

MEd in Teacher Leadership

Request for Permanent Program Status

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A. University Faculty Senate Forms

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. Detailed instructions for the proposal should be followed. A [checklist](#) is available to assist in the preparation of a proposal. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: ____ Rachel Karchmer Klein ____ phone number ____ 302-831-1976 ____

Department: ____ School of Education ____ email address ____ karchmer@udel.edu ____

Date: ____ 10/10/17 ____

Action: ____ **Request for permanent status** ____
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term ____ **Fall 2018** ____
(use format 04F, 05W)

Current degree ____ **MEd in Teacher Leadership** ____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: ____ **N/A** ____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: ____ **N/A** ____
Proposed new name for revised or new major / minor / concentration /
academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: ____
(Example: Applied Music – Instrumental degree
BMAS)

Undergraduate minor: ____
(Example: African Studies, Business Administration, English,

Leadership, etc.)

Graduate Program Policy statement change: _____
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, either describing the new program or highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the [Course Challenge](#) list. If there are no new courses enter “None”)

N/A

Supply support letter from the Library, Dean, and/or Department Chair if needed
(all new majors/minors will need a support letter from the appropriate administrator.)

See Program Report

Supply a resolution for all new majors/programs; name changes of colleges, departments, degrees; transfer of departments from one college to another; creation of new departments; requests for permanent status. [See example of resolutions.](#)

WHEREAS, the Master of Education in Teacher Leadership was provisionally approved for five years in 2013 and is due for a Permanent Status Program Review (PSPR), and

WHEREAS, the program's enrollment has grown and remained steady,

WHEREAS, graduates of the program have successfully obtained leadership roles or improved their school communities through their leadership,

RESOLVED, that the Faculty Senate approves granting permanent status to the MEd in Teacher Leadership

Explain, when appropriate, how this new/revised curriculum supports the 5 goals of undergraduate education: <http://www2.udel.edu/gened/>

N/A

Identify other units affected by the proposed changes:

(This would include other departments/units whose courses are a required part of the proposed curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

No other units are affected by permanent status approval.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The MEd-TL program seeks permanent status approval. It has experienced rapid growth in its brief existence. The program faculty have worked effectively and collaboratively to develop a cohesive online program that provides high quality instruction, resulting in a high level of satisfaction and professional growth among its graduates.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.) [See example of side by side.](#)

No new changes are being requested at this time. Current program requirements are found in the program report.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

(By signing above, the Dean confirms that their college policies and bylaws have been followed correctly during consideration of the request described in this form.

The approval actions that were taken at the college level were (check all that apply) :

_____ college faculty vote; _____ college curriculum approval _____ college senate approval

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 9/22/2015/khs

B. Copy of Faculty Senate resolution granting provisional status

Excerpted from Faculty Senate Minutes on April 8, 2013

- e. Recommendation from the Faculty Senate Committee on Graduate Studies (Andrew Teplyakov, Chair) with the concurrence of the Coordinating Committee on Education (Deni Galileo, Chair) and the Executive Committee (Sheldon Pollack, Chair) for the request to add a new degree MEd in Teacher Leadership (GRD0289) ([attachment](#)) ([attachment](#)) ([resolution attachment](#)) ([budget attachment](#))

WHEREAS, the School of Education seeks to establish a program to prepare candidates for school-based leadership positions, and

WHEREAS, the focus of the Master of Education in Teacher Leadership is to prepare school teachers for leadership roles in their schools, districts and professional organizations, and

WHEREAS, the proposed M.Ed. program has been approved by the Graduate Curriculum Committees in the School of Education and the College of Education and Human Development, be it therefore

RESOLVED, that the Faculty Senate recommends that this degree be approved provisionally for five years in the School of Education

Senator Morgan asked a question concerning the budget. He asks what the lump sum of allocated costs arise from? Is that the faculty plus graduate allocated costs under RBB? Dean Okagaki stated that it's the graduate costs under RBB. The faculty are existing faculty, it doesn't involve hiring new faculty.

Senator Galileo had a question on page 17 of the proposal and states that this could be a template of what Academic Partnerships role is. His question is about the daily data feeds from SIS. Senator Galileo is concerned that there is a clause that does not allow Academic Partnerships to mind our student information data.

Ralph Ferretti, Director, School of Education, stated that no contract has been signed and that the data is for Academic Partnerships to market the program. The General Counsel will help them with the contract so that they do not mind the data.

Senator Galileo warned them to be mindful that Academic Partnerships may use this to market our students for other programs that are not with UD.

Resolution e is adopted unanimously

C. Copy of the original program proposal that was submitted for provisional status

(see following pages)

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Elizabeth Soslau phone number 302-831-3155

Department: School of Education email address esoslau@udel.edu

Date: November 15, 2012

Action: new program proposal
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 13F
(use format 04F, 05W)

Current degree new degree
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: MEd
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Master of Education in Teacher Leadership
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: N/A
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: N/A
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: See attached
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: MEd in Teacher Leadership
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: N/A

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

No changes made, new policy document for new program attached.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

The MEd in Teacher Leadership is a fully online 30-credit graduate program that prepares certified teachers to gain understanding of school-based teacher leadership roles and responsibilities. The program is aligned with the National Teacher Leadership Standards (NTLS) for degree granting programs, developed by the Teacher Leadership Exploratory Consortium. These standards require that teacher leadership programs cover seven major functions of leadership: (1) Fostering a Collaborative Culture to Support Educator Development and Student Learning; (2) Accessing and Using Research to Improve Practice and Student Learning; (3) Promoting Professional Learning for Continuous Improvement; (4) Facilitating Improvements in Instruction and Student Learning; (5) Promoting the Use of Assessments and Data for School and District Improvement; (6) Improving Outreach and Collaboration with Families and Community; and (7) Advocating for Student Learning and the Profession. The National Teacher Leadership Standards follow a format similar to that of the Interstate School Leaders Licensure Consortium (ISLLC) State Standards for School Leaders; that is, they include a series of broadly stated expectations or “domains” that define critical dimensions of teacher leadership. Under each domain, there are “functions” that more specifically define the range of actions or expectations for teacher leaders related to that domain. The National(?) Teacher Leadership Standards have been “mapped” or cross-referenced to the ISLLC standards in this booklet. In addition, the Teacher Leadership Standards will also be “mapped” to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards, originally released in 1992 to reflect model standards for licensing new teachers. The InTASC standards are currently being updated to reflect professional practice standards for all the developmental stages of a teacher’s career. Two of the ten courses in the curriculum also address the ideas in the Common Core State Standards that many states are adopting because school-based teacher leaders in these states will be responsible for understanding the Common Core.

Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:

- coach and mentor others
- leverage technology to foster collaboration
- systematically look at classroom-based and school-based data to identify pupils’ needs and collaboratively select intervention methods
- apply understanding about diverse schools when developing culturally relevant professional development
- use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom

The Master of Education requires 30 credits of graduate-level coursework. The required coursework includes the following seven, 3-credit courses:

1. **EDUC 622 - The Role of Literacy Across the Content Areas** (existing course)
 - a. Explores contributions of literacy research for content learning (e.g., math, science, social studies, language arts). Underscores benefits of linking reading, writing, listening, speaking and viewing for acquisition of content area knowledge
 - b. ***This course does not directly align with the National Teacher Leader Domains, however***
 - i. This course addresses a new nation-wide initiative related to the implementation of the Common Core State Standards (CCSS). All school-based teacher leaders will need to understand the Common Core and promote understanding and application of the Core in their schools.
2. **EDUC 735 - Data Based Decision Making and Assessment** (course revision)
 - a. Prepares aspiring PK-12 leaders to understand, manage, and use data for student assessment, instructional planning, and school improvement.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. D1I: Accessing and Using Research to Improve Practice and Student Learning
 - ii. DIV: Facilitating Improvements in Instruction and Student Learning

- iii. DV: Promoting the Use of Assessments and Data for School and District Improvement
- 3. **EDUC 768 - Coaching Teachers** (existing course)
 - a. This course will prepare students to provide formative support for teachers. It will begin with outside-the classroom coaching contexts (voluntary study groups and grade-level team meetings).
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DI: Fostering a Collaborative Culture to Support Educator Development and Student Learning
 - ii. DIII: Promoting Professional Learning for Continuous Improvement
 - iii. DIV: Facilitating Improvements in Instruction and Student Learning
- 4. **EDUC 772 - Understanding Teacher Leadership** (new course)
 - a. Promotes understanding of education standards and self as a leader. Familiarizes candidates with existing literature and research base for teacher leadership.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DI: Fostering a Collaborative Culture to Support Educator Development and Student Learning
 - ii. DIII: Promoting Professional Learning for Continuous Improvement
- 5. **EDUC 773 - Action Research** (new course)
 - a. Explores the major tenets of action research and prepares candidates to conduct school-based and classroom-based action research and communicate findings of research to multiple stakeholders.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DII: Accessing and Using Research to Improve Practice and Student Learning
 - ii. DV: Promoting the Use of Assessments and Data for School and District Improvement
 - iii. DIV: Facilitating Improvements in Instruction and Student Learning
 - iv. DVII: Advocating for Student Learning and the Profession
- 6. **EDUC 774 - Designing Professional Development** (new course)
 - a. Contributes to the understanding of professional development and impact on pupil learning. Supports monitoring and assessment of professional development impact.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DI: Fostering a Collaborative Culture to Support Educator Development and Student Learning
 - ii. DIII: Promoting Professional Learning for Continuous Improvement
 - iii. DIV: Facilitating Improvements in Instruction and Student Learning
- 7. **EDUC 775 - Foundational Skills in Common Core State Standards** (new course)
 - a. Addresses the foundational skills portion of the Common Core State Standards. This essential knowledge is important for teacher leaders in elementary school curriculum design and for tiered instruction in middle school and high school.
 - b. ***This course does not directly align with the National Teacher Leader Domains, however***
 - i. This course addresses a new nation-wide initiative related to the implementation of the Common Core State Standards (CCSS). All school-based teacher leaders will need to understand the Common Core and promote understanding and application of the Core in their schools.
- 8. **EDUC 776 - Promoting Equitable Schools** (new course)
 - a. Explores how schooling structures, practices and policies produce or resist educational equity for diverse families, cultures and communities. Identifies challenges and opportunities at the classroom and school-wide levels to engage families and communities in efforts to provide equitable opportunities and outcomes for all students.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DVI: Improving Outreach and Collaboration with Families and Community
- 9. **EDUC 777 - Fostering Technology Based Collaboration** (new course)
 - a. Use 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.
 - b. ***Alignment to National Teacher Leader Domains:***
 - i. DI: Fostering a Collaborative Culture to Support Educator Development and Student Learning
 - ii. DIII: Promoting Professional Learning for Continuous Improvement
- 10. **EDUC 839 - Topics in K-12 Policy** (existing course)
 - a. Focuses on the structure of educational policy, governance, and law. Topics include competing values in policy development; competing educational priorities, roles, and responsibilities at different levels of government; political forces behind educational policy, and consequences of current educational law.

b. *Alignment to National Teacher Leader Domains:*

- i. DVII: Advocating for Student Learning and the Profession

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

Not Applicable

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

Not Applicable

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The Master of Education program was first conceptualized by a group of faculty and administrators who sought to replace the Master of Instruction program with a more current and attractive master’s degree program for certified in-service teachers. Based on market research and trends demonstrating an increase in the desire and need for leadership program, the Master of Education program in Teacher Leadership program was conceived in Fall 2012.

Currently, the School of Education offers a Masters of Instruction program (MI) for practicing teachers. In recent years, the MI program has suffered a serious decline in enrollment due to the State of Delaware no longer paying for summer courses for teachers. Teachers in this program completed a portfolio similar to one that is required for National Board Certification. However, the State is no longer giving pay increases when teachers earn this certification, so the incentive to complete the MI program is further reduced. Finally, the State is now requiring that 40% of teachers’ professional development be in the area of teacher leadership, which is not addressed in the MI program. Therefore, faculty in the School of Education decided to place a moratorium on admissions to the MI program and create a new Masters of Education (MEd) in Teacher Leadership. We are creating this new degree to continue to provide teachers with an opportunity to grow professionally, offer a degree that is common in the field of education (MEd), and meet the new demand for teacher leaders and professional development in the area of teacher leadership.

The newly proposed program builds on candidates’ professional knowledge gained through a baccalaureate program in education and teaching experience. Candidates will specialize in leadership and develop new understandings of the Common Core State Standards, a nation-wide initiative in education reform.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

Program Overview

As we noted above, the proposed MEd program in Teacher Leadership is aligned with the National Teacher Leadership Standards for degree granting programs. The MEd program requires 30 credits of graduate-level coursework, which is comprised of 10, 3-credit courses

Course Requirements

The required coursework includes the following 10 courses:

1. EDUC 622 - The Role of Literacy Across the Content Areas

2. EDUC 735 - Data Based Decision Making and Assessment
3. EDUC 768 - Coaching Teachers
4. EDUC 772 - Understanding Teacher Leadership
5. EDUC 773 - Action Research
6. EDUC 774 - Designing Professional Development
7. EDUC 775 - Foundational Skills in Common Core State Standards
8. EDUC 776 - Promoting Equitable Schools
9. EDUC 777 - Fostering Technology Based Collaboration
10. EDUC 839 - Topics in K-12 Policy

In addition to University Admission Requirements, Specific Requirements for Admission into the Master of Education in Teacher Leadership

Admission decisions are made by the full-time faculty in the School of Education.

Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum entrance requirements.

- A. Baccalaureate degree from an accredited college or university.
- B. On a 4.0 scale, a GPA of 2.75 or higher for undergraduate work
- C. A copy of the applicant's teaching license
- D. Applicants must submit at least three letters of recommendation from professionals that can attest to the their teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
- E. A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue an MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.
- F. Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay, describe your technology skills and experiences with technology.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

I. DESCRIPTION

The MEd in Teacher Leadership is a fully online 30-credit graduate-level program that prepares certified teachers to gain understanding of school-based teacher leadership roles and responsibilities. The program is aligned to the National Teacher Leadership Standards (NTLS) developed by the Teacher Leadership Exploratory Consortium. Two of the ten courses in the curriculum also address the ideas in the Common Core State Standards that many states are adopting because school-based teacher leaders in these states will be responsible for understanding the Common Core.

Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:

- coach and mentor others
- leverage technology to foster collaboration
- systematically look at classroom-based and school-based data to identify pupils' needs and collaboratively select intervention methods
- apply understanding about diverse schools when developing culturally relevant professional development
- use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom

Assessment Plan

All professional education programs at the University are accredited by the National Council for Accreditation of Teacher Education (NCATE) and must have assessment plans that address five specified areas. The assessment plan for this M.Ed. in Teacher Leadership is provided in Table 3.0 below. These assessments will provide the data that are required for the teacher education unit's NCATE annual report.

