

NEW PROGRAM PROPOSAL

Name of Institution

The University of South Carolina Aiken

Name of Program (include concentrations, options, and tracks)

Master of Education in Educator Leadership

Program Designation

- Associate's Degree
- Master's Degree
- Bachelor's Degree: 4 Year
- 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.)
- Specialist

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

- Yes
- No

Proposed Date of Implementation

Summer 2018

CIP Code

131299

Delivery Site(s)

USCA campus

Delivery Mode

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

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

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Institutional Approvals and Dates of Approval

School of Education – February 17, 2017

Cabinet – March 20, 2017

University Planning Committee – April 4, 2017

Faculty Assembly – April 25, 2017

Chancellor – November 1, 2017

President -

Board of Trustees -

ACAP Committee -

CAAL Committee -

Commission on Higher Education -

Background Information

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

The University of South Carolina Aiken proposes to establish a new M.Ed. degree in Educator Leadership. The focus of this program is to prepare educators to take on a variety of leadership roles in their buildings or districts. The program develops administrative skills such as management, supervision and decision-making skills but also will focus on preparing school leaders to be instructional leaders. To improve instruction and in turn improve student learning, the program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment.

The focus of USCA's program is to make a M.Ed. in Educator Leadership accessible to those in Aiken County, and surrounding South Carolina counties (e.g. McCormick, Edgefield, Saluda, Barnwell, Bamberg, Allendale and Hampton counties). In 2012, the regional target market was surveyed by USCA through Carnegie Communications to gauge interest in a Master's of Education. The respondents to this survey held bachelor's degrees or were pursuing bachelor degrees; they expressed an interest in attending graduate school in the next three years; and they resided in South Carolina, North Carolina and Georgia. The majority of respondents worked full-time and were willing to travel less than a hour from work or home to earn their graduate degree. All of the respondents indicated an interest in

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pursuing a Master's Degree in the next three years and 34% of those expressed an interest in a Master's of Education.

To create a successful learning environment for students and to recruit and retain teachers, school administrators need to be leaders and innovators in instruction. Schools are moving toward having teachers take on specialized administrative or leadership roles while staying in the classroom as a way to facilitate collaboration among faculty and improve student outcomes (Teacher Leadership Exploratory Consortium, 2012). Aiken County, like many surrounding counties, already has teachers moving into leadership roles such as instructional coaches or literacy coaches. The USCA M.Ed. in Educator Leadership will prepare teachers to take on these roles by incorporating the Teacher Leader Model Standards into the curriculum of this proposed program.

References

Teacher Leader Exploratory Consortium (2012). Teacher leader model standards: The vision. Retrieved from http://www.teacherleaderstandards.org/the_vision

List the program objectives. (2000 characters)

USC Aiken's Education Leadership program is aligned with the following Teacher Leader Model Standards:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Functions:

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.

Domain II: Accessing and Using Research to Improve Practice and Student Learning

Functions:

- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain III. Promoting Professional Learning for Continuous Improvement

Functions:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning;
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain: IV: Facilitating Improvements in Instruction and Student Learning

Functions:

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- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community.

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)

The Center for Educator Recruitment, Retention and Advancement Supply and Demand Report, Fall 2015 (CERRA) noted 34.5 vacancies in administrator positions. This includes principals and assistant principals as well as instructional coaches. In the CERRA report, there were 52.3 "other school-level administrator" positions filled with another 11.5 vacant. These positions could potentially be filled with the teacher leader endorsement.

The focus of USCA's program is to make a M.Ed. in Educator Leadership accessible to those in Aiken County, and surrounding South Carolina counties (e.g. McCormick, Edgefield, Saluda, Barnwell, Bamberg, Allendale and Hampton counties). In 2012, the regional target market was surveyed by USCA through Carnegie Communications to gauge interest in a Master's of Education. The respondents to this survey held bachelor's degrees or were pursuing bachelor degrees; they expressed an interest in attending graduate school in the next three years; and they resided in South Carolina, North Carolina and Georgia. The majority of respondents worked full-time and were not willing to travel more than an hour from work or home to earn their graduate degree. All of the respondents indicated an interest in pursuing a Master's Degree in the next three years and 34% of those expressed an interest in a Master's of Education.

