NEW PROGRAM PROPOSAL

NEW PROGRAM PROPOSAL FORM

Name of Institution

The University of South Carolina Aiken (USCA)

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

Educator Leadership: Concentration in Principalship & Supervision

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 Fall 2024	CIP Code 130401 Educational Leadership

Delivery Site(s): University of South Carolina Aiken 85750

Delivery Mode

☐ Traditional/face-to-face*	☒ Distance Education
select if less than 50% online	☐ Blended (more than 50% online)
	☐ XX100% online
	☐ Other distance education

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

Judy Beck, Dean
USCA School of Education
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Institutional Approvals and Dates of Approval

Institutional Approvals	Approval Date
School of Education	09.12.2023
UPC	09.06.2023
GAC	09.15.2023
Faculty Assembly	09.26.2023
Chancellor	10.17.2023
Board of Trustees	12.19.2023
ACAP	
CAAL	
CHE/SCDE	

Background Information

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

In keeping with the University of South Carolina Aiken's (USCA) institutional mission of serving the needs of our region, the School of Education (SOE) would like to add another specialty area of coursework to our existing Master of Education in Educator Leadership for *Principal Certification*. Our current M.Ed. program does not include the coursework necessary for students to seek certification as an elementary or secondary principal with the South Carolina Department of Education (SCDOE). Since we would add an additional area of certification, we must complete a new program proposal.

The Master of Education in Educator Leadership: *Principal Certification* will be entirely web-based and fully aligned with South Carolina certification requirements for principals https://ed.sc.gov/educators/certification/add/adding-leadership-fields/. The coursework leading to the Master's degree will prepare the candidate to successfully complete the Educational Leadership: Administration and Supervision (Praxis II #5412). The Educational Leadership: Administration and Supervision test is aligned with the 2015 Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. These are the standards upon which are curriculum is based. Applicants may be admitted to the program after completion of at least a bachelor's degree. They will complete at least 36 graduate credit hours focused on educational leadership including 6 internship credit hours.

The Central Savannah River Area (CSRA) has teachers desiring to move into leadership and supervision

roles such as assistant principals, principals, and curriculum specialists. According to Superintendent King Laurence of Aiken County Public Schools, USCA would provide a needed service for local educators to advance to administrator positions who might not otherwise pursue the degree or pursue a degree in neighboring Georgia. In a meeting on January 30, 2023 with the USCA Chancellor, Provost, and School of Education Dean, Supt. Laurence made known his desire for this program at USCA. USCA strives to meet the needs of our region and partnering districts through this program.

List the program objectives. (2000 characters)

USCA's Master of Education program engages candidates in meeting authentic challenges of strategic leadership and data-driven decision-making. Our primary aim is to prepare candidates to lead people, schools, districts, and organizations.

The program curriculum is designed to align to standards set by National Educational Leadership Preparation (NELP) and includes relevant coursework in leadership theory and practice. Program objectives adhere to the national and state standards for Educational Administration. The 2015 **Professional Standards for Educational Leaders** (PSEL) standards reflect the leadership domains listed below. The South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) is aligned to these standards. In addition, the National Policy Board for Educational Administration (NPBEA) is a consortium of professional organizations committed to advancing educational leadership that endorses these standards for school leaders. This consortium includes the National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA).

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

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)

USCA aims to make principal and supervision certification more accessible to those in the CSRA. Surrounding districts have expressed the desire to have increased access to principal certification in our local area. According to Superintendent King Laurence of Aiken County Public Schools, a principal certification program would serve area districts well and allow access to a large pool of candidates. He notes that because there is not a local program, there are teachers not pursuing principal certification or pursuing certification in nearby Georgia. Mr. Laurence states, "A degree program on the Aiken Campus would better prepare our future leaders for South Carolina's educational landscape. Aiken County's 41 schools along with those in neighboring districts will ensure that the program maintains a significant participant base. There is a substantial need to increase the pool of qualified applicants for principals and other leadership positions. The availability of a quality educational leadership program at USCA will bolster that pool and provide our community with the next generation of school leaders." (See attached letter.)