Table 3.0 Assessment Plan

NCATE Element	When Assessed	Type of Assessment
Content Knowledge	EDUC 772 - Understanding Teacher Leadership	Exam
Pedagogical Content Knowledge and Skills	EDUC 622 - The Role of Literacy Across the Content Areas	Unit Plan
Professional Knowledge and Skills	EDUC 774 - Designing Professional Development	Unit Plan
Student Learning	EDUC 773 - Action Research	Action Research Project
Professional Dispositions	After each course, the instructors will complete a survey about the students' dispositions. The program coordinator will compile the data and review them after the students complete five courses.	Unit Assessment for Dispositions

II. RATIONALE AND DEMAND

A. Institutional factors.

1. Explain how the proposed program is compatible with the Academic Priorities of the University.

The program is compatible with the Academic Priorities of the University. Leadership skills and development are closely aligned with the principles of the Path to Prominence. Specifically, “**Impact** ... students are given the opportunity to make a significant difference in the world.” This program will directly facilitate the acquisition of leadership skills and position candidates to take on highly visible leadership positions within their schools.

Additionally, the newly proposed program addresses the Path to Prominence milestone, “**Excellence in Professional Education**” which states, “...advanced scholarship and professional degrees in areas such as ...education...have become essential. We can achieve our greatest impact by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education.” The newly proposed program builds on candidates’ professional knowledge gained through a baccalaureate program in education and teaching experience. Candidates will specialize in leadership and develop new understandings of the Common Core State Standards, a nation-wide initiative in education reform.

In addition to being compatible with the University’s academic priorities, the program is aligned to the mission and vision as outlined in the College of Education and Human Development’s strategic plan. For example, the mission states that the college will “prepare leaders in education and human services through programs of superior qualities.” The newly proposed teacher leadership program is a high quality program which aims to develop school-based leaders. The program is also designed to achieve Goal #2 of the strategic plan, *Build and sustain academic programs that are recognized for their superior quality and that also enable our College as a while to be fiscally strong*. As evidenced by the strong alignment between the national teacher leadership standards, the high-quality faculty committed to teaching in the program, and the fiscally sound budget, the newly proposed program attends to both components of Goal #2.

2. Describe the planning process, which resulted in the development and submission of this proposal.

Currently, the School of Education offers a Masters of Instruction program (MI) for practicing teachers. In recent years, the MI program has suffered a serious decline in enrollment due to the State of Delaware no longer paying for summer courses for teachers. Teachers in this program completed a portfolio similar to one that is required for National Board Certification. However, the State is no longer giving pay increases when teachers earn this certification, so the incentive to complete the MI program is further reduced. Finally, the State is now requiring that 40% of teachers’ professional development be in the area of teacher leadership, which is not addressed in the MI program. Therefore, faculty in the School of Education decided to place a moratorium on admissions to the MI program and create a new Masters of Education (MED) in Teacher

Leadership. We are creating this new degree to continue to provide teachers with an opportunity to grow professionally, offer a degree that is common in the field of education (MEd), and meet the new demand for teacher leaders and professional development in the area of teacher leadership. The chronological account below provides further detail about the development of the newly proposed program.

In mid-September, Elizabeth Soslau, the MI Program Coordinator, attended an open meeting hosted by Academic Partnerships (AP). The focus of the meeting was to generate conversation about possible online programs. Based on AP's market research, Teacher Leadership is a growing field and graduate degrees are in high demand.

Elizabeth Soslau then met with Jackie Wilson, Director of the Delaware Academy for School Leadership (DASL), Carol Vukelich, Deputy Dean, and Laura Glass, Associate Director of School of Education to discuss curriculum ideas for a new MEd in Teacher Leadership program.

At the end of September, Elizabeth Soslau met with Lynn Okagaki, SOE Dean, Carol Vukelich, Deputy Dean, and Laura Glass, Associate Director to discuss the future of the MI program and discuss online program options for a new master's degree program. Based on market research shared at a meeting hosted by Academic Partnerships and the curriculum meeting with Jackie Wilson, Director of DASL, the idea was generated to seek faculty input about the possibility of developing an online master's program in Teacher Leadership. By offering the program online, we would be able to attract students from the state of Delaware and across the country. The online format would enable full-time teachers to attend courses without the need to travel to campus or be available for courses during particular times.

Throughout the first two weeks of October, the Elizabeth Soslau met with individual faculty members to gauge interest in the proposed MEd. She also sought input about curriculum and faculty willingness to design courses and deliver courses online. Based on online teaching experience and content expertise, meetings were held with Sharon Walpole, Liz Farley-Ripple, Rachel Karchmer-Klein, Jackie Wilson, and Rosalie Rolon-Dow. Each faculty member expressed interest in becoming affiliated with the program.

On October 23rd, Elizabeth Soslau held the first open meeting to discuss the possibility of the new MEd program. The faculty identified ten courses to be offered in the program, including six new courses which would be aligned with National Teacher Leadership professional standards.

On November 5th, Elizabeth Soslau held the second open faculty meeting and the faculty created the admissions policy, developed the NCATE assessment plan, and discussed workload issues. Dr. Soslau also met with Barbara VanDornick, UD's NCATE Coordinator to discuss the development of an NCATE assessment plan for the new program.

3. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University
None; this is a self-contained program with all courses emanating from the School of Education.
4. Describe how the proposed curricula would more fully utilize existing resources.

The proposed curricula would more fully utilize existing resources because the proposed revisions to the School of Education's PhD and EdD programs will create room in faculty workloads to teach in the newly proposed program. The School of Education is also conducting a search for a literacy faculty member, so the current literacy faculty and/or this new literacy faculty member would have room in their workload to teach in the newly proposed program.

B. Student demand

1. Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.

Enrollment is projected to be approximately 30 students in the first year, building to 100 students by the third year. The enrollment projections have been developed based on calculations from various inputs from Academic Partnership's internal Programs Director, marketing, field sales and enrollment specialists. Program parameters for the projections included tuition, time to completion, number of courses, and number of admission dates throughout the year.

The 30-credit, single major program takes 24 months to complete. Admitted students will be new to the University and will not include internal or external transfers. Courses will not be restricted to Teacher Leadership majors, however we expect that the majority of students in the MEd courses will be Teacher Leadership students.

2. State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.

The curriculum is designed to meet the needs of currently employed, certified teachers who wish to pursue a master's degree that prepares them to become department chairs, curriculum coaches, demonstration teachers, professional development specialist, and non-administrative leadership positions. The online delivery format for all courses will allow teachers from many states with teacher leadership initiatives to participate in the program.

- C. Transferability - Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

Students will not be able to transfer into this program.

- D. Access to graduate and professional programs. Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools.

Not applicable.

E. Demand and employment factors

Teacher leadership is a quickly growing professional field. The following set of data show (NCES, 2101 & Bureau of Labor Statistics, 2010) that teacher leadership is a growing field and candidates seeking master's degrees in teacher leadership are on the rise. In the state of Delaware, all certified teachers must complete continuing education credits. Recently, Delaware mandated that teachers must fulfill 40% of their continuing credits with professional development or course work focused in the area of teacher leadership. Additionally, in the October 31st edition of *Education Week* teacher leader degrees were touted as the main vehicle for career fulfillment. According to experts quoted by *Education Week*, more teachers want to pursue leadership roles but do not want to be administrators (Rebora, 2012, p. 1, 17).

