, focus group interviews, and advisory committee meetings. The result of those conversations was a decision to change the program; and regional needs pointed to Teacher Leadership as the best graduate degree program for classroom teachers in our area. The additional endorsement areas were also suggested by our regional partners. This program was developed to meet the needs of our regional partners and Winthrop will focus our recruiting efforts to these partners.

List the program objectives. (2000 characters)

As a result of completing the program, candidates will be able to:

1. Become educational leaders who demonstrate advanced skills in using data to improve teaching and learning.
2. Demonstrate advanced skills in order to provide leadership in the provision of supportive learning environments for diverse learners.
3. Demonstrate the ability to analyze contemporary issues and trends in curriculum and instruction in order to lead schools in educational change.
4. Apply advanced understanding of cultural competency to lead families and communities for the enhancement of the education of children and youth.
5. Apply their advanced understanding of research to work collaboratively in school learning communities in order to improve educational practice.
6. Apply advanced skills in leadership, mentorship, and the application of scholarship in their setting.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

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Enrollments in the M.Ed. in Curriculum and Instruction decreased from 29 to 18 in the past five years. To investigate the reason for the decline and determine ways to address the problem, the faculty engaged in a variety of needs assessment initiatives. Specifically, a committee conducted a review of the current literature, existing graduate programs, and two focus group interviews with school personnel in order to inform the necessary program modifications. The needs assessment findings are presented here.

While looking at the current empirical and theoretical literature, program faculty reviewed current and future trends in advanced studies and graduate work specific to classroom teachers and support educators. A sample article reflecting a discussion of priorities and trends in teacher leadership and is demonstrative of the type of literature that guided program modifications is referenced here <https://doi.org/10.1086/461811>. In thinking about necessary program modifications, the faculty considered: (1) Teachers play an important role in school leadership; (2) Teachers can learn how decision-making impacts school operations and classroom practices; (3) Professional communities enhance teaching and learning; and (4) When the normal role of the teacher is expanded, the capacity of schools is improved in meeting the needs of students.

An analysis of existing graduate programs in teacher leadership revealed several important conclusions regarding program effectiveness, as well as the recognition of how our program could address unmet needs in advanced studies for classroom teachers. Some of the findings from reviewing other programs include: (1) The need for program delivery platforms that increase student accessibility to graduate studies; (2) The absence of coursework in cultural competency that prepares educational leaders to meet the needs of diverse learners; and (3) Most current programs contain areas of specializations, and Winthrop's program could allow for the focused study of contemporary learning pedagogies.

Separately, in both 2015 and 2017, two focus groups were held with approximately 12-15 educators from various school districts in the state. Initially, a focus group was conducted to review the program of study and provide feedback with respect to current needs in the classroom from teachers' and administrators' points of view. Sample guided questions included: (1) What type of master's level program will be of most benefit and relevance to teachers considering the challenges and accountability within the current context of their jobs? (2) Once a teacher is in the classroom, what are the greatest needs for professional development in terms of knowledge and skills? and (3) What type of graduate program would attract teachers given the other options available to them for their continued professional development? A second focus group interview was held with members of the C&I program advisory committee in 2017. The purpose of this interview was to ask prospective employers and current educators to assess current needs for advanced studies for classroom teachers. The major themes that emerged from the focus groups included the following needs: (1) to develop teachers' understanding of the nature and needs of a very diverse population of students; (2) to cultivate teacher leadership, mentoring, and coaching skills; (4) to provide program delivery platforms that included hybrid and online options; (5) to develop knowledge/skills to promote collaborative practice; and (6) to provide opportunities for teachers to study diverse populations or unique instructional approaches as specializations.

In addition, program faculty conducted a review of graduate programs in the state and across the country targeting the needs of P-12 classroom teachers. Given the existing programs, several aspects of graduate studies emerged as necessary changes for our proposed modifications, including: (1) the need to offer students the opportunity in advanced studies that allowed them to stay in the classroom or move to positions in the schools other than educational administration; (2) to include coursework that leads to the Teacher Leader Add-

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On Endorsement; and (3) to utilize a program delivery platform that increased student accessibility.