In 2023, USCA contracted with Academic Partnerships to survey the regional target market to gauge interest in a Master of Education. The survey respondents held bachelor's degrees or were pursuing bachelor's degrees; expressed interest in attending graduate school in the next three years; and resided in SC, NC, and GA. Results indicated that most respondents worked full-time and were not willing to travel more than an hour from work or home to earn their graduate degree.

The need for principals at all levels is expected to increase within the next decade. Statistics by the SC Department of Employment and Workforce (2023) demonstrate that, in general, supply is less than the demand in the field of Education. Job-posting websites show over 230 open positions for principal positions in South Carolina (Indeed, 2024).

References:

Academic Partnerships. (2023 June). *Education program discussion*. [Presentation given to administrators]. University of South Carolina Aiken, Aiken, SC.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, at https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm (visited *September 06, 2023*).

National Center for Education Statistics. (2023). Characteristics of Public and Private School Principals. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from https://nces.ed.gov/programs/coe/indicator/cls. https://nces.ed.gov/programs/coe/indicator/cls/public-school-principals

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders (PSEL) 2015. Reston, VA: Author.

National Policy Board for Educational Administration (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. Retrieved from: www.npbea.org.

South Carolina Department of Education. (2023, April 12). *Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)*. Retrieved November 3, 2023, from https://ed.sc.gov/educators/school-and-district-administrators/principal-evaluation/program-for- assisting-developing-and-evaluating-principal-performance-guidelines-2022/

South Carolina Department of Employment and Workforce Labor Market Information (June 2023). Columbia, South Carolina 29202 https://dew.sc.gov/sites/dew/files/Documents/Data%20Trends%20June%202023%20Issue_Single%20Pages.pdf

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."

Employment Opportunities in US 2022-2032			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Elementary, Middle Level & Secondary Principal	20,200/year	Increase on the National Level	Bureau of Labor Statistics
Elementary, Middle Level & Secondary Principal	250/year in SC Currently, there are 233 positions available for Principals and Assistant Principals (retrieved on 2/5/2024).	Increase on the State Level	Indeed.com https://www.indeed.com/jobs?q=school+assistant+principal&l=south+carolina&vjk=7b4f962d75bedd41

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, at https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm (visited *September 06, 2023*).

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

The proposed Master of Education in Educator Leadership: *Principal Certification* leads to South Carolina certification as an elementary or secondary principal. The program will prepare educators to take on leadership roles in their buildings or districts. The program is intended to develop an educator's capacity for leading schools and excelling in high-level administrative roles. USCA's Educator Leadership, M. Ed. Prepares graduates to be instructional leaders in varied educational settings. Graduates of the program have the potential to become principals, assistant principals, instructional coaches, curriculum specialists, and serve in a wide variety of building-level and district-level leadership roles.

The need for principals at all levels is expected to increase within the next decade. The current job market estimates that there are approximately 20,200 openings for elementary, middle, and high school principals each year (U.S. Bureau of Labor Statistics, 2023). Statistics by the SC Department of Employment and Workforce (2023) demonstrate that, in general, supply is less than the demand in the field of Education. Job-posting websites show over 230 open positions for principal positions in South Carolina (Indeed, 2024) indicating need, as well. The South Carolina Association of School Administrators (SCASA, 2024) currently shows 13 vacant principal positions in SC. https://careers.scasa.org/jobs/

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.

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)

The School of Education at USCA currently offers a master's degree that allows students to choose from a variety of tracks, many of which lead to SC add-on certification or endorsements. The new M.Ed. program will add a new concentration of preparation and coursework that leads to SC certification in elementary and secondary principalship and supervision. Therefore, enrollments in our overall graduate program are expected to increase.

List of Similar Programs in South Carolina

Proposed Program Name	Institution	Highlights	Distinctive Difference
M.Ed. Educator Leadership: *Principalship*	USC Aiken	• All courses are online with two required internships. • Requires completion of 36 semester hours of graduate work.	• Leads to SC Elementary and/or Secondary Tier 1 Principal Certification. • Students become part of a cohort that takes courses together in a prescribed sequence. • Courses are offered in an 8-week, online format with options for 2-3 courses per semester (Fall, Spring, Summer) • Students must be working in or have access to an educational setting. Multiple courses have field-based learning experiences embedded in them. • Partnerships in the Central Savannah River Area • Program Website