Employment Opportunities

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

Yes

No

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."

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Teacher Leader (instructional coach, Interventionist)	65/year	Increase	CERRA

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

According to the CERRA Supply and Demand report, there were 8.5 ESOL teacher positions unfilled at the start of the 2015-16 school year as well as 18 Literacy positions unfilled.

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.

n/a

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)

USCA SoE currently offers courses in educational technology through its collaborative M.Ed. in Educational Technology degree program. As one of the options for related coursework is the endorsement for on-line teaching, these courses are a part of that degree program. Therefore, the enrollments in these courses may increase.

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List of Similar Programs in South Carolina

Proposed Program Name	Institution	Highlights	Distinctive Difference
M.Ed. Educator Leadership	USC Aiken	<ul style="list-style-type: none"> Requires completion of 36 semester hours of graduate work. All courses are on-line with two required practicums. Students become part of a cohort that takes courses together in a prescribed sequence. Specialty studies are offered in the summer. 	<ul style="list-style-type: none"> Leads to Teacher Leader endorsement as well as one or more other area(s) of endorsement: English for Speakers of Other Languages (ESOL), Project Based Learning (PBL), Online Teaching, Read to Succeed (R2S), Gifted and Talented (GT).

Program Name	Institution	Similarities	Differences
M.Ed. Teaching and Learning	Clemson University	<ul style="list-style-type: none"> All courses are on-line. Has a capstone class. 	<ul style="list-style-type: none"> Requires completion of 30 semester hours of graduate work including 12 hours of specialization in STEAM, early childhood, or instructional coaching. Does not specify area(s) of endorsement This track is undergoing review http://www.clemson.edu/education/academics/masters-specialist-programs/masters-education-teaching-learning/index.html
M.Ed. in C&I	Augusta University	<ul style="list-style-type: none"> Requires completion of 36 semester hours of graduate work with two required practicums. 	<ul style="list-style-type: none"> Coursework aligns with Georgia Standards Concentrations according to grade level Does not lead to SC endorsements Not completely online http://www.augusta.edu/education/tal/ci-med.php

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M.Ed. Education Administration	USC Columbia	<ul style="list-style-type: none"> • Requires completion of 36 semester hours of graduate work with two required practicums. • All courses are on-line. 	<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). • The Master of Education Administration is designed for certified teachers in South Carolina seeking elementary or secondary principal certification. • Does not provide Teacher Leader endorsement. • http://gradonline.sc.edu/Programs/1162/Master-of-Education-in-Educational-Administration
M.Ed. in Teaching	USC Columbia	<ul style="list-style-type: none"> • Requires completion of 36 semester hours of graduate work. • Similar options for add-on certification • Program is online 	<ul style="list-style-type: none"> • USC Columbia uses National Board for Teaching Standards for learning outcomes. USC Aiken’s program uses Teacher Leader Model Standards for learning outcomes. • USC Columbia has 9 hours of required core courses. USC Aiken requires 18 hours of core courses.
M.Ed. Education in Administration & Supervision, General	Converse College	<ul style="list-style-type: none"> • Requires completion of 36 hours including 2 required internships • 	<ul style="list-style-type: none"> • For teachers who are already certified. • Converse courses are on-campus. • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). Leads to certification in educational administration. • http://www.converse.edu/admissions/graduate/masters-of-education-med/
M.Ed. Educator Leadership	Winthrop University	<ul style="list-style-type: none"> • The M.Ed. in Educator Leadership is offered in a cohort fashion with sequenced specialty studies being 	<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community