Upon a thorough analysis of the assessment data, it became clear that the challenges teachers face on the job have shifted and, in some ways, have intensified. The faculty then reconsidered how the program could be redesigned in order to help teachers develop the advanced skills they need while also considering how the program could add to their professional credentials. Since advanced study in curriculum and instruction is not the primary need to teachers today, the revised program focuses on current issues such as growing diverse backgrounds and needs of students, high-impact teaching strategies, and leadership skills that will help teachers affect change in their classrooms and have a broader impact in their schools and districts. The program is designed to provide teachers the training needed to be teacher leaders, and to acquire the State's Teacher Leader endorsement, with the additional flexibility to pursue at least one other endorsement option based on their personal needs and interests. To make this happen, revisions were made to existing courses, two courses were added (required for the Teacher Leader endorsement), and obsolete courses deleted. Graduates will be able to earn two endorsements and complete the entire program online. The program changes address the current needs of classroom teachers, skills desired by employers, and a program delivery design that is attractive to potential applicants across the state.

The value of the proposed master's degree is best evidenced by the number of teachers who do not have graduate degrees in our regional districts. Current state data indicate that as many as 66% of current teachers across South Carolina have not earned a graduate degree. Consistently, in our local region, slightly less than half of all classroom teachers do not have an advanced degree. When examining the 2017 district report cards for Cherokee, Chester, Lancaster, Fairfield, Chesterfield, and the four York County districts, the percent of teachers without master's degrees range from 35 to 40% across York County and 40 to 43% across all other counties.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

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If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

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This program is designed to advance the knowledge and leadership skills of currently employed and certified teachers. In particular, to those who do not wish to move into administrative roles and would rather enhance their teaching and mentoring skills.

In 2017-2018, Gifted and Talented educators was listed as the third highest critical need area in South Carolina at 42.59%. This year there are 475 positions related to gifted and talented education allocated across the state. There is so much need for the provision of training in this area, that the state has offered funding to Winthrop University and other applicants to offer the beginning endorsement coursework in gifted and talented education. We have had 100 educators participate, with a significant waitlist for each of the four courses. Inclusion of the Project-Based Learning endorsement comes from a needs assessment conducted with our local school districts who specifically expressed a need for related coursework. For example, Rock Hill Schools recently requested that the course work leading to the PBL endorsement be provided exclusively for their educators.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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The proposed M.Ed. in Teacher Leadership program addresses several professional learning and employment needs for pre-K-12 educators.

Pathways are needed in order for teachers to become leaders in the classroom.

Teaching is a “flat” profession that does not afford educators the opportunity to impact teaching and learning broadly by moving into positions of influence (Educational Leadership, 2010). Moving into administration is not a desirable option for all educators, therefore many teachers seek greater responsibility and influence without leaving the classroom. In 2016, the Learning Policy Institute reported that 55% of educators surveyed were dissatisfied with the profession. Their frustrations were a result of lack of opportunities for leadership (9%), lack of influence over school policies and practices (13%), and a lack of autonomy in the classroom (14%). Similarly, NCES reported in 2012 that 71% of South Carolina teachers do not feel they have control of the operation of their classrooms and desire empowerment. Finally, in a survey conducted by the Learning Policy Institute on the topic of teachers leaving the classroom, findings indicated that 31% of the teachers reported that they wanted to take courses or pursue a degree to improve their career opportunities within education. The proposed Teacher Leadership degree program addresses the need for pathways for teacher empowerment, employment options, and opportunities for influence within education.

In addition to a teachers’ desire for leadership, school improvement results from teacher leadership and influence. In the article “Teachers as Leaders,” (2007) a benefit of teacher leadership includes contributions of expertise that supplement that of the principal who cannot lead in all areas. In fact, 45% of the educators surveyed noted that they take on leadership responsibilities outside of the classroom without compensation, but they do not have leadership training. Further, in 2010, the Center for Teacher Quality noted that teachers’ unique knowledge has a positive impact on meeting students’ needs and enhances the variety of services available to students and families.