Program Name	Institution	Similarities	Differences
M.Ed. Educational Leadership	Clemson University	• All classes are online. • Requires completion of 36 6semester hours of graduate work. • Two internships are required for those seeking certification.	• Many courses have field-based learning experiences embedded in them. • Students must be working in or have access to an educational setting. • Program Website

| M.Ed. in Educational Leadership w/ a Concentration in School Administration | Augusta University

*Although in GA, AU is a competitor institution in our region. | • Requires completion of 36 semester hours of graduate work. | • Coursework aligns with Georgia Standards.
• Does not lead to SC certification.
• Students must have access to a coach with the appropriate certificate to supervise them in three practica.
• Opportunity for non-degree seeking that leads to certification.
• Program Website |

M.Ed. Education Administration	USC Columbia	• Requires completion of 36 semester hours of graduate work with two required practicums. • All courses are on-line.	• Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school, and community relations). • Designed for certified teachers in South Carolina seeking elementary or secondary principal certification. • Program Website
M.Ed. Education in Administration & Supervision, General	Converse College	• Requires completion of 30 hours including 2 required internships	• Private Institution • 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. • Program Website
M.Ed. Educational Leadership	Winthrop University	• The M.Ed. in Educational Leadership is offered in a cohort fashion with sequenced specialty studies being offered (six to nine hours per semester). • Requires completion of 36 hours including 3 required internships.	• Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school, and community relations). This leads to certification in educational administration. • Hybrid format that requires students to travel to campus. • Requires completion of 36 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. • Program Website

MS Education Leadership	Bob Jones University	• Requires completion of 33 semester hours of online graduate work	• Private Institution • Religious Affiliation • Program Website
MEd Education Administration and Supervision	Southern Wesleyan University	• Requires completion of 36 semester hours of online graduate work • 2 12-week internship experiences	• Private Institution • Religious Affiliation • Program Website
MEd Education Administration	Columbia International University	• Requires completion of 30 semester hours of online graduate work	• Private Institution • Religious Affiliation • Program Website
MEd Education Administration and Supervision, General	Columbia College	• Requires completion of 36 hours including 6 hours of required internships.	• Private Institution • Religious Affiliation • Program Website

M.Ed. Administration & Supervision	Anderson University	• Requires completion of 36 semester hours of graduate work.	• Private Institution • Religious Affiliation • 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 SC Depart. of Educ. in elementary or secondary administration. • Program Website
M.Ed. Educational Leadership	The Citadel	• Requires completion of 39 semester hours of graduate work including two internships in elementary or secondary administration.	• Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school, and community relations). • Requires time commitment of 9-12 hours per week over a 6-month period.

			• They also offer a 30-hour non-degree program, which leads to an area of certification not specified. • Program Website
M.Ed. Educational Leadership	Coastal Carolina	• Requires completion of 36 semester hours of graduate work. • Students become part of a cohort that takes courses together in a prescribed sequence.	• 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). • Program Website
M.Ed. Administration and Supervision	Charleston Southern University	• Requires completion of 33 semester hours of graduate work including a practicum.	• Religious Affiliation • Private Institution • Coursework aligns with preparing future principals (school finance, school principal, legal issues, school personnel, school and community relations). • This leads to certification as a principal or supervisor.

			• 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. • Program Website

Description of the Program

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
	Projected Enrollment					
2024-2025	10	6	10	6	20	6
2025-2026	20	6	20	6	20	6
2026-2027	20	6	20	6	20	6
2027-2028	20	6	20	6	20	6
2028-2029	20	6	20	6	20	6

Projected enrollments for the first five years of the program are provided above. New enrollments were calculated by assuming that 80% of the applicants are not currently enrolled in a degree program. These estimates are based on anticipated enrollments of teachers who seeking a graduate degree that leads to SC principalship certification.

