

**NEW PROGRAM PROPOSAL**

Name of Institution

**Winthrop University**

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

**Educational Specialist (Ed.S.) in Educational Leadership**

Program Designation

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

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

- Yes
- No

Proposed Date of Implementation

CIP Code

Summer 2016

**13.0401**

Delivery Site(s)

Winthrop University

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

Board of Trustee Approval – June 19, 2015

President Approval – May 1, 2015

Graduate Faculty Assembly Approval – April 28, 2015

Graduate Council Approval – April 8, 2015

College of Education Dean Approval – March 31, 2015

College of Education Faculty Assembly Approval – March 18, 2015

College of Education Curriculum Committee Approval – March 16, 2015

Dept. of Counseling, Leadership and Educational Studies Approval – February 10, 2015

### 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 Ed.S. in Educational Leadership program is to develop school district leaders seeking to become superintendents, central office administrators, program directors, leaders in curriculum and instruction, as well as those with a master's degree who are interested in advancing their professional skills and dispositions for educational administration. The paramount strands of the new Ed.S. in Educational Leadership will emphasize advanced communication skills, interpersonal relationship skills, ethical behavior, and attitudes regarding equal education for all students.

Educators enrolled in the program will utilize research-based strategies to develop and apply skills in human resource, fiscal, legal, and political management. These skills will be honed through an advanced field experience consisting of a year-long practicum developed in a collaborative method with public school partners.

The Ed.S. in Educational Leadership aligns with Winthrop's mission 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 program supports the institution's aim to achieve national stature as a "competitive and distinctive...values oriented institution." The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development in the 21st century, and represent the values on which the Ed.S. in Educational Leadership program will be grounded.

### List the program objectives. (2000 characters)

The program objectives are based on the *Educational Leadership Constituent Council (ELCC) 2011 District Level Standards* and the South Carolina Standards as represented by the Principal's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Standards.

Completers will be able to:

1. Facilitate the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
2. Sustain a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3. Ensure the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems.
4. Collaborate with faculty and community members, respond to diverse community interests and

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needs, and mobilize community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment.

5. Act with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguard the values of democracy, equity, and diversity within the district.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning.
7. Apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

### 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)

Winthrop University has graduated 338 students from its M.Ed. Educational Leadership program since 2010. Of these graduates, 45 are employed as school principals, 87 are assistant principals, 12 are deans of students, and 24 are school district office administrators. Surveys were administered in 2012 and 2014 to these Winthrop Educational Leadership alumni. The results of that survey indicated that 98.7% (N= 168) agreed or strongly agreed that Winthrop should pursue an Educational Specialist degree. In addition, the response from the alumni indicated that approximately 50% of the students surveyed in both 2012 and 2014 would likely or very likely participate in the Ed.S. program if offered by Winthrop. There are currently no public institutions of higher education in the upstate region offering an Ed.S. in Educational Leadership to prepare district level administrators.

These data are supported by the U.S. Bureau of Labor Statistics indicating that nationally an increase of 5.7% in new education administration job openings is predicted between 2012-2022. Overall, 74,700 education administration positions will be open due to growth and replacement needs at the end of that 10 year period. South Carolina should experience the same proportion of growth as the national forecast. During 2014-2015 the S.C. Center for Educator Recruitment Retention and Advancement (CERRA) Supply and Demand Survey report indicated that 454.4 licensed education administrator positions were newly filled during the 2014-2015 school year with 82 of those being district level positions. Forty-five administrative positions remained vacant during the year, including 13 at the district level.