A need exists for teachers to advance to leadership positions in education.

Teachers’ tenure in school is longer than that of the average administrator. In the Educational Leadership article titled “Teachers as Leaders,” it is noted that teachers are the “custodians of school culture” and hold institutional memory that makes them more likely to envision and endure long-term school initiatives and change. Teachers should be engaged in school leadership in order to contribute to sustaining school improvement.

Teacher retention may be enhanced by leadership roles. Dissatisfaction and frustration can lead to teachers exiting the education field. The Center for Teacher Quality (2010) suggested that if teachers move into a “hybrid” leadership role, they can remain in the classroom part or full-time while assuming leadership responsibilities as well. This type of unique role in leadership allows teachers to remain in the classroom while fulfilling leadership roles and contributing to the overall mission of their schools.

Projection employment data for educators affirm the need for teacher leadership in South Carolina specifically. At the beginning of the 2017-2018 school year, 210 jobs were open for educational administrators outside of the traditional principals and superintendent openings, according to CERRA reporting. There were 43 other administration vacancies at the beginning of the year. Teachers with preparation in teacher leadership are often sought to fill these type positions as well as positions in instructional coaching and mentoring. These positions are not easily filled and demonstrate the need for more advanced preparation programs. Further, the South Carolina Department of Employment and Work Force project a

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need for as many as 574 master's degree programs annually for the pursuit of advanced preparation in education.

Degrees that promote the attainment of the new South Carolina add-on endorsements are needed.

The proposed degree in Teacher Leadership provides an opportunity for the attainment of two endorsements as a result of program completion. First, the degree requirements result in the fulfillment of the new Teacher Leader add-on endorsement. Second, graduates may also choose to fulfill the requirements of either the Project-Based Learning or Gifted and Talented Education add-on endorsement. Essentially, graduate degrees with multiple concentrations that lead to more than one add-on endorsement attribute to the existing needs for professional development in education, as well as produce teacher leaders with diverse expertise to contribute to school improvement.

References

- Berry, B., Dougherty, A., & Weider, A. (2010). *Teacher Leadership: Leading the Way to Effective Teaching and Learning*. Hillsboro, NC: Center for Teaching Equality.
- Danielson, C. (2007). Teachers as leaders. *Educational Leadership* 65(1), 14-19.
- Garret, J. (2017). *Annual educator supply and demand report*. Rock Hill, SC: CERRA.
- South Carolina Department of Employment and Work Force (2015). *South Carolina Job Skills Update*. Columbia, SC: South Carolina Department of Employment and Work Force.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, L. (2016). *A Coming Crisis in Education? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

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Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Upon approval of the new M.Ed. in Teacher Leadership program, the current M.Ed. in Curriculum and Instruction will cease to admit students. We intend to graduate all remaining students by the end of the 2019-2020 academic year.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. Teaching, Learning and Advocacy	College of Charleston	<ul style="list-style-type: none"> • 36 credit hours • Offers some customization • Capstone research project 	<ul style="list-style-type: none"> • COC program has a policy component; four specializations: Curriculum & Instruction, Diverse Learners, New Literacies, Science & Mathematics; and is delivered in a traditional format • WU program leads to two endorsement credentials; has leadership throughout coursework; requires coursework in leadership/mentoring, culturally responsive teaching, use of data to improve teaching/learning, digital media for learning among others; capstone project is field-based; hybrid delivery
M.Ed. Teaching	University of South Carolina	<ul style="list-style-type: none"> • Require 36 credit hours • Offers some customization • Aligned with NBPTS • Capstone action research project 	<ul style="list-style-type: none"> • USC program has a 9-hour core, two research courses; 4 areas of inquiry (21 credit hours) • Winthrop program has teacher leadership/mentoring focus with emphasis on culturally responsiveness, and requires courses on topics such as use of data to improve teaching/learning digital media, etc.; results in two endorsement credentials
M.Ed. Learning and Teaching or M.Ed. in Language, Literacy, and Culture	Coastal Carolina University		<ul style="list-style-type: none"> • CCSU Learning and Teaching – Literacy program is literacy focused; no longer accepting students (30 credit hours/hybrid delivery) • CCSU Language, Literacy, and Culture program is a literacy program with a required course in Developing Literacy Teacher-Leaders Within School Communities; 33 credit hours; traditional delivery • Winthrop program is a teacher leadership program, no literacy components; 36 credit hours, hybrid delivery
M.Ed. Teaching and Learning	Clemson University	<ul style="list-style-type: none"> • Offers some customization • Has a related instructional coaching/mentoring element • Has capstone research project 	<ul style="list-style-type: none"> • Clemson's program offers the option of three specializations: STEAM, Experiential Learning for Early Childhood, Instructional Coaching; 30 credit hours (18 hour core and 12 hour specialization) • Winthrop program has teacher leadership/mentoring focus with emphasis on culturally responsiveness, and requires courses on topics such as use of data to improve teaching/learning digital media, etc.; results in two endorsement credentials; 36 credit hours