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)

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

Curriculum

Educator Leadership: Principalship & Supervision	
Fall I	EDUC A660 Prof. Leadership (3 credits) (Term A) EDUC A661 Prof Dev & Adult Learning (3 credits) (Term B)
Spring I	EDUC A632 Multicultural Ed (3 credits) (Term A) EDUC A662 Curriculum, Instruction, & Assessment (3 credits) (Term B)
Summer I	EDUC A670 Community & External Leadership (3 credits) EDUC A702 School Personnel Administration (3 credits)
Fall II	EDUC A663 Assessment & Data Analysis (3 credits) (Full-term) EDUC A682 The Principal in Practice I (3 credits) (Full-term)
Spring II	EDUC A664 Applied Research (3 credits) (Full term) EDUC A683 The Principal in Practice I (3 credits) (Full-term)
Summer II	EDUC A704 School Finance & Business Management (3 credits) EDUC A705 Ethics and Professional Norms (3 credits)

The program will consist of core courses (18 credit hours), administration (12 credit hours), and internship courses (6 credit hours). Additionally, candidates must successfully defend their action research capstone.

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 & Data Analysis	EDUC A664 Applied Research
Practicum Courses (6 hours)						
	EDUC A682 Principal in Practice I (Data-Driven Instruction)			EDUC A683 The Principal in Practice II (Action Research Project)		

Principal / Administration Courses (12 hours)				
	EDUC A670 Community & External Leadership	EDUC A702 School Personnel Administration	EDUC A704 School Finance & Business Management	EDUC A705 Ethics and Professional Norms

Existing 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, 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.

Descriptions for New Courses

Course Name	Description
EDUC A670 Community & External Leadership	A survey of the key aspects of school community relations for aspiring educational leaders. Topics covered include an overview of the importance of school community communications, the role of the leader, communications with families, partnerships with the community, crisis communications, and evaluation of school community relations programs.
EDUC A702 School Personnel Administration	A survey of the role of the principal in the ethical, legal, and moral aspects of recruitment, selection, assignment, development, retention, evaluation and supervision of school personnel.
EDUC A704 School Finance & Business Management	This course focuses on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement. Topics include local/state/national funding issues, economics and politics of school finance.
EDUC A705 Ethics and Professional Norms	A study of ethics and professional standards for educational leaders.
EDUC 682 - The Principal in Practice I	The first of two courses in the required 2 semester internship. The purpose of this course is to prepare aspiring principals to effectively facilitate a wide range of initiatives around continuous improvement and data-informed decision making.

EDUC 683 - The Principal in Practice II	The second of two courses in the required 2 semester internship.

Current Faculty with Educational Leadership Experience and/or Credentials

Rank	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)
Full Professor	EDUC A663: Assessment & Data Analysis (Fall, 3 credit hours) EDUC A664: Applied Research (Fall, 3 credit hours)	Ph.D. Curriculum & Instruction	Curriculum Leadership Institute SC State Systemic Initiative USC System Leadership Academy
Adjunct Faculty	EDUC A682 Principal in Practice I (Fall, 3 credit hours) EDUC A683 Principal in Practice II (Spring, 3 credit hours)	Ph.D. Educational Leadership	District Administrator Former Principal
Full Professor	EDUC A670 Community & External Leadership (Fall, 3 credit hours) EDUC A704 School Finance & Business Management (Spring, 3 credit hours)	Ph.D. Science Education, Biology/Technology M.S. Educational Leadership	Principal credentials Director of a Regional Education Center Higher Education Leader
Associate Professor	EDUC A662 Curriculum, Instruction, Assessment (Spring, 3 credits hours) EDUC A705 Ethics & Professional Norms (Fall, 3 credit hours)	Ph.D. Foundations	Teacher Leader
Full Professor	EDUC A632 Multicultural Education for Diverse Learners (Spring, 3 credit hours)	Ph.D. Curriculum and Instruction Multicultural/Multilingual Education with a specialization in Educational Leadership	Principal USC System Leadership Academy

Full Professor	EDUC A661 Professional Development & Adult Learning (Fall, 3 credit hours)	Ph.D. Special Education	Higher Education Interim Dean SPED; Leadership
Adjunct Faculty	EDUC A702 School Personnel Administration (Spring, 3 credit hours)	Ph.D. Educational Leadership	Principal, District Level Leader
Adjunct Faculty	EDUC A660 Professional Leadership (fall, 3 credit hours)	Ph.D. Education; MEd Educational Leadership	Teacher Leader, District Leader

*Instructor (Year 2 with anticipated enrollment growth)	TBD	TBD	TBD

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

Total l 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 – 2.5 (Existing in current M.Ed.) + 1.0 (Instructor Level in Year 2 with anticipated enrollment growth)
Staff – 0
Administration – .25

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 M.Ed. in graduate program at USCA will assume administrative responsibilities for this program. Existing faculty will initially be utilized to teach the courses based on area of expertise.