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		offered (six to nine hours per semester).	<p>relations). Leads to certification in educational administration.</p> <ul style="list-style-type: none"> • Requires completion of 42 hours including 3 required internships • If a candidate drops out of the program, they must wait a full year to reenroll on a space-available basis. • https://www.winthrop.edu/graduateschool/default.aspx?id=3610
M.Ed. Instruction and Learning	Columbia International University	<ul style="list-style-type: none"> • Fully on-line • Intent is for participants to serve in 'leadership' roles 	<ul style="list-style-type: none"> • Faith-based. Objectives reflect the intent to serve schools within a faith-based system • Requires completion of 33 hours • Areas on concentration in Early Childhood, Secondary content, Teaching English as a foreign Language, Guidance, Learning Disabilities • http://www.ciu.edu/academics/graduate-seminary-programs/master-of-education
M.Ed. Administration & Supervision	Anderson University	<ul style="list-style-type: none"> • Requires completion of 36 semester hours of graduate work. 	<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). • Master of Education in Administration and Supervision leads to certification by the South Carolina Department of Education in elementary or secondary administration. • http://www.andersonuniversity.edu/graduate/programs/education-administration-supervision
M.Ed. Educator Leadership	The Citadel		<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations).

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			<ul style="list-style-type: none"> • Requires completion of 39 semester hours of graduate work including two internships in elementary administration or secondary administration (EDUC 661 and EDUC 662 or EDUC 663 and EDUC 664). • Internships include 9-12 hours per week over a six-month period. • They also offer a 30-hour non-degree program, which leads to an area of certification not specified. • http://www.citadel.edu/root/graduatecollege-prospective-students/programs • http://www.citadel.edu/root/educational-leadership-graduate-programs/med-educational-leadership-school-administration-and-supervision
<p>M.Ed. Educational Leadership</p>	<p>Coastal Carolina</p>	<ul style="list-style-type: none"> • Requires completion of 36 semester hours of graduate work. • Students become part of a cohort that takes courses together in a prescribed sequence. 	<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). • A minimum of 27 semester hours must be completed in the major. The remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education. • The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in three years of ongoing coursework. • Two practicums are required (elementary or secondary).

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			<ul style="list-style-type: none"> • http://www.coastal.edu/academics/colleges/education/academicprograms/edel/medineducationalleadership/
M.Ed. Administration and Supervision	Charleston Southern University		<ul style="list-style-type: none"> • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). • Leads to certification as a principal or supervisor. • Requires completion of 33 semester hours of graduate work including a practicum • The Fast-Track Master of Education in Elementary and Secondary School Administration and Supervision offers an accelerated program with innovative scheduling. • A 16-month course of study completed through traditional, online and hybrid courses • Accredited by the National Council for Accreditation of Teacher Education • http://www.csuniv.edu/graduateschool/education/index.php
M.Ed. Classroom Leadership	Southern Wesleyan University	<ul style="list-style-type: none"> • Master of Education in Classroom Leadership is Fully <u>Online</u>. • Content Area Electives available in Literacy and Gifted and Talented • Requires completion of 36 semester hours of graduate work • The three courses and observational experience required for the Teacher Leader endorsement are already built into the M.Ed. in Classroom Leadership program 	<ul style="list-style-type: none"> • Faith-based • Content Area Electives available in Learning Disabilities, Early Childhood Special Education. • A 20-month course of study completed through online courses • A practicum is not included within the required coursework • Palmetto State Teachers Association Members are awarded 10% scholarships applied proportionately to each course of the entire program

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			<ul style="list-style-type: none">• http://www.swu.edu/adult-and-graduate/#tab-section-298750
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Description of the Program

Projected Enrollment*						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018					10	6
2018-2019	9	6	9	6	19	6
2019-2020	18	6	18	6	19	6
2002-2021	18	6	18	6	19	6
2021-2022	18	6	18	6	19	6

*Expect 10% students in each cohort to drop from program.