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M.Ed. Classroom Leadership	Southern Wesleyan University	<ul style="list-style-type: none">• 36 credit hours• Leads to Teacher Leader endorsement	<ul style="list-style-type: none">• SWU's program is offered in online or traditional formats; 30 hours required courses and 6 elective courses; type of required courses differ with courses in philosophy of education, behavior/classroom management, content area reading and writing, etc.• Winthrop's program will not be offered in traditional format; 21 required courses that include emphasis on leadership/mentoring, culturally responsiveness, use of data, digital media, etc.; flexibility in program can lead to a second endorsement
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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019			20	120	20	120
2020	20	120	20	120	40	240
2021	40	240	40	240	40	240
2022	40	240	40	240	40	240
2023	40	240	40	240	40	240

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

The Master of Education in Teacher Leadership is designed to meet the professional development needs of teachers in contemporary schools. Therefore, candidates in the MEd in Teacher Leadership will have multiple clinical experiences and application is expected throughout the program. Access to a public-school classroom is required. Applicants must provide a copy of current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state as part of the program admissions application.

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
EDUC615 Professional Leadership and Mentoring	3	EDCI635 Using Data to Improve Teaching & Learning	3	EDUC640 Educational Research, Design & Analysis	3
EDUC625 Culturally Responsive Teaching <i>Professional Leadership and Mentoring</i>	3	EDCI636 Contemporary Issues and Trends in Curriculum & Instruction	3	EDUC681 Advanced Educational Psychology	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
LTEC648 Educational Media	3	EDCI637 Capstone Advanced Field Placement	3	Specialization Course	3
Specialization Course	3	Specialization Course	3	Specialization Course	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6

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Curriculum

Courses

Credit-Hours

Professional Core Courses:

EDUC640	Educational Research, Design and Analysis	3
EDUC681	Advanced Educational Psychology	3
EDUC 615	Professional Leadership and Mentoring	3
EDUC 625	Culturally Responsive Teaching	3
		12 credit-hours

Curriculum and Instruction Core Courses:

EDCI 635	Using Data to Improve Teaching and Learning	3
EDCI 636	Contemporary Issues and Trends in Curriculum and Instruction	3
LTEC 641	Educational Multimedia	3
EDCI 637	Capstone: Advanced Field Placement	3
		12 credit-hours

Teaching and Learning Concentration

12 credit-hours

Concentration areas:

1. Gifted and Talented

EDUC 594	Introduction to Gifted and Talented Education	3
EDUC 595	Introduction to Curriculum and Instruction in Gifted	3
EDUC 554	Advanced Curriculum in Gifted and Talented Education	3
EDUC 555	Trends and Issues in Gifted Education	3

2. Project-Based Learning

EDCI 601	Introduction to PBL	3
EDCI 602	Applications of PBL to Curriculum and Instruction	3
EDCI 603	Practicum in PBLE	3
Elective		3

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3. **Other 500-600 level approved courses (No concentration area)** 12 credit-hours

Total Semester Hours 36 credit-hours

Total Credit Hours Required 36

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Course Descriptions for New Courses