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 Education Administration (w/ Principal & Supervisor Certification 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. An annual addition of $5,000 will support the acquisition of necessary scholarly e-book titles in the areas listed above as well as e-journals adequate to support curriculum needs.

Student Support Services

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

The 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 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)

This is an online program; therefore, no additional physical facilities are needed.

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 (Instructor starting in year 2)	$18,000	$42,000+fringes	$42,000+fringes	$42,000+fringes	$42,000+fringes	$186,000
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	$25,500	$70,575	$70,575	$70,575	$70,575	$307,800
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	$20,445	$81,780	$122,670	$122,670	$122,670	$470,235
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	$20,445	$81,780	$122,670	$122,670	$122,670	$470,235

Net Total (i.e., Sources of Financing Minus Estimated New Costs)	-$5,055	$11,195	$52,095	$52,095	$52,095	$162,435

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

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 1 are to pay faculty an overload or summer pay for teaching in the program or to hire adjunct instructors. In year 2, a stipend is included to pay for the extra duties incurred by the MEd Coordinator. Year 1 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. In Year 2, an additional instructor will be needed with the potential enrollment growth. The same level of resources will sustain the program for the next 3 years.

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)

USCA School of Education programs are subject to the requirements of SACSCOC and Council for the Accreditation of Educator Preparation (CAEP) accreditation. As an institution, USCA assesses its graduate programs in a 3-year cycle. Key assessments are aligned with the SCDE PADEPP Standards. A key assessment has been designed to address each of the PADEPP standards. Candidates will complete an Action Research Capstone project based on a field-based needs assessment and data analysis completed in the first Practicum. Candidates complete an e-Portfolio of graduate work to demonstrate competency with the Standards. Program faculty will review the results of each key assessment and the Capstone project annually, and adjustments to the curriculum will be made as needed. In addition, faculty will complete exit or focus group interviews with graduates to determine program satisfaction and impact. Certification rates for the principal certification will be tracked through the state department of education portal.

The learning outcomes referenced in the following table are the South Carolina Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Standards. The SCDE PADEPP standards are correlated to the School Leaders Licensure Assessment by the Educational Testing Service (ETS), the assessment required to gain licensure in South Carolina as a principal. Our assessment system is based on these standards.

Below is a list of learning outcomes with examples of sources where we can collect data to assess student learning and for program improvement.

<table>
<tr>
<td colspan="2"><div align="center">Standard 1: Vision</div>

An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

This standard is addressed in:
EDUC A660- Professional Leadership and Mentoring
EDUC A632- Multicultural Education for Diverse Learners
EDUC A682- Principal in Practice I
EDUC A683- Principal in Practice II</td>
</tr>
<tr>
<td>Criterion 1:
Involves stakeholders (e.g., school and district personnel, students, families, and
community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.</td>
<td>Evidence:
School Improvement plan project

Needs assessment
School mission statement
School vision statement
Philosophy of teaching and learning
</td>
</tr>
<tr>
<td>Criterion 2:
Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.</td>
<td>Evidence:
School Improvement plan project

Goals and objectives

Student achievement
Teacher/administrator quality
School climate

Action steps
Student learning centered strategies
Success measures
</td>
</tr>
</table>

Criterion 3:	Evidence:
Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.	School Improvement plan project • Presentations • Newsletter • Annual report

Criterion 4: Implements, evaluates, and refines the plan of action for achieving the school's vision.	Evidence: School Improvement plan project - Timeline for review of action plan - Analysis of success/failure of goal - Applications to awards/recognition programs (Palmetto's Finest, Blue Ribbon, Schools of Promise, etc.) - Documentation of changes made in the plan based on evaluation data - Budget analysis

Standard 2: Instructional Leadership
An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning. This standard is addressed in: EDUC A661- Professional Development and Adult Learning EDUC A662- Curriculum, Instruction, and Assessment EDUC A663- Assessment and Data Analysis EDUC A664- Applied Research EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II