Projected enrollments for the first five years of the program are provided above. Each cohort will start with the summer session. Each cohort is expected to have 10 students. Historically, 10% of students in a program drop, thus this attrition is included in the program estimates. Estimates are based on anticipated enrollments of teachers who seek a Master’s degree and who want to develop Educator leadership skills for classroom, school and/or district use. The estimates below were also based on indications of interest from the market survey conducted by the Carnegie Group in the fall of 2012. Finally, estimates also took into consideration the total number of potential candidates in the target market for the program (the six-county region surrounding Aiken).

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)

Due to the nature of the program, a valid Induction, professional, advanced professional or lead professional teaching certificate will be required for admission to the program.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

n/a

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Curriculum

The USCA M.Ed. in Educator Leadership will offer coursework leading to the Teacher Leader endorsement as well as potential add-on or endorsement certifications in the areas references below. The program will consist of core courses (18 hours), related specialty courses (12 hours), and practicum courses (6 hours). Additionally, candidates must successfully defend their action research capstone. Program is based on a cohort model. At this time, we anticipate starting one new cohort each year. If program demand increases, additional cohorts may be added. Program was developed as an online program at the request of both administrators and teachers in the counties that we targeted (McCormick, Edgefield, Saluda, Barnwell, Bamberg, Allendale and Hampton counties).

Areas of add-on certification include: English for Speakers of Other Languages (ESOL).

Areas of endorsement include: Project-based Learning; Gifted & Talented; Online Teaching and Literacy Teacher (Read to Succeed).

Core Courses (18 hours)						
	EDUC A660 Professional Leadership	EDUC A661 Professional Development & Adult Learning	EDUC A632 Cultural Diversity in Education	EDUC A662 Curriculum, Instruction & Assessment	EDUC A663 Assessment and Data Analysis	EDUC A664 Applied Research
Practicum Courses (6 hours)						
	EDUC A672 The Teacher Leader in Practice I (Data-Driven Instruction)			EDUC A673 The Teacher Leader in Practice II (Action Research Project)		

Related Courses (12 hours)	Specialty Area Options				
	English for Speakers of Other Languages, 15 credit hours	Project-based Learning, 9 credit hours	Gifted & Talented Education 6 credit hours	Educational Technology, 12 credit hours	Literacy, 12 credit hours

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	<i>Leads to add-on certification in English for Speakers of Other Languages</i>	<i>Leads to add-on endorsement in Project-based Learning</i>	<i>Leads to add-on endorsement in Gifted & Talented Education</i>	<i>Leads to add-on endorsement in Online Teaching</i>	<i>Leads to R2S Endorsement</i>
	<p>EDUC A630 Principles and Strategies for Teaching Elementary and Secondary English Language Learners. (3) (Prereq: Initial teacher certification.) This course provides an overview of language development and strategies for working with English Language Learners in the U.S. public school classroom.</p>	<p>EDUC A641 Introduction to Problem-Based Learning. (3) (Prereq: Initial teacher certification.) This course is 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.</p>	<p>EDUC A650 Introduction to Curriculum for Gifted and Talented Students. (3) This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented</p>	<p>EDET A722: Instructional Design & Assessment Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.</p>	<p>EDUC A653 Foundations in Reading. (3) This course examines the theoretical and foundational knowledge occurring during reading and writing events. In addition, the course focuses on cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, such as word recognition, language comprehension, strategic knowledge, and reading-writing connections. This course aligns with Read to Succeed Legislation</p>