Education

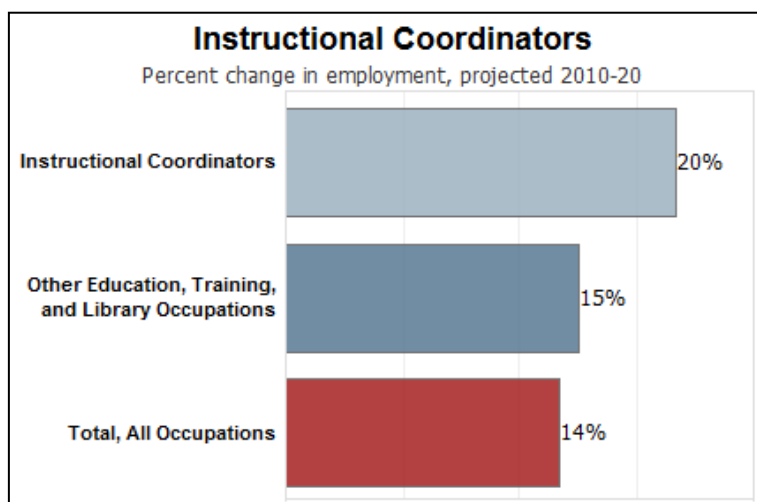
11.7% of the U.S. market, with a total of 292,000

Degree Type	Degrees Conferred (2010)	% of Total
Bachelor of Science in Elementary Education	39,312	
Bachelor of Science in Early Childhood Education	9,636	
Bachelor of Science in Special Education	6,659	
Master of Education in Educational Leadership	22,005	
Master of Education in Elementary Education & Teaching	17,030	
Master of Education in C & I/Teacher Leadership	18,680	
Master of Education in Special Education	14,491	
Master of Education in School Counseling	12,342	
Master of Arts in Reading Education	9,166	
Master of Education in Technology	3,960	
Master of Education with Teaching Certificate (MAC; MAT)	-	
Education Specialist (Ed.S.)	-	
Ed.D./Ph.D. in Educational Leadership	3,482	

2010 Degree Market: 1,650,014 Bachelor's; 693,025 Master's; 158,558 Doctorate; 2,501,567 Total

Job Outlook – Instructional Coordinators

- Employment of instructional coordinators is expected to grow 20 percent from 2010 to 2020, faster than the average for all occupations. Employment growth is anticipated as schools increasingly focus on improving teachers' effectiveness.



Quick Facts: Instructional Coordinators	
2010 Median Pay	\$58,460
Entry-Level Education	Master's Degree
Work Experience in a Related Occupation	More than 4 years
On-the-Job Training	None
Number of Jobs, 2010	139,700
Job Outlook, 2010-20	20% growth
Employment Change, 2010-20	27,300

Employment projections data for instructional coordinators, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20 Percent
Instructional Coordinators	25-9031	139,700	166,900	19.5%

Source: Bureau of Labor Statistics

Top Education Degree Programs

Rank	Top 25 Degree Programs	Degrees Conferred (2010)
1	Bachelor of Science in Elementary Education	39,312
2	Master of Education in Educational Leadership & Administration	22,005
3	Master of Education in Curriculum and Instruction/Teacher Leadership	18,680
4	Master of Education in Elementary Education & Teaching	17,030
5	Master of Education in Special Education	14,491
6	Master of Education in School Counseling	12,342

F. Regional, state, and national factors

1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area, which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.

<u>University</u>	<u>Leadership Program</u>	<u>Online?</u>	<u>Comparison to MEd in Teacher Leadership</u>
Drexel University	MS - Advanced Teaching	Yes	Though candidates can take elective courses in teacher leadership, the program is not primarily focused on leadership.
Wilmington University	None	None	N/A
St. Joseph's	MS -	Yes	St. Joe's program is focused on principal

University	Educational Leadership		certification and administration and not school-based teacher leadership. There are 12 courses required, two more than the proposed MEd.
Temple University	Ed.M. - Educational Leadership	Yes/Blended	Though the program is 30 credits, courses are offered in a traditional semester format and the program takes longer to complete than 2 years.
Delaware State University	MA – Educational Leadership	No	The program is aligned to the ELCC standards for principal/administration leadership, not teacher leadership.
University of Maryland	MA – Policy studies and Organizational Leadership	No	30-credit degree program that consists of ala-cart classes. Not aligned to the National Standards for Teacher Leadership.

Based on a comparison with programs in close proximity to the University of Delaware, the proposed MEd in Teacher Leadership includes several unique components that meet the needs of area students, which are not addressed by other programs.

- Fully online, 30 credit program that can be completed in less than 2 years
- Curriculum directly aligned to the National Teacher Leadership Standards
- Inclusion of two courses designed to develop candidates' understandings of the Common Core State Standards, a nation-wide initiative in education reform

2. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of deliver, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.

Academic Partnerships (AP), an agency that markets online programs at various institutions across the country, will provide support for the proposed program. Currently, AP is working with the Alfred Lerner College of Business and Economics on their new online masters degree program. AP will provide enrollment and retention services, marketing and recruitment, and technology support (see appendices for complete description of these services).

AP provides technical support for students, faculty and staff. Either the Helpdesk or Student Support Team addresses technology issues through inbound calls and emails. AP offers a Student Support Desk with toll free number access (7 am-10 pm (CST) Monday-Friday; 8 am-8 pm (CST) Saturday-Sunday) and email support. Most recently, AP has successfully resolved 95.6% of all calls in 60 minutes or less with the students waiting only an average of 12 seconds before their call is answered.

In order to develop a program that works with in AP's guidelines, several decisions were made and agreed upon by the faculty. Those decisions included offering courses in 7-week cycles, having 5 admission starts, offering courses that did not include synchronous components,

offering courses in a non-sequential order, and designing a program that could be completed in 2 years or less. While these parameters were part of the agreement in working with AP, each of the parameters were discussed at length with the faculty. All decisions were evaluated and agreed upon by the faculty.

The University of Delaware's contract with Academic Partnerships for online-platform services at the College of Education and Human Development will include an opt-out clause giving UD the right to terminate the contract before the end of the contract term. In the event of such termination, UD retains ownership of the Master of Arts in Teacher Leadership program and all materials UD develops as part of this program, and UD has the right to offer the program on its own or to contract with a company other than AP for the provision of similar services.

G. Describe other strengths

1. Describe any special features which convey the character or personality and make the proposed course of study distinctive

There are several special features of the newly proposed program. First, it is completely aligned with the National Teacher Leadership Standards. Second, the program includes two courses that help candidates gain an understanding of the Common Core State Standards, a new nation-wide initiative. Third, program faculty are uniquely equipped to teach in this program. One faculty member is a renowned literacy specialist that will support the creation and implementation of the Common Core State Standards courses. Another faculty member, the Director of the Delaware Academy for School Leadership, is an expert in the area of school-based leadership. We also have three faculty members who have rich experiences teaching in online environments. Notably, all but one faculty member has an active research base in the area aligned with his or her proposed teaching load. Finally, the program is delivered 100% online and can be completed in 24 months, is delivered in a 7-week format, and candidates can enter the program during five admission cycles throughout the year. These factors increase the convenience of the program.

2. Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

The collaborative agreement with Academic Partnerships is well defined (see F2 above). Agreements can be located in the appendices.

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

- G. Enrollment If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

Enrollments will not be limited. We are projecting that enrollments will not reach above 200 active students at any given time. Projections are based on research from Academic Partnerships and are included in the budget attachments in the appendices.