Criterion 1: Sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.	**Evidence:** School Improvement plan project • instructional goals • Teacher expectation packet • Identified benchmarks • Student and teacher Handbooks

Criterion 2: Analyzes a variety of standardized and non-standardized assessments and ensures the use of that data and appropriate educational research to provide systems of intervention and enrichment.	Evidence: School Improvement plan project - Analysis of assessment data - Improvement plan - Staff development - Results presentation
Criterion 3: Observes staff and assists in the implementation of effective teaching and assessment strategies that help to support the needs of each student and promote learning.	Evidence: School Improvement plan project • Interviews with teachers • Staff development plan • ADEPT/Expanded ADEPT records • Review of instruction, assessment, and student work to ensure students have knowledge/ skills to experience success • Lesson plans, administrative observations, and administrative walk-throughs with equitable and culturally responsive language that incorporates community-based voice and perspectives
Criterion 4: Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.	Evidence: • Student Profile Sheets • Analysis of all types of student assessment • Analysis of test results • Grade distribution forms • Comparison of pre/post tests; all previous data
Criterion 5: Collaborates with teachers and staff on a regular basis to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Evidence: • Community service project • Embedded instruction on World Class Skills and Life and Work Characteristics in the Profile

Standard 3: Effective Management	
An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment. This standard is addressed in: EDUC A704- School Finance and Business Management EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II	
Criterion 1: Strategically seeks, manages, and equitably allocates resources to achieve school and district goals according to all relevant local, state, and federal requirements.	**Evidence:** • School budget analysis • Business partnerships plan • Grant application(s)
Criterion 2: Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize the professional capacity of all staff members to facilitate the growth of each student.	**Evidence:** • Master schedule analysis • Recruitment & interviewing of potential employees
Criterion 3: Works with teachers and available resources to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	**Evidence:** Student achievement plan • Differentiated professional development provided to teachers • List of resources given to teachers • Instructional coaches' schedule in assisting teachers as needed • Students enrolled in instructional support programs
Criterion 4: Manages the supervision and evaluation	**Evidence:** Resource toolkit

of staff in accordance with local, state, and federal requirements.	• Plan/policy for checking lesson plans • Feedback on lesson plans • Teacher observation feedback • Interviews with school staff • Copies of formal and informal observations
Criterion 5: Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	**Evidence:** Resource toolkit • Duty schedules • Security and safety plan • Emergency plans • Crisis management plan • Drill schedules, summaries • Playground inspection • Incident reports • Discipline reports
Criterion 6: Ensures the maintenance of a clean and aesthetically pleasing school environment.	**Evidence:** • Analysis school environment • Maintenance logs, reports, and requests • Surveys • Interview with students and staff

Standard 4: Climate
An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate. This standard is addressed in: EDUC A632- Multicultural Education for Diverse Learners (Equity and Cultural Responsiveness) EDUC A661- Professional Development and Adult Learning EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II

Criterion 1: Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high	**Evidence:** School Improvement plan project • System of rewards and celebrations for teachers • Common planning time in schedule • Surveys

expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	• Interviews with staff • Child-centered education • Continuous improvement
Criterion 2: Involves parents, students, staff, and the community in efforts to create and sustain a positive and inclusive learning environment.	**Evidence:** School Improvement plan project • Surveys • Interviews with parents/community members • Evidence of community involvement such as mentoring, tutoring, etc. • Celebrations • PTA/PTO programs, agendas, schedules • Family day activities • Special events (Doughnuts for Dad, Rock and Read, Grandparents' Day, etc.)
Criterion 3: Establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	**Evidence:** School Improvement plan project • Guidance programs • Clubs • Civic programs • Honor Roll • Intramural programs • Peer remediation • Athletic programs • Literacy cards • Academics/tutoring • Open day snack machines • Fine arts program • Token economy programs • Competitions • Artists-in-Residence • Character education program • Assembly programs • Parenting classes • Awards • Dinners • Volunteers in school • Job shadowing experiences