	Description
EDUC 615 Professional Leadership & Mentoring	This course is designed for advanced degree candidates and explores the theoretical foundations and research that surround the practice of teacher leadership. The development and implementation of an intensive teacher leadership project that addresses a significant instructional or organizational innovation is required (no pre-requisites).
EDUC 625 Culturally Responsive Teaching	This course is designed for advanced degree candidates and examines critical issues related to culturally responsive teacher leadership. Course requirements include a culturally responsive leadership project (no pre-requisites).
EDUC 681 Advanced Educational Psychology	An integrated study of development, learning, and motivation with emphases on childhood and adolescence in the school setting and individual differences such as gender, cultural background, and socioeconomic status.
EDUC 640 Educational Research, Design, & Analysis	A core course for graduate educators in the principles, methods, and procedures of educational research, design, and analysis. The development of a proposal outlining a study, project, or practicum is required.
EDUC 635 Using Data to Improve Teaching & Learning	This course is designed to assist the instructional leader collect, analyze and use data to improve the teaching-learning process.
EDUC 636 Contemporary Issues & Trends in Curriculum and Instruction	This course provides an examination of contemporary and salient issues in Curriculum and Instruction. The focus of inquiry is the role of educational policy in school reform and the links among elements of policy and practice.
LTEC 641 Educational Media	An introduction to the creation and management of digital media for learning. Students will learn the fundamentals of media production, graphic design and the development of electronic portfolios.
EDCI 637 Capstone Advanced Field Experience	The focus of this course is the preparation and completion of a field-based project reflecting the candidate's knowledge of an approved topic and its implications for curriculum, instruction, and assessment.
EDCI 601 Introduction to PBL	Designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.
EDCI 602 Applications of PBL	This course combines classroom and field-based experiences to provide teachers group support as they plan, create, facilitate, integrate, and implement appropriate instructional methodologies and technology within a PBL unit of study in their own classrooms.
EDCI 603 Practicum in PBL	Field-based practicum designed to provide teacher/practitioners with experience and opportunities to develop and implement PBL unit(s) independently, thus demonstrating their knowledge, skills, and dispositions for successfully implementing PBL into the regular classroom setting.
EDUC 594 Introduction to Gifted and Talented Education	The course emphasizes the developmental nature of gifted learners and their related learning characteristics and needs. The origins and nature of varying conceptions of giftedness are explored in relationship to appropriate educational services via the differentiated education for gifted learners.

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EDUC 595 Introduction to Curriculum and Instruction in Gifted	The course content includes an understanding of both the theoretical and practical implementation of the appropriate curricular and instructional approaches for gifted learners. Adaptations and modifications to general methods and strategies will be included.
EDUC 554 Advanced C&I for the Gifted	The course content includes the design and development of differentiated curriculum for gifted learners. The emphasis of the course is how to design new curricular materials for gifted learners.
EDUC 555 Trends & Issues in Gifted Education	The course content focuses on the historical and current issues related to the recognition and education of giftedness. Critical issues facing the field of gifted education as well as future directions are explored. The identification of giftedness is included.