### 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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<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
<i>National</i>			
Elementary, Middle, and High School Principals	+13, 100 new positions over the next 10 years	+6% growth over the next 10 years	<a href="#">US Department of Labor</a>
Superintendents	+261,500 new positions over the next 10 years	+11% growth over the next 10 years	<a href="#">US Department of Labor</a>
Curriculum Coordinators	+18,500 new positions over the next 10 years	+13% growth over the next 10 years	<a href="#">US Department of Labor</a>
<i>South Carolina</i>			
School Administrators	+110 projected annual openings in S.C.	+8% growth in SC over the next 10 years	<a href="#">Career One Stop</a>

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

In addition to fulfilling the need for new school district Superintendents, Winthrop's Ed.S. program would also serve to meet districts' needs for additional central office positions such as assistant superintendents, special education administrators, central office curriculum coordinators professional development directors, assessment coordinators and directors of elementary and secondary education. Currently, there are twelve open positions at these administrative levels in South Carolina (according to CERRA 6/2015).

Organizations hosting national and South Carolina school district superintendent and other related job databases include:

- [Education Week](#)
- [iHireSchoolAdministrators.com](#)
- [SchoolSuperintendentsJobs.com](#)
- [South Carolina Association of School Administrators](#)

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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.**

NA

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)

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### List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Ed.S in Educational Leadership	The Citadel	Prepares candidates for licensure as a Superintendent.	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> </ul>
Ed.S in Administration and Supervision	Clemson University	Prepares candidates for licensure as a Superintendent	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 30 credit hour requirement</li> <li>• offers two degree options - building level leadership or district level leadership</li> <li>• shorter length of internships (6 credit hours)</li> </ul>
Ed.S in Educational Leadership	Coastal Carolina University	Prepares candidates for licensure as a Superintendent.	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirements</li> <li>• shorter length of internships (6 credit hours)</li> </ul>
Ed.S in Administration and Leadership	Converse College	Prepares candidates for licensure as a Superintendent	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• only offered on-line</li> <li>• shorter length of internships (6 credit hours)</li> </ul>
Ed.S. in Educational Leadership	Furman University	Prepares candidates for licensure as a superintendent	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> </ul>
Ed.S. in Educational Leadership	South Carolina State University	Prepares candidates for licensure as a Superintendent	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (3 credit hours)</li> </ul>
Ed.S. in Educational Administration	University of South Carolina	Prepares candidates for licensure as a Superintendent	<ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> <li>• 9 hours of course work in cognate areas</li> </ul>

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### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	N/A	120	NA	NA	20	120
2016-2017	20	120	20	120	40	240
2017-2018	40	240	40	240	40	240
2018-2019	40	240	40	240	40	240
2019-2020	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 applicants for the Ed.S.in Educational Leadership program must meet the following requirements:

- Three years of teaching experience and two years of school leadership experience
- Possess an M.Ed. or equivalent in Educational Leadership with an overall graduate GPA of 3.25 or higher
- Possess licensure as a school principal
- Three letters of reference that address the candidates specific qualifications and dispositions
- Approval of the Winthrop University Educational Specialist Degree Selection Committee (Includes partnership districts representatives)
- Acceptable GRE/MAT Scores

The screening process for the Ed.S. program will include the following:

- Online assessment in leadership
- Impromptu writing sample
- In-basket activity involving leadership priority tasks
- Role play addressing the school superintendent's responsibilities as a district leader
- Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Program completers from Winthrop's Ed.S. in Educational Leadership can apply for admission into the University of South Carolina's Ph.D. in Educational Administration degree program. USC recognizes the credit hours earned for an Ed.S. in Educational Leadership toward the Ph.D. in Educational Administration degree.

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**Curriculum**

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

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
N/A		N/A		EDLD 701 Adv. School Leadership	3
				EDLD 702 Instructional Leadership and Supervision	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	6
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDLD 703 Politics, Policy and Community Relations in Education	3	EDLD 711 Advanced School Law	3	EDLD 721 District Level Practicum 1	3
EDLD 710 School District Finance	3	EDLD 740 Advanced Educational Research/Statistics 1	3	EDLD 741 Advanced Educational Research/Statistics 2	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDLD 712 Facilities Planning	3	EDLD 704 Executive Leadership	3		
EDLD 722 District Level Practicum 2	3	EDLD 723 District Level Practicum 3	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	0

Total Credit Hours Required      36

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### Course Descriptions for New Courses