	• Career days
Criterion 4: Develops, implements, communicates, and evaluates practices and procedures that align with district policies and address student misconduct in a prompt, unbiased, and effective manner.	**Evidence:** School Improvement plan project • analysis of School discipline records • Alternative classes and programs • Interviews with parents, teachers, and students • Student-teacher handbook • Athletic handbook • Code of conduct • Responsibility plans and contracts • Intervention plans • Discipline plan • In-school suspension program, behavior management centers
Criterion 5: Manages conflict and crisis situations in an effective and timely manner.	**Evidence:** Resource toolkit • Crisis management plans (severe weather, intruder, and so forth) • Peer mediation • Grievance policy • Interviews with parents, teachers, or students • Guidance services

Standard 5: School/Community Relations	
An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders. This standard is addressed in: EDUC A770- Community and External Leadership EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II	
Criterion 1: Develops an effective and interactive communications plan and public relations program.	**Evidence:** School Improvement plan project • Public relations plan • Orientation packet • Communications with parents and community and newsletters
Criterion 2: Participates in school community activities.	**Evidence:** Resource toolkit • Membership/involvement (Rotary, church, etc.) • Climate survey • School initiated community activities • Observation of community activities • PTA/PTO, SIC attendance • Attendance at sporting events
Criterion 3: Involves the diverse perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	**Evidence:** School Improvement plan project • Survey results • Engagement plan • Communication plan
Criterion 4: Responds to diverse community interests and needs.	**Evidence:** • No evidence to the contrary • Involvement in diverse community activities • Alternate meeting times and places for parents • Service Learning Projects • Newspaper articles

	• Newsletters • Interviews with parents or community members
Criterion 5: Creates and sustains a variety of opportunities for parent and community involvement in school activities.	**Evidence:** Resource toolkit • PTA/PTO meetings • Math/Science nights • SIC/Strategic Plan meetings • Parent center in school • Parent workshops
Criterion 6: Builds and sustains productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	**Evidence:** School Improvement plan project • Community engagement plan
Criterion 7: Collaborates with staff to develop effective strategies for parents and the community to support students' learning.	**Evidence:** Resource toolkit • Student council, principal's cabinet, etc. • Homework centers • Parent-teacher conferences • Parent volunteer programs • Academic assistance plans and conferences • Reading grandmothers, grandfathers, etc.
Criterion 8: Accurately communicates student achievement or status to constituents and employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	**Evidence:** Public Relations plan • Collaboration with community stakeholders • Representation of community members on key committees and SIC

Standard 6: Ethical Behavior	
An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior. This standard is addressed in: EDUC A705- Legal Basis of Educational Organization and Administration	
Criterion 1: Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	**Evidence:** Case Study
Criterion 2: Models respect, understanding, sensitivity, and appreciation for all people.	**Evidence:** DEIB plan
Criterion 3: Adheres to local, state, and federal requirements	**Evidence:** Case study

Standard 7: Interpersonal Skills	
An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns. This standard is addressed in: EDUC A770- Community and External Leadership EDUC A702- School Personnel Administration EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II	
Criterion 1: Demonstrates respect for all stakeholders.	**Evidence:** School Improvement plan project • Climate/needs assessment survey • Letters to parents and other stakeholders • Newsletters • Observation (use of names, ability to interact, complaints/compliments) • Open door policy • DEIB plan • Sexual harassment committee/awareness
Criterion 2: Leads with effective interpersonal skills and social-emotional insight and seeks to understand all stakeholders' backgrounds and cultures.	**Evidence:** • case study
Criterion 3: Communicates effectively with stakeholders to support school and district goals.	**Evidence:** • pr plan • presentations
Criterion 4: Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	**Evidence:** • Discipline codes and procedures • Notes from conferences • Crisis management plans
Criterion 5: Uses appropriate oral and	**Evidence:** • Written plans

written communication skills.	• Oral presentation
Criterion 6: Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.	**Evidence:** School Improvement plan project

Standard 8: Staff Development

An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional activities that promote the achievement of school and district goals.