H. Admission Requirements

1. Describe the criteria for selecting among applicants.
2. Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from within the University.
3. Attach any Retention Policy that might apply and provide rationale for this policy.

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths. The admissions policy will include the following requirements:

A completed Graduate Application must be submitted for this program. Applicants submit this application online at <http://www.udel.edu/gradoffice/apply/>

Baccalaureate degree from an accredited college or university. Transcripts of all undergraduate and graduate studies must be uploaded as part of the application. Applicants who previously attended the University of Delaware should list our institution on their application, but need not provide a transcript. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

GPA of 2.75

A copy of the applicant's teaching license

Applicants must submit at least three letters of recommendation from professionals that can attest to their teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.

All students whose native language is not English must submit official copies of the TOEFL or IELTS test. The minimum acceptable score for the paper-based TOEFL test is 600; the minimum acceptable score for the Internet-based TOEFL test is 100. The minimum acceptable score for the IELTS is 7.0.

A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue a MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.
Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay describe the following: your technology skills and experiences with technology.

The program coordinator will chair the admissions committee and two faculty members who teach courses in the program will serve on the committee on a rotating basis.

I. Student Expenses

1. Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

All courses will be delivered completely online and will be asynchronous. Students should be prepared with the following set of technology tools:

- DSL or Broadband Internet connection
- Mac or Windows personal computer with up-to-date antivirus software
- Digital Video Camera (e.g., Kodak PLAYTOUCH) or WebCam
- Internal or external microphone
- Sound card with speakers
- Scanner
- Flash Player
- Microsoft Power Point
- Microsoft Word
- Adobe Reader

IV. CURRICULUM SPECIFICS

- A. Graduates will earn a Masters in Education degree.
- B. Describe the curriculum
 1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

There are ten, 3-credit required courses in the curriculum. Courses are non-sequence dependent and do not include prerequisites. Each courses runs for 7 weeks. Fall 1 and Spring 1 begin when courses begin according to the University academic calendar. Fall 2 and Spring 2 begin during the eighth week of the semester and end before the last day of the semester. The summer session will run during the 7.5-week summer session.

2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog

Year 1	Fall 1 Fall 2 Spring 1 Spring 2 Summer 1	11. EDUC 772 - Understanding Teacher Leadership 12. EDUC 768 – Coaching Teachers 13. EDUC 777 – Fostering Technology Based Collaboration 14. EDUC 774 - Designing Professional Development 15. EDUC 773 - Action Research
Year 2	Fall 1 Fall 2 Spring 1 Spring 2 Summer 1	16. EDUC 776 - Promoting Equitable Schools 17. EDUC 735 – Data Based Decision Making and Assessment 18. EDUC 839 - Topics in K-12 Policy 19. EDUC 775 - Foundational Skills in Common Core State Standards 20. EDUC 622 - The Role of Literacy Across the Content Areas

3. Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.

Not Applicable.

4. In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.

Not Applicable.

V. RESOURCES AVAILABLE

- A. Library Assessment Statement (see attached in appendices)

- B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

Courses	Faculty Qualifications
EDUC 772 - Understanding Tchr Leadership EDUC 774 - Designing Professional Dev	Jackie Wilson, EdD <i>Director of DASL</i> Director of the Delaware Academy for School Leadership Provides professional development across the state in school leadership, member of five-state leadership consortium
EDUC 768 – Coaching Teachers EDUC 775 - Fdn Skills in Common Core Stds	Sharon Walpole, PhD <i>Professor</i> <i>Sample Publications:</i> McKenna, M.C., & Walpole, S. (2010). Planning and evaluating change at scale: Lessons from Teaching First. <i>Educational Researcher</i> , 39, 478-483. Walpole, S. , McKenna, M. C., Uribe-Zarain, X., & Lamitina, D. (2010). The relationships between coaching and instruction in the primary grades: evidence from high-poverty schools. <i>Elementary School Journal</i> , 111, 115-140. Walpole, S. , McKenna, M. C., Morrill, J. (2011). Building and rebuilding a statewide support system for literacy coaches. <i>Reading and Writing Quarterly</i> , 27, 261-280.
EDUC 777 – Fostering Tech Based Collab	Rachel Karchmer-Klein, PhD <i>Associate Professor</i> <i>Sample Publications:</i> Karchmer-Klein, R. (in press). Best practices in using technology to support 21 st century writing. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), <i>Best Practices in Writing</i> . New York: Guilford. Karchmer-Klein, R. , & Shinas, V. (in press). 21 st century literacies in teacher education: Investigating multimodal texts in the context of an online graduate-level literacy and technology course. <i>Research in the Schools</i> . Mouza, C., Karchmer-Klein, R. (in press). Promoting and assessing pre-service teachers' technological pedagogical content knowledge (TPACK) in the context of case development <i>Journal of Educational Computing Research</i> . Karchmer-Klein, R. & Shinas, V. (2012). Guiding principles for supporting new literacies in your classroom. <i>The Reading Teacher</i> , 65(5), 285-290.
EDUC 773 - Action Research	Elizabeth Soslau, PhD <i>Assistant Professor, Program Coordinator</i> <i>Sample Publications:</i> Soslau, E. (2012). Opportunities to develop adaptive teaching expertise during supervisory conferences. <i>Teaching and Teacher Education</i> 28(5), 768-779

	Yost, D.S., & Soslau, E. (2009). School-based service learning as action research. In T. Kelshaw & F. Lazarus (Eds.), <i>Partnerships for service-learning: Impacts on communities and schools</i> (pp. 206-235). San Francisco, CA: Jossey Bass.
EDUC 776 - Promoting Equitable Schools	Rosalie Rolon-Dow, PhD Associate Professor <i>Sample Publications:</i> Rolón-Dow, R. (2011). Race(ing) stories: Digital story telling as a tool for critical race scholarship. <i>Race, Ethnicity and Education</i> , 14(2), 159-173. Rolón Dow, R. (2010). Taking a diasporic stance: Puerto Rican mothers educating children in a racially integrated neighborhood. <i>Diaspora, Indigenous and Minority Education. An International Journal</i> , 4(4), 268-284.
EDUC 839 - Topics in K-12 Policy EDUC 735 – Data Based Dec Mkg and Asment	Liz Farley-Ripple, PhD Assistant Professor <i>Sample Publications:</i> Solano, P., McDuffie, M.J., & Farley-Ripple, E. (December 2010). <i>Principal Retention in the State of Delaware</i> . Newark, DE: University of Delaware. Farley-Ripple, E.N., Mead, H., Raffel, J., Sherretz, K., & Welch, J. (December 2010). <i>Tracking Transitions: An Analysis of School Administrator Career Paths in Delaware</i> . Newark, DE: University of Delaware.
EDUC 622 - The Role of Literacy in Content Areas	William Lewis, PhD Assistant Professor <i>Sample Publications:</i> Lewis, W.E., & Ferretti, R.P. (2011). Topoi and literary interpretation: The effects of a critical reading and writing intervention on high school students' analytic literary essays. <i>Contemporary Educational Psychology</i> , doi:10.1016/j.cedpsych.2011.06.001

- C. External Funding - Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

Not applicable.

VI. RESOURCES REQUIRED

- A. Learning Resources - Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student

Faculty will make use of existing resources with support from the IT department to deliver online courses.