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Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Assistant Professor	Full-Time	Fall, EDUC 615 Professional Leadership Mentoring, (3)	Doctorate, Curriculum and Instruction University of North Carolina at Charlotte	Program Director
Professor	Full-Time	Summer, EDUC 640 Educational Research, Design, & Analysis, (3); Spring, EDCI 635 Using Data to Impact Teaching and Learning, (3); Spring, EDUC 554 Advanced Curriculum and Instruction, (3); Summer, EDUC 555 Trends & Issues in Gifted Education, (3)	Doctorate, Educational Psychology with an Emphasis in Gifted Education, University of Virginia	Holds active teaching licensure with gifted and talented add-on endorsements in two states.
Associate Professor	Full-Time	Spring, EDUC 636 Contemporary Issues & Trends in Curriculum & Instruction, (3)	Doctorate, Early Childhood Education, University of Tennessee	
Assistant Professor	Full-Time	Spring, EDUC 625, Culturally Responsive Teaching, (3)	Doctorate, Educational Administration, University of South Carolina	Experience as School Leader in Diverse Schools, Field Supervisor in Diverse Schools
Professor	Full-Time	Fall, LTEC Educational Media (3)	Doctorate, Instructional Design and Development, University of Georgia	Senior Director of Graduate Studies and Educational Technologies
Assistant Professor	Full-Time	Spring, EDCI 637 Capstone Advanced Field Experience, (3)	Doctorate, Curriculum and Instruction, University of North Texas	Experience as School Leader in Diverse Schools, Field Supervisor in Diverse Schools
Assistant Professor	Full-Time	Summer, EDUC 681 Advanced Educational Psychology, (3)	Doctorate, Curriculum and Instruction, University of South Florida	
Assistant Professor	Full-Time	Summer, EDUC 594 Introduction to Gifted and Talented (3); Fall, EDUC 595	Doctorate, Educational Psychology, University of	

NEW PROGRAM PROPOSAL

		Introduction to Curriculum and Instruction in Gifted Education (3)	Georgia; Gifted and Talented Endorsement	
Associate Professor	Full-Time	Fall, EDCI 601, Introduction to PBL, (3); Spring, EDCI 602, Applications of PBL to C&I, (3); Summer, EDCI 603, Practicum in PBL, (3)	Doctorate, Special Education, Georgia State University; Completed the South Carolina Add-On Endorsement in Project-Based Learning	PBL Add-On Endorsement Coordinator

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	2.125	Staff	.25	Administration	.35
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The faculty currently teaching in the MEd in Curriculum and Instruction or currently on campus will teach in the new program.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

NEW PROGRAM PROPOSAL

The Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 p.m. to Friday at 7:00 p.m., and 12:00-7:00 p.m. on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at <http://www2.winthrop.edu/dacus/>. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. No additional resources are needed to support this program. All courses will be delivered in a blended format with a balance of face-to-face and online learning experiences, and existing university support and resources will be utilized

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The office of graduate studies in the College of Education assumes the academic support services role for this degree program. The new program will not add to additional responsibilities for this office as they will no longer service the current M.Ed. in C&I.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is needed.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

NEW PROGRAM PROPOSAL

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	12,000	8,000	4,000	4,000	0	28,000
Total	12,000	8,000	4,000	4,000	0	28,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	148,800	297,600	372,000	446,400	446,400	1,711,200
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	148,800	297,600	372,000	446,400	446,400	1,711,200
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	136,800	289,600	368,000	442,400	446,400	1,683,200

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

With the development of two new courses and translation of traditional to hybrid or online delivery platforms for all coursework, we anticipate minor additional costs for online course development stipends. These costs are estimated in the section entitled, other, in the table above.

No additional adjunct faculty will be hired, nor will additional equipment be needed.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. This report is then reviewed by the College of Education Unit Assessment Committee and the results reported to members of the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

Seven identified key assessments exist for the former (C&I) degree program. One of them will be deleted, and two added, including: a leadership portfolio, and a culturally responsive teaching project. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education Unit Assessment Committee and members of the College of Education Dean's Council.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Apply advanced skills in leadership, mentorship, and the application of scholarship in their setting.	Leadership Portfolio
Demonstrate leadership in the provision of supportive learning environments for diverse learners.	Practicum and Leadership Log
Develop educational leaders who demonstrate advanced skills in using data to improve teaching and learning.	Action Research Summary
Demonstrate the ability to analyze contemporary issues and trends in curriculum and instruction in order to lead schools in educational change.	Research Proposal
Apply advanced understanding of cultural competency to lead families and communities for the enhancement of the education of children and youth.	Culturally Responsive Teaching Project

NEW PROGRAM PROPOSAL

Apply their advanced understanding of research to work collaboratively in school learning communities in order to improve educational practice.

Research Proposal

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Coursework leads to Teacher Leader Add-On Endorsement in addition to either the Project-Based Learning or Gifted and Talented Add-On Endorsements if one of those concentrations is selected.

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.