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			students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study.		requirements for in-service teachers.
	<p>EDUC A631 Teaching Reading and Writing to Multilingual Learners. (3) (Prereq: Initial teacher preparation) This course prepares teachers to develop reading and writing instruction that supports the social, emotional, cultural, linguistic, and academic development of English Language Learners.</p>	<p>EDUC A642 Applications of Project-Based Learning in Curriculum and Instruction. (3) (Prereq: Introduction to Project Based Learning.) This classroom and field based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology with a PBL unit of study that will</p>	<p>EDUC A651 Nature and Needs of Gifted and Talented Students. (3) This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students,</p>	<p>EDET A755: Design & Evaluation of Information Access & Delivery The use of telecommunications tools to support research and instruction across the curriculum. Includes study of distance education and issues related to instructional delivery, connectivity, and distribution methods.</p>	<p>EDUC A654 Assessment of Reading. (3) This course will examine various types of assessments that will determine student’s strengths and areas for further instruction. In-service teachers will work with students to assess their reading by giving a baseline measure, interpret the data and select appropriate instructional strategies and materials for students based on data. Teachers will also be able to locate and administer non-</p>

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		support the academic achievement of students with diverse learning needs.	including special populations of gifted and talented students and methods of talent development. The following topics will be discussed briefly: identification based on the regulations governing gifted and talented programs in South Carolina, curriculum and instruction, and program models. Current technology will be employed in researching and presenting a plan for addressing the needs of a specific target group.		biased assessments to culturally and linguistically diverse students. This course aligns with Read to Succeed Legislation requirements for in-service teachers.
				Choose 2 of the following 3 courses:	
	EDUC A636 Linguistics. (3) (Prereq: Initial teacher certification)	EDUC A643 Practicum in Project-Based Learning. (3) (Prereq:		EDET A603: Design & Development Tools I (3) Study of multimedia elements	EDUC A655 Content Area Reading and Writing. (3) The course examines best

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	<p>This course focuses on the systematic study of human language, emphasizing the fundamentals of descriptive linguistics.</p>	<p>Initial teacher certification.) The field-based practicum is designed to provide teacher/practitioners with opportunities to demonstrate their knowledge, skills, and dispositions for implementing Project-Based Learning with the regular classroom setting.</p>		<p>(e.g., graphics, animation, audio and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.</p>	<p>practices for teaching, reading, and writing in the content areas as well as placing emphasis on creating a literate classroom environment. Furthermore, this course provides a rationale for and emphasis of diverse children’s literature in the classroom and guides the teacher in its use as well as selecting high quality pieces. This course aligns with Read to Succeed Legislation requirements for in-service teachers.</p>
				<p>EDET A735: Technological Applications for Diverse Populations The application of assistive devices and other technologies to assure access to information and productivity tools by</p>	<p>EDUC A656 Instructional Practices. (3) The course will explore the reader’s workshop inclusive of mini-lessons, conferencing and small group instruction with an</p>

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				<p>persons with diverse needs. Universal design issues will be included.</p>	<p>emphasis on the reading-writing connection. Language will be discussed from a developmental perspective including oral language, phonemic awareness, phonics, fluency, vocabulary development and comprehension. This course aligns with Read to Succeed Legislation requirements for in-service teachers.</p>
				<p>EDET 709: Applications of Learning Principles An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.</p>	

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required 36

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Course Descriptions for New Courses

Course Name	Description
EDUC A660 - Professional Leadership	A study of the skills and knowledge required to foster and support a collaborative culture, professional development and leadership, while using research to facilitate improvement in student learning and practice.
EDUC A661 – Professional Development & Adult Learning	A survey of adult learning theories, needs assessment strategies, and leadership skills needed to create and sustain a professional learning community.
EDUC A662 – Curriculum, Instruction & Assessment	A survey of strategies to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment with the meaningful selection of emerging technologies to promote each student’s academic success and well-being.
EDUC A663 - Assessment and Data Analysis	Techniques used in educational research will be explored with an emphasis on using findings to inform the improvement of curriculum and instruction.
EDUC A664 - Applied Research	Focus on self-reflection, oral presentation, leadership, research critical reading and writing skills. The main focus of this course is the completion of the Ideal School Project and the implementation of the action research proposal.
EDUC A672 - The Teacher Leader in Practice I (Data-Driven Instruction)	This practicum focuses on the use of assessments and data for continuous improvement.
EDUC A673 - The Teacher Leader in Practice II (Action Research Project)	The second of two practicums, this course is focused on implementing and evaluating an action research project in the field. This practicum should be taken in conjunction with EDUC A664- Applied Research Seminar.