Course Name	Description
EDLD 701 Adv. School District Leadership	Examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership. (3 credit hours – required)
EDLD 702 Instructional Leadership, Supervision, and Program Evaluation	Prepares practitioners to seize the role of educational leader at the district level through the development of a vision that will be used to drive a data driven instructional school plan. (3 credit hours – required)
EDLD 703 Politics, Policy and Community Relations in Education	Examines the politics of education in the United States (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g., elected officials, parents, teachers' unions, and the general public) shaping the American K-12 education system in order to understand recent reform efforts and their consequences for students. (3 credit hours – required)
EDLD 704 Executive Leadership	Analysis of the organizational and governance structures of American public education at national, state, and local levels. (3 credit hours – required)
EDLD 710 School District Finance	Examines principles, issues and problems of school funding formulae and fiscal allocations to school districts. (3 credit hours – required)
EDLD 711 Advanced School Law	Examines advanced legal and fiscal issues affecting public school education. (3 credit hours – required)
EDLD 712 Facilities Planning	Explores and analyzes facility maintenance planning. (3 credit hours – required)
EDLD 721 District Level Practicum 1	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 722 District Level Practicum 2	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 723 District Level Practicum 3	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 740 Advanced Educational Research/Statistics 1	Application of educational research in the district setting by educational administrators. (3 credit hours – required)
EDLD 741 Advanced Educational Research/Statistics 2	Introduces students to concepts and methods of policy and program evaluation with an emphasis on designing and preparing a dissertation research proposal. (3 credit hours – required)

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**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Asst. Professor (Walter Hart)	Full Time	EDLD 710 School District Finance Fall 1 (3 credit hours)  EDLD 711 Advanced School Law Spring 1 (3 credit hours)  EDLD 704 Executive Leadership Spring 2 (3 credit hours)	Ph.D. in Educational Leadership	Graduate Faculty and Program Director *Former Superintendent of Schools
Assoc. Professor (Mary Martin)	Full Time	EDLD 701 Advanced School Leadership Summer1 (3 credit hours)  EDLD 702 Instructional Leadership and Supervision Summer 1 (3 credit hours)	Ed.D. in Educational Leadership	Graduate Faculty
Assistant Professor*	Full Time	EDLD 712 Facilities Planning Fall 2 (3 credit hours)  EDLD 721 District Level Practicum 1 Summer 2 (3 credit hours)  EDLD 722 District Level Practicum 2 Fall 2 (3 credit hours)  EDLD 723 District Level Practicum 3 Spring 2 (3 credit hours)	Ed.D. or Ph.D. in Educational Leadership	Ed.S. Practicum Coordinator – M.Ed. Internship Coordinator (Hire by year 1)

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<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Assoc. Professor (Lisa Harris)	Full Time	EDLD 740 Advanced Educational Research/Statistics 1 Spring 1 (3 credit hours)	Ph.D. in Educational Psychology and Research	Program Director for MAT Degree Program
Professor (Mark Dewalt)	Full Time	EDLD 741 Advanced Educational Research/Statistics 2 Summer 2 (3 credit hours)	Ph.D. in Educational Research	Department Chair, Curriculum and Pedagogy in the College of Education
Adjunct Instructor*	Part Time	EDLD 703 Politics, Policy and Community Relations in Education Fall 1 (3 credit hours)	Ph.D. or Ed.D. in Educational Leadership	PT Instructor (Hired semesterly as needed)

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	3.25	Staff	.10	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)

A full-time assistant professor will be hired to support the educational leadership faculty coverage of both the M.Ed. and the Ed.S. in Educational Leadership programs by year one. The M.Ed. in Educational Leadership degree program currently utilizes one adjunct and will use this same practice for at least one course in the Ed.S. 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)

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 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. Dacus Library owns approximate 500 book titles and over 30,000 e-titles relevant to educational leadership.

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### **Student Support Services**

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

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure. For students in graduate programs, the Office of Graduate Studies in the College of Education provides assistance with processes such as admissions, registration, and graduation. The Senior Director for Graduate Studies is a readily available resource to graduate students who have questions or concerns. Therefore, no additional support services are required.