- B. Personnel Resources - Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

No additional faculty hires are required. Instructional assistants (IAs), who may be hired from within the university, will be hired to support each course. IAs are needed to enable the program to enroll larger numbers of students. One IA will be hired for each 30 students enrolled in a course beyond the initial 30. IAs can help the faculty with leading online discussions, grading assignments, and answering student questions, all under the direction of the faculty instructors. IAs will have graduate degrees and experience in relevant content for the course. Faculty will be responsible for training IAs in specific course content as needed. It will be the responsibility of the program faculty to find appropriate IAs.

C. Budgetary Needs - Attach an accounting of budgetary needs.

Please see budget in appendices.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan Describe how the curriculum will be implemented.

Students will have the opportunity to enter the program at five entry points throughout the year. Students will first take an “Orientation to Online Learning” course provided by Academic Partnerships, which serve to familiarize students with the technology components and online setting. There is no additional cost to students for this orientation course. The course rotation scheme is below.

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1
2013-2014	Course 1	Course 2	Course 3	Course 4	Course 5
2014-2015	Course 6	Course 7	Course 8	Course 9	Course 10
2015-2016	Course 1	Course 2	Course 3	Course 4	Course 5
2016-2017	Course 6	Course 7	Course 8	Course 9	Course 10

Students can enter at any cycle and graduate two years later.

Student A – Enters Fall 1, 2013-2014 – graduates Summer 1, 2014-2015

Student B – Enters Spring 1, 2013-2014 – graduates Fall 2, 2015-2016

Student C – Enters Spring 2, 2014-2015 – graduates Spring 1, 2016-2017

B. Assessment Plan how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative

All professional education programs at the University are accredited by the National Council for Accreditation of Teacher Education (NCATE) and must have assessment plans that address five specified areas. The assessment plan for this M.Ed. in Teacher Leadership is provided in Table 3.0 below. These assessments will provide the data for the required for the teacher education unit's NCATE annual report.

Table 3.0 Assessment Plan

NCATE Element	When Assessed	Type of Assessment
Content Knowledge	EDUC 772 - Understanding Teacher Leadership	Exam
Pedagogical Content Knowledge and Skills	EDUC 622 - The Role of Literacy Across the Content Areas	Unit Plan
Professional Knowledge and Skills	EDUC 774 - Designing Professional Development	Unit Plan
Student Learning	EDUC 773 - Action Research	Action Research Project
Professional Dispositions	After each course, the instructors will complete a survey about the students' dispositions. The program coordinator will compile the data and review them after students complete five courses.	Unit Assessment for Dispositions

VIII. [APPENDICES](#)

- A. Letters of Collaborative Agreement
- B. Transfer / Retention Policy
- C. Letters of Approval from Contributing Departments
- D. Other Pertinent Documents

Enrollment and Retention Services

Overview of AP Enrollment Services:

Enrollment and Student Services Directors will work with University of Delaware's admissions and student services departments to ensure students have a positive experience and progress smoothly from inquiry to graduation. Once **the university finalizes the decision to admit applicants** to the program, the Academic Partnerships Enrollment and Student Services team assists admitted students with the enrollment and registration process and prepares them for the program start.

Thereafter, the Academic Partnerships' Student Services team offers retention and help desk support to ensure a positive student experience and successful progression to graduation.

Academic Partnerships will provide a dedicated team of Enrollment Specialists focused solely on student recruitment for University of Delaware. Our Enrollment Specialists will assist prospective students from the time they inquire about your programs to the beginning of their first course. This communication begins in the pre-application phase - which includes communication regarding admission requirements and program specifics - and will continue throughout the application process. Academic Partnerships will document University of Delaware's standards in program guidelines. The program guidelines are then used by our Enrollment Specialists for product knowledge training. During information sessions provided by the Field Sales team, our Executive Director will communicate the admissions standards to all prospective students. In the first conversation with the student, the Enrollment Specialists will ask admissibility questions to verify that the student is qualified to apply for the particular program or will seek to determine if there are other steps necessary prior to their application.

The Enrollment Specialists help inform prospective students about the university programs and deadlines. They also guide them through the application process step-by-step. Enrollment Specialists serve as the primary point of contact for all prospective students for their identified degree programs. Academic Partnerships will monitor a prospective student's progress through all major steps leading up to the point of admission by the institution and the student's subsequent enrollment. Our processes are highly interactive with students at all levels of the enrollment process, and we closely monitor their completion of required forms and documents pertinent to admissions, degree plan, and enrollment for their coursework.

We will maintain comprehensive information on each degree program as approved by University of Delaware in a format that can be shared easily with students. This information will include the total number of required courses and credit hours by degree, description of each course, course duration, and costs.

Once students are accepted to the University of Delaware program, the Enrollment Specialists will further assist students through the enrollment and registration process to successfully begin their program. In order to maximize student recruitment, Academic Partnerships has identified specific roles and responsibilities that enhance recruitment and reduce duplication of efforts.

Academic Partnerships Responsibilities:

- provide a dedicated team of Enrollment Specialists to assist prospective students through the point of enrollment (from initial student inquiry to application for enrollment)
- secure a dedicated 1-800 number programmed with the partner university's identification and branded university partner website for prospective students
- design and develop landing pages and partner website (subdomain on the university.edu domain) with pertinent program information such as degrees offered, tuition, start dates, etc.
- provide capital investment required to expand recruiting call center, including all necessary facilities and technology
- provide ongoing training programs for Enrollment Specialists
- recruit to the specific academic standards defined by the university
- management of the student lead process through Academic Partnerships' Customer Relationship Management (CRM) System
- provide reporting with key performance indicators (KPI) to show the lifecycle of student progression as benchmarked against agreed upon KPIs

University of Delaware Responsibilities:

- provide staff admissions, advising and financial aid departments to manage the accelerated enrollment
- provide Academic Partnerships with pertinent program information to answer student inquiries and program questions
- provide Academic Partnerships with the university contact numbers and email addresses for the admissions, advising, registration, financial aid, student accounts offices, and other pertinent contacts
- provide Academic Partnerships with daily data feeds from the university SIS to report status of prospective student leads (new and existing) for identified programs and enrollment data

Academic Partnership Marketing Proposal

Overview of AP Marketing Services:

Field Recruitment

Academic Partnerships has a large field organization comprised of field recruitment representatives located throughout the continental U.S. All team members are selected based on their extensive backgrounds and typically have strong experience in field sales. Most have backgrounds in education, pharmaceutical, or publishing sales. All field recruitment representatives go through extensive training including training in an established territory before beginning sales activities in their assigned region. In addition to program and university knowledge, the training focuses on conducting successful information sessions and cultivating long-term relationships with employer partners.

Academic Partnerships' experienced and well-trained field recruitment team has formed employer based relationships on behalf of our partner universities and their programs with public school districts, hospitals, healthcare systems, and corporations. They schedule information sessions, host webinars for prospective students, and work closely with human resource and employee development departments. On University of Delaware's behalf, Academic Partnerships will attend conferences and association events where prospective students may be seeking information about University of Delaware's degree programs. Also, Academic Partnerships develops, produces, and distributes all sales materials for events that have been approved by your office.

Digital Marketing

Our in-house marketing team is comprised of professionals who have experience working at universities, media agencies, and in client-side sectors. They have depth of knowledge in digital media, search engine marketing, email marketing, social media and mobile technologies. The team develops an integrated strategy for a university's campaigns, leveraging the mediums most effective in reaching a targeted audience. The Academic Partnerships marketing team has developed relationships with digital platforms and publishers, such as Facebook, Google, Linked-In, and Bing, and brings new testing opportunities to our university partners.