This standard is addressed in:
EDUC A661- Professional Development and Adult Learning

Criterion 1: Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	**Evidence:** Professional development plan • Needs assessments • Tie between staff development and needs assessment or evaluation results • Written staff development plan tied to national and state professional development standards • Analysis of test data • Interviews with school staff • Surveys
Criterion 2: Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	**Evidence:** Review of goals based on data
Criterion 3: Empowers staff to set goals for professional growth.	**Evidence:** Professional development plan - staff
Criterion 4: Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	**Evidence:** Mentoring plan • Succession plan • PD plan • Staff surveys
Criterion 5:	**Evidence:**

Encourages and develops collective leadership.	• Schoolwide plan for collective leadership
Criterion 6: Prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for each student.	**Evidence:** • Professional development plan that includes culturally responsive teaching • DEIB plan

Standard 9: Principal's Professional Development
An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth. This standard is addressed in: EDUC A660- Professional Leadership and Mentoring EDUC A661- Professional Development and Adult Learning EDUC A682- Principal in Practice I EDUC A683- Principal in Practice II

Criterion 1: Develops and implements an appropriate annual professional development plan on the basis of required areas: identified strengths and weaknesses, school and district renewal/strategic plans, and area(s) of student growth.	**Evidence:** Professional development plan with timeline • PADEPP self-assessment • Documentation of professional readings • Specific behavior and goals cited in plan • Familiarity with standards and criteria for principal performance
Criterion 2: Establishes and maintains a professional network with other administrators.	**Evidence:** • Participation in professional associations, or district level groups beyond membership • Meeting and sharing ideas with other principals in the district • Mentoring other principals • Using technology to communicate with other principals • Sharing of successful school practices • Teaching a course • Presenting at conferences
Criterion 3: Complies with district and state professional	**Evidence:** • Link between assessment center and professional development plan

development requirements.	• Link between evaluation and professional development plan
	• Link between district standards/school goals and professional development plan
	• Link between student growth and professional development plan
Criterion 4: Participates in professional development opportunities to further understand and utilize best practices that promote student growth.	**Evidence:** • Presentation of staff development for teachers • Attends professional development opportunities with teachers • Professional readings

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

USC Aiken is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and consistently ranked among the top regional universities in the South by U.S. News & World Report. USCA's School of Education is nationally recognized with CAEP accreditation.

While USCA is CAEP accredited for its current undergraduate initial licensure programs, with the addition of this graduate level licensure area, the proposed program will be included in the next cycle. This program would be due for review in 2031. Our key assessments and Capstone project data will provide the evidence needed for CAEP program review.

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)

 USC Aiken's Educator Leadership: *Principal Certification* is fully aligned with South Carolina Department of Education PADEPP requirements. Through successful completion of the coursework and internships focused on strategic, instructional, cultural, ethical, organizational, and community engagement leadership, participants will gain the knowledge, skills, and dispositions to pass the School Leaders Licensure Assessment developed by the Educational Testing Service. As noted on the ETS website (ets.org), "the School Leader Licensure Assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA)." The PSEL standards are those mentioned previously on which this program's curriculum is based.

The Educator Leadership program is a professional preparation program for aspiring principals and supervisors. The program provides a masters degree, professional preparation program for leadership, and preparation to earn a qualifying score on School Leaders Licensure Assessment (ETS). The program prepares graduates to earn the SCDE Administrative Certificate for Principal Certification as follows:
- Elementary Principal certification Tier 1
- Secondary principal certification Tier 1

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

 Yes   X No   46

Yes ☒No

Yes   X No

February 5, 2024

South Carolina Commission on Higher Education
1122 Lady St. Suite 400
Columbia, SC 29201

To Whom It May Concern:

On behalf of Aiken County Public Schools, I am expressing my support for The University of South Carolina Aiken's proposal to offer a graduate degree program in educational leadership.

Our school district has enjoyed a strong partner relationship with USCA for decades, building a legacy of mutual trust. We have been involved in planning for this initiative and would continue to collaborate with the university for its success.

Our district's proximity to Augusta, Georgia makes Augusta University a more enticing choice for our professionals seeking advanced leadership degrees than the University of South Carolina. While we have an excellent relationship with Augusta University, its program is Georgia centric meaning that experiences often need to be adapted. A degree program on the Aiken Campus would better prepare our future leaders for South Carolina's educational landscape. Aiken County's 41 schools along with those in neighboring districts will ensure that the program maintains a significant participant base.

There is a substantial need to increase the pool of qualified applicants for principals and other leadership positions. The availability of a quality educational leadership program at USCA will bolster that pool and provide our community with the next generation of school leaders.

With your approval, we look forward to being involved in this valuable partnership.

Sincerely,

King Laurence
Superintendent