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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)
Associate Coleman	Full	Professional Development & Adult Learning, CIA	PhD C&I	Curriculum Leadership Institute SC SSI
Full Beck	Full	Assessment & Data Analysis, Applied Research	PhD C&I, minor in Research & Measurement	
Assistant Besser	Full	Technology	PhD in Learning Design & Technology	
Assistant McMurtrie	Full	Cultural Diversity; PBL	PhD Foundations	
Assistant Puryear	Full	GT	PhD Education; MEd Educational Leadership	GT certification; GT Teacher
Assistant Reeves	Full	Literacy; Cultural Diversity	MEd Ed Leadership PhD Languages and Literacy	
Associate Tyler	Full	Professional Leadership	PhD Ed Leadership	
Adjunct Quaynor	Part	ESOL	PhD Ed Studies; BA Foreign Language Education	ELL teacher

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

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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	0	Staff	0	Administration	.25
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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 current coordinator of the MEd in Ed Tech program at USC Aiken will assume administrative responsibilities for this program. Existing faculty will initially be utilized to teach the courses based on area of expertise. When the enrollment numbers reach 20 (approximated in 2nd year), an additional instructor would need to be hired.

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)

Through the Gregg-Graniteville Library, the USCA M.Ed. in Educational Leadership students will have access to: over 130,000 print volumes, over 4,000 media materials, 232 electronic databases (most with full text), over 100,000 e-journals, and approximately 350,000 e-books as well as more than 14,000 print government documents and electronic access to many additional titles. The library provides access to an adequate number of both Education-specific and general databases for the students in the proposed M.Ed. and subscribes to 49 subject specific serials with additional full-text education journal titles available in electronic databases. Monograph holdings in the area of education are strongest in the areas of: Teaching Principles and Practice, Education Psychology, Child Study, and Elementary or Public School Education. The collection needs to be strengthened in several areas relevant to the proposed degree including: Education and Training of Teachers and Administrators, School Administration and Organization, Inclusive Education, and Education of Special Classes of People. The average cost of North American Academic Ebooks in the field of education is \$106; because the proposed degree is to be completed entirely online, more scholarly e-book titles in the areas listed above need to be acquired to adequately meet student need and would require an annual addition of \$5,000.

Student Support Services

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

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Pacer Technology Helpdesk is available to students via phone at 803-641-3391, email at help@usca.edu, and online at <http://www.usca.edu/help-desk/>. USC Technology Services offers quick guides and also provides support for the use of Blackboard 803-777-1800. Because the program participants are certified teachers, we anticipate they may also have the support of the IT department at their school site. Additional IT support has been requested for USCA online programs through Palmetto College. No additional support services are anticipated.

Physical Resources

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

No new instructional equipment will be needed.

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

Yes

No

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)

As this is an online program, no additional physical facilities are needed.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	\$3000	\$3000	\$3000	\$3000	\$12,000
Faculty and Staff Salaries	\$18,000	\$60,075	\$60,075	\$60,075	\$60,075	\$258,300
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	\$5000	\$5000	\$5000	\$5000	\$5000	\$25,000
Other*	0	0	0	0	0	0
Total	\$23,000	\$68,075	\$68,075	\$68,075	\$68,075	\$295,300
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$21,061	\$79,480	\$120,510	\$122,920	\$125,378	\$469,348
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	\$21,061	\$79,480	\$120,510	\$122,920	\$125,378	\$469,348

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Net Total (i.e., Sources of Financing Minus Estimated New Costs)	-\$1,939	\$11,405	\$52,435	\$54,845	\$57,303	\$174,048
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*Provide an explanation for these costs and sources of financing in the budget justification.

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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.