Academic Partnerships' digital marketing and creative teams will develop campaign collateral and website pages for University of Delaware and deploy ongoing search engine optimization (SEO) to obtain high visibility in natural search rankings. We develop strategies that include online display advertising, SEO, Search Engine Marketing, social media, blogs, videos, email marketing, and strategic PR. We have also formed partnerships with platforms that service communities of

professionals to deliver content directly to targeted segments, such as Hispanic association websites and video channels.

Academic Partnerships' integrated marketing capability maximizes brand exposure and student recruitment as targeted audiences see consistent messaging across channels. In addition, Academic Partnerships has successfully launched "look-alike" marketing campaigns whereby we model common characteristics of recently enrolled students and then use that information to determine how and where to find incremental future students that are interested in the same programs.

Academic Partnerships has integrated its internal email marketing software with its enrollment services CRM platform. We have developed a best practices prospective student contact strategy that leverages phone calls and customized emails (and SMS/text capability) to tailor messages based on where a prospective student is in the decision-making process of applying for school. All campaigns are permission-based, as students must request to be contacted. Academic Partnerships uses good faith efforts through processes in place to adhere to all state and national telemarketing and CAN-SPAM regulations.

All Academic Partnerships campaigns are closely coordinated, tested, measured, and optimized to effectively recruit new, qualified students. Through shared tools (Sharepoint, Basecamp, Dropbox), we communicate with a university partner about the marketing schedules and creative materials. Additionally, we provide campaign performance reports that are reviewed during regularly scheduled partner meetings, conference calls, or video sessions.

Affinity Partnerships

Academic Partnerships' experienced and well-trained field recruitment team has formed employer based relationships on behalf of our partner universities and their programs with public school districts, hospitals, healthcare systems, and corporations. Academic Partnerships develops, produces, and distributes all sales materials for events that have been approved by your office.

For the affinity relationships cultivated with various organizations, Academic Partnerships utilizes a robust content management system to design intranet websites. Through such intranet sites, these existing and future targeted consortium organizations will have the ability to share the university degree information with their employees. Through Academic Partnerships' content management system, we can tailor marketing messages by organization and by geo-targeted location. The organizations' intranet sites can seamlessly link to University of Delaware and its student inquiry form. The inquiries will then funnel to Academic Partnerships' enrollment services team for further nurturing.

Assumptions:

Academic Partnerships Marketing Responsibilities

Responsibilities related to the three components of marketing, Affinity Partnerships, Digital Marketing, and International Marketing, include the detailed lists below. These actions ensure a seamless implementation of the comprehensive marketing phase.

Academic Partnerships Responsibilities

- development and production of all marketing materials for identified programs, including Academic Partnerships' landing pages and website dedicated to the university programs
- form and cultivate employer based and affinity relationships in applicable fields

- development and/or acquisition of prospective student leads
- promotional and advertising campaigns (including online marketing campaigns and scholarships where applicable)
- advise the university on individual state requirements/compliance standards for obtaining operating approval

University of Delaware Responsibilities

- approve marketing materials, including, colors, website and messaging
- prepare and submit all documentation necessary to obtain state regulatory approvals as agreed upon for program expansion
- add links to the Academic Partnerships website from current school web pages
- provide a sub-domain on the university's ".edu" domain to be hosted on Academic Partnerships servers for marketing pages (i.e., degree.university.edu)
- provide Academic Partnerships with an initial list of prospective students from their Student Information Systems (drops, denied, incomplete file, etc.)

Ongoing testing and refinement of integrated marketing programs are key factors in campaign performance and enrollment growth. Testing of new marketing channels, campaign-level placements, ad copy, banners, email creative, and landing experiences will remain core components in our overall marketing strategy. Content such as video, testimonials and download guides will be tested for lead capture and conversion rates.



University of Delaware Library

OFFICE OF THE VICE PROVOST
& MAY MORRIS UNIVERSITY LIBRARIAN

Newark, DE 19717-5267
Phone: 302-831-2231
Fax: 302-831-1046

October 26, 2012

Report on Library Services and Collections in Support of the Masters of Education in Teacher Leadership Program for the College of Education and Human Development

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; three branch libraries located on the Newark campus, the Agriculture Library, the Chemistry Library, and the Physics Library; and a fourth branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. In addition to collections which directly support the new degree proposal, the Library has strong collections in other related areas such as Children's Literature, Education Law, Financial Aid, Linguistics, Literacy Education, Psychology, Sociology and Special Education.

Books, periodicals, microforms, government publications, computer databases and other electronic resources, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware, and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, multimedia design, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, DELCAT, provides access to millions of items by author, title, subject, and keyword.

Library collections number over 2,800,000 and are broad based and comprehensive. In 2011/2012, the Library Web <www.udel.edu/library/> received over 1,600,000 virtual visits.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC, the Center for Research Libraries, LYRASIS, CIRLA (The Chesapeake Information and Research Library Alliance), NERL (NorthEast Research Libraries), Portico, the OCLC Research Partnership and the HathiTrust.

Specific Support for the Masters of Education in Teacher Leadership Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections including those related to Education. Support for the Masters of Education in Teacher Leadership Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the licensing of electronic resources.

The Library subscribes to many print journals and electronic journals which support the Masters of Education in Teacher Leadership Program. A list of electronic journals by subject is available from the Library Web by clicking on "E-Journals" on the Library Web page <www.udel.edu/library/>. In addition to various reference sources in print (see "Research Guides" on the Library Web page), the Library also makes available several electronic databases of text, audio and video resources which would support the Masters of Education in Teacher Leadership Program, including The Chronicle of Higher Education (1989-present), EdITLib Digital Library, Education Full Text, ERIC (EBSCOHost), ERIC (ProQuest), Google Scholar, Linguistics and Language Behavior Abstracts (LLBA), Physical Education Index, PsycINFO and Sociological Abstracts.

The Library also subscribes to RefWorks, a web-based bibliographic and database management system that can be used with most databases.

An expanded, selected list of databases and electronic resources includes:

Biographical databases: American National Biography, Biography and Genealogy Master Index, Biography Reference Bank, Dictionary of National Biography, Wilson Biographies Plus Illustrated

Business databases: ABI/INFORM, Business and Company Resource Center, Business Source Premier, Company ProFiles, EconLit, EDGAR Database of Corporate Information, General BusinessFile ASAP, Industry Norms and Key Business Ratios, Investext Plus, RIA Checkpoint, Standard and Poor's NetAdvantage

eBooks, Current: Credo Reference, Knovel, OECD iLibrary, Safari Books Online, Springer eBooks

eBooks, Historic: African Writers Series, Caribbean Literature, Early American Imprints (Evans), Early English Books Online, Eighteenth Century Collections Online, Gerritsen Collection, Making of the Modern World, Past Masters

eJournal databases: 19th Century UK Periodicals, APS (American Periodicals Series) Online, International Index to Black Periodicals Full Text, HarpWeek, IEEE/IET Electronic Library, JSTOR, Opinion Archives, Project MUSE, ScienceDirect (Elsevier), Springer eJournals

General multidisciplinary: Academic OneFile, COS Pivot, Expanded Academic ASAP Plus, General OneFile, LexisNexis Academic, Nineteenth Century Masterfile, Opposing Viewpoints in Context, Periodicals Index Online, ProQuest Dissertations and Theses, SCOPUS, Statistical

Specific Support for the Masters of Education in Teacher Leadership Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections including those related to Education. Support for the Masters of Education in Teacher Leadership Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the licensing of electronic resources.