### **Physical Resources**

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

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. All classrooms in Withers were renovated and outfitted as 21<sup>st</sup> Century learning spaces summer 2014, including 4 new Mediascape classrooms. Additionally, the College of Education has an Instructional Technology Center available to all education students and provides access to mobile technologies and other valuable services to students. Therefore, no new instructional equipment are 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)

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed Ed.S. degree program.

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**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	
Faculty and Staff Salaries	0	\$71,250	\$71,250	\$71,250	\$71,250	\$285,000
Graduate Assistants	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$52,500
Equipment	0	0	0	0	0	
Facilities	0	0	0	0	0	
Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources	0	0	0	0	0	
Other*	0	0	0	0	0	
<b>Total</b>	<b>\$11,500</b>	<b>\$82,750</b>	<b>\$82,750</b>	<b>\$82,750</b>	<b>\$82,750</b>	<b>\$342,500</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$80,000	\$200,000	\$240,000	\$240,000	\$240,000	\$1,000,000
Program-Specific Fees	0	0	0	0	0	
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	
Reallocation of Existing Funds*	0	0	0	0	0	
Federal Funding*	0	0	0	0	0	
Other Funding*	0	0	0	0	0	
<b>Total</b>	<b>\$80,000</b>	<b>\$200,000</b>	<b>\$240,000</b>	<b>\$240,000</b>	<b>\$240,000</b>	<b>\$1,000,000</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$68,500</b>	<b>\$117,250</b>	<b>\$157,250</b>	<b>\$157,250</b>	<b>\$157,250</b>	<b>\$657,500</b>

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

**Year 1:** One cohort – 4 courses; **Year 2:** Second cohort joins in summer - 10 courses; **Years 3-5:** Two cohorts – 12 courses

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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.**

In year one, we anticipate hiring a new tenure-track faculty member as well as adding an Educational Leadership assigned Graduate Assistant to support the Ed.S in Educational Leadership. Tuition generated by the new cohorts will provide the needed financial support for these positions.

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### 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.

Six identified key assessments for the Ed.S. in Educational Leadership program provided in the next section will be entered and stored in LiveText. 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.

An alumni survey is administered to all graduates of the current M.Ed. in Educational Leadership degree program and is used to track employment. This same survey will be revised appropriately and administered annually to all Ed.S. in Educational Leadership program completers.

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**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Key Assessments</b>
Assessment 1: Content ELCC Standards 1-6	Written Comprehensive Exam at completion of core courses.
Assessment 2: Content ELCC Standards 1-6	Case Study in EDLD 703 Politics, Policy and Community Relations in Education
Assessment 3: Professional Leadership Skills in Instructional Leadership ELCC Standards 1, 2, 3, 4, & 6	Superintendent Entry Plan completed in EDLD 704 Instructional Leadership, Executive Leadership
Assessment 4: Professional Leadership Skills in a District Level Internship Setting ELCC Standards 1-7	Supervisor Evaluations completed in EDLD 721, 722, and 723 (District Level Practicums I-III)
Assessment 5: Professional Leadership Skills that Support P-12 Student Learning ELCC Standards 2, 4, and 5	Impact Evaluation completed in EDLD 702 Instructional Leadership, Supervision, and Program Evaluation
Assessment 6: Professional Leadership Skills in Organization Management and Community Relations ELCC Standards 3 and 4	Facilities Plan completed in EDLD 712 Facilities Planning

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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)

The M.Ed. in Educational Leadership degree program is currently nationally recognized by ELCC and NCATE/CAEP. The proposed Ed.S. in Educational Leadership degree program will seek national recognition by the aforementioned accrediting bodies once the program has graduated its first class.

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)

Upon successful completion of the Ed.S. in Educational Leadership degree program, completers may then submit the proper paperwork to the S.C. Department of Education Office of Educator Services to seek Superintendent add-on licensure to their current license.

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### 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  
Superintendent

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