Estimated new costs in year one are to pay faculty an overload or summer pay for teaching in the program or to hire adjunct instructors. In year two, a stipend is included to pay for the extra duties incurred by the MEd in Ed Tech coordinator. In year two, if numbers warrant it, a full-time instructor will be hired to help teach courses (\$44,500 plus 35% fringes). Year one candidates are absorbed into the administrative duties already being performed but with the doubling in size of program participants in year 2, a stipend for extra duties is needed for compensation. These same resources are needed for the next 3 years of the program.

Revenue is based on current tuition of \$351/credit hour for certified SC teacher for year one. Subsequent years are based on a 2% tuition increase/year. Tuition revenue calculation is head count X credit hours X tuition/credit hour.

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)*

For each Teacher Leader Standard, a key assessment has been created. These key assessments will lead to the development of an Ideal School Model. Program faculty will review the results of each key assessment to adjust course content.

Candidates will complete an Action Research Capstone project based on a field-based needs assessment and data analysis completed in the first Practicum. The Capstone Project results will be reviewed by program faculty to inform programmatic modifications.

Program faculty will complete exit or focus group interviews with graduates to determine program satisfaction and impact.

Certification rates for the add-on and endorsement areas will be tracked through the state department of education portal.

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning</p> <p>Functions:</p> <p>a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change</p> <p>b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning</p> <p>c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning</p> <p>Domain II: Accessing and Using Research to Improve Practice and Student Learning</p> <p>Functions:</p> <p>c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues</p> <p>d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning</p> <p>Domain: IV: Facilitating Improvements in Instruction and Student Learning</p> <p>Functions:</p> <p>c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to</p>	<p>Ideal School Project: Element 1. Mission, Vision, and Core Values Assignment</p> <p>The teacher leader candidate will develop and articulate the mission, vision, and core values of their own "ideal" school. They will broadly define a research-based system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs for every student. The candidate will describe a plan to implement a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. They will engage families and the community in partnership with the school. The plan will include assessing and prioritizing the school's needs; identifying potential resources from public and private sectors; and developing an inclusive system for using two-way communication.</p>

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<p>enrich the educational experiences of students and achieve high levels of learning for all students</p> <p>d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community</p>	
<p>Domain I. Fostering a Collaborative Culture to Support Educator Development and Student Learning</p> <p>Functions:</p> <p>c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning</p> <p>Domain III. Promoting Professional Learning for Continuous Improvement</p> <p>Functions:</p> <p>a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals</p> <p>b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning</p> <p>c) Facilitates professional learning among colleagues</p> <p>d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning</p> <p>g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning</p>	<p>Case Study Project 1: Professional Development Assignment</p> <p>The teacher leader candidate will respond to a series of case study scenarios focused on assessing professional development needs at the classroom, grade level, and school levels. They will identify, select, and plan collaborative and differentiated professional development opportunities for colleagues. The responses will reflect the ability to create trust, build ownership, and plan positive, proactive approaches to improve student learning.</p> <p>Ideal School Project: Element 2. Professional Learning Community Assignment</p> <p>The teacher leader candidate will develop a comprehensive and cohesive plan to develop and implement a professional development program. Professional learning is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals.</p>

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<p>h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning</p> <p>Domain VII. Advocating for Student Learning and the Profession</p> <p>Functions:</p> <p>a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning</p>	
<p>Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning</p> <p>Functions:</p> <p>d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges</p> <p>e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues</p> <p>Domain IV: Facilitating Improvements in Instruction and Student Learning</p> <p>Functions:</p> <p>f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.</p> <p>Domain VI: Improving Outreach and Collaboration with Families and Community</p> <p>Functions:</p>	<p>Case Study Project 2: Equity and Cultural Leadership Assignment</p> <p>The teacher leader candidate will respond to a series of case study scenarios focused on social justice issues that require leadership decisions. Justifications for those decisions will demonstrate professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance. The responses will reflect essential educational values of democracy, community, individual freedom and responsibility, equity, and social justice. The candidate will demonstrate the ability to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.</p> <p>Ideal School Project: Element 3. Equity and Cultural Leadership Assignment</p>

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<p>a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community</p> <p>b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances</p> <p>c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students</p> <p>d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community</p> <p>e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community</p>	<p>The teacher leader candidate will propose equitable guidelines, procedures, and protocols that provide equitable access, culturally responsive practices, and success for all students. The plan will include strategies to engage diverse communities and sustain partnerships.</p>
<p>Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning</p> <p>Functions:</p> <p>c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning</p> <p>Domain II: Accessing and Using Research to Improve Practice and Student Learning</p> <p>Functions:</p>	<p>Ideal School Project: Element 4. Instructional Leadership Assignment</p> <p>The teacher leader candidate will develop a plan to develop, align, and implement coherent systems of curriculum, instruction, and assessment. The proposed structures and processes should encourage educators to be responsive to student needs and communicate high expectations for all students. The plan must include purposeful data collection, management, analysis, and use to monitor student progress and improve instruction.</p>

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a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning

Domain III: Promoting Professional Learning for Continuous Improvement

Functions:

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning

Domain IV: Facilitating Improvements in Instruction and Student Learning

Functions:

e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Functions:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

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<p>Domain II: Accessing and Using Research to Improve Practice and Student Learning</p> <p>Functions:</p> <ul style="list-style-type: none">a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learningb) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning <p>Domain IV: Facilitating Improvements in Instruction and Student Learning</p> <p>Functions:</p> <ul style="list-style-type: none">a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school cultureb) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices	<p>Case Study Project 3: Data Analysis Assignment</p> <p>The teacher leader candidate will respond to a series of case study scenarios focused on collecting, analyzing, and interpreting quantitative and qualitative data. They will draft a hypothetical action research proposal based on case study data.</p>
<p>Domain III: Promoting Professional Learning for Continuous Improvement</p> <p>Functions:</p> <ul style="list-style-type: none">e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning <p>Domain V: Promoting the Use of Assessments and Data for School and District Improvement</p> <p>Functions:</p>	<p>Action Research Capstone Project</p> <p>The teacher leader candidate will complete a needs assessment related to school improvement and design an action research project to address an identified challenge. They will work with a qualified school-based mentor and a university supervisor within an authentic building setting.</p>

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- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

Domain VII: Advocating for Student Learning and the Profession

Functions:

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
- c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
- d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals

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<p>e) Represents and advocates for the profession in contexts outside of the classroom.</p>	
<p>Domain III: Promoting Professional Learning for Continuous Improvement</p> <p>Functions:</p> <p>f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning</p> <p>Domain VII: Advocating for Student Learning and the Profession</p> <p>Functions:</p> <p>b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students</p> <p>c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members</p> <p>d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals</p> <p>e) Represents and advocates for the profession in contexts outside of the classroom</p>	<p>Ideal School Project Portfolio</p> <p>The teacher leader candidate will compile the components of their Ideal School Project and reflect on their professional growth and development as an educational leader.</p>

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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)

n/a

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)

This program will lead to the Teacher Leader endorsement through the South Carolina Department of Education. Additionally, participants will select from a series of courses aligned with add-on certification in ESOL as well as endorsement requirements in: Gifted and Talented, Project Based Learning, Online Teaching, and Literacy (Read to Succeed).

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

Teacher Leader => Teacher Leader endorsement and (depending on the coursework chosen), add-on certification in English for Speakers of Other Languages, add-on endorsement in Project-based Learning, add-on endorsement in Gifted & Talented Education, add-on endorsement in Online Teaching, Read-To Succeed teacher endorsement.

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

The proposed program does not lead to initial licensure. The South Carolina Department of Education accepts credits from regionally-accredited institutions for teacher pay advancement.