The Library subscribes to many print journals and electronic journals which support the Masters of Education in Teacher Leadership Program. A list of electronic journals by subject is available from the Library Web by clicking on "E-Journals" on the Library Web page <www.udel.edu/library/>. In addition to various reference sources in print (see "Research Guides" on the Library Web page), the Library also makes available several electronic databases of text, audio and video resources which would support the Masters of Education in Teacher Leadership Program, including The Chronicle of Higher Education (1989-present), EdITLib Digital Library, Education Full Text, ERIC (EBSCOHost), ERIC (ProQuest), Google Scholar, Linguistics and Language Behavior Abstracts (LLBA), Physical Education Index, PsycINFO and Sociological Abstracts.

The Library also subscribes to RefWorks, a web-based bibliographic and database management system that can be used with most databases.

An expanded, selected list of databases and electronic resources includes:

Biographical databases: American National Biography, Biography and Genealogy Master Index, Biography Reference Bank, Dictionary of National Biography, Wilson Biographies Plus Illustrated

Business databases: ABI/INFORM, Business and Company Resource Center, Business Source Premier, Company ProFiles, EconLit, EDGAR Database of Corporate Information, General BusinessFile ASAP, Industry Norms and Key Business Ratios, Investext Plus, RIA Checkpoint, Standard and Poor's NetAdvantage

eBooks, Current: Credo Reference, Knovel, OECD iLibrary, Safari Books Online, Springer eBooks

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Media Complete, Education Full Text, ERIC, Grove Art, Grove Music, Historical Abstracts, Hospitality and Tourism Complete, Linguistics and Language Behavior Abstracts, Oxford Art Online, PAIS International, ProQuest History Vault, PsychINFO, Sociological Abstracts, WGSN (Worth Global Style Network)

A full list of databases is available on the Library Web (see: <www.udel.edu/library/>). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library also maintains an Institutional Repository (see: <dspace.udel.edu:8080/dspace/>), which archives research reports and documents and other resources produced by University of Delaware faculty.

The Library has a strong collection of film and video which covers a wide range of subjects that are used by all students and faculty, including the School of Education. The video collection is heavily used; is increasing in size; and there has been much consultation about it by Francis C. Poole, Librarian and Head of the Film and Video Collection Department, with faculty in a number of disciplines.

The Library has a nationally recognized Student Multimedia Design Center located in the Morris Library which provides all current University of Delaware students, faculty and staff, access to technology and training related to creation of multimedia programs. The Student Multimedia Design Center includes 80 workstations, six studios, and two classrooms focused on multimedia creation, and is open all hours the Library is open. University of Delaware users may also borrow a wide variety of multimedia equipment. The Center also provides assistance to faculty and students related to multimedia literacy skills to help integrate multimedia into instruction. Shelly L. McCoy is Librarian and Head, Student Multimedia Design Center. More information is online at: <www.lib.udel.edu/multimedia/>.

A professional librarian, Margaret G. Grotti, Senior Assistant Librarian and Coordinator, Library Instruction, Reference and Instructional Services Department, serves as liaison to the faculty in the School of Education. Suggestions for purchases received by the Library for materials related to the School of Education are directed to Ms. Grotti, who also regularly consults faculty about priorities and the direction the collections should take. Ms. Grotti is also available for instruction in the use of the Library for students and faculty.

She maintains a subject website for Education which can be accessed from the Library Web <www.udel.edu/library/> via the "Research Guides" search box on the main Library Web page or directly by the URL <guides.lib.udel.edu/education/>. In addition to electronic resources, it contains detailed descriptions of selected primary resources including printed collections; visual material; and manuscripts and archival materials.

Susan Brynteson
Vice Provost and May Morris University Librarian

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Abstracts, Web of Science (Science Citation Index; Social Sciences Citation Index; Arts and Humanities Citation Index)

General Reference: Credo Reference, EIU Country Profiles, EIU Country Reports, EIU ViewsWire, Oxford English Dictionary, RefWorks, WorldCat

Government: American State Papers (1789-1838), CQ (Congressional Quarterly) Researcher Plus Archive, CQ Weekly, LexisNexis Congressional Parliamentary Papers (House of Commons, 1801-1900), U.S. Congressional Serial Set (1817-1994)

Image databases: AP Images, ARTstor

Literature databases: African Writers Series, Black Drama, Caribbean Literature, Essay and General Literature Index, Literature Online, Literature Resource Center, MLA International Bibliography

Multimedia databases: American History in Video, Theatre in Video, VAST: Academic Video Online

Music databases: American Song, Classical Music Library, Contemporary World Music, Jazz Music Library, National Jukebox, Naxos Music Library, Oxford Music Online, Smithsonian Global Sound

Newspapers, Current: Ethnic NewsWatch, LexisNexis Academic, ProQuest Newspapers, World News Connection

Newspapers, Historic: 17th-18th Century Burney Collection Newspapers, 19th Century British Library Newspapers, 19th Century U.S. Newspapers, Accessible Archives, African Newspapers, African American Newspapers 1827-1998, America's Historical Newspapers, British Newspapers 1600-1900, Early American Newspapers, The Illustrated London News (1842-2003), Latin American Newspapers, New York Times (1851-2007 updated annually), South Asian Newspapers, Times Digital Archive (1785-1985), Times Literary Supplement Historical Archive (1902-2006 updated annually), Times of India (1838-2001), Wall Street Journal (1889-1993)

Science/Technology/Medicine databases: AGRICOLA, Aquatic Sciences Set, Biological Abstracts, Biological and Agricultural Index Plus, Biological Sciences Set, CINAHL Plus with Full Text, Compendex, Engineering Village, Environmental Sciences and Pollution Management, General Science Index, GreenFILE, GREENR, Health and Wellness Resource Center, Health Reference Center Academic, Inorganic Crystal Structure Database, Inspec, Journal Citation Reports, MEDLINE, Physics Abstracts, PubMed, Reaxys (formerly Beilstein), SciFinder (Chemical Abstracts), Springer Protocols, Web of Science

Social Sciences/Humanities databases: America: History and Life, Anthropology Plus, Art Abstracts/Art Index Retrospective, Berg Fashion Library, Black Drama, Black Studies Center, Black Thought and Culture, China: Trade, Politics, and Culture 1793-1980, Communication and Mass

University of Delaware

School of Education

Master of Education in Teacher Leadership

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- B. Origin of the Program
- C. Administration and Faculty
- D. National Standards Alignment
- E. Degrees Offered

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- B. University Admission Procedures
- C. Specific Requirements for Admission into the Master of Instruction
- D. Admission Status

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- F. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware
- G. Transfer of Credit from Another Institution
- H. Transfer of Credit from the Undergraduate Division at the University of Delaware

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Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:

- coach and mentor others
- leverage technology to foster collaboration
- systematically look at classroom-based and school-based data to identify pupils' needs and collaboratively select intervention methods
- apply understanding about diverse schools when developing culturally relevant professional development
- use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom

B. Origin of the Program

The Master of Education program was first conceptualized by a group of faculty and administrators who sought to replace the Master of Instruction program with a more current and attractive master's degree program for certified in-service teachers. Based on market research and trends demonstrating an increase in the desire and need for leadership programs, the Master of Education program in Teacher Leadership program was conceived in Fall 2012.

The program is compatible with the Academic Priorities of the University. Leadership skills and development are closely aligned with the principles of the Path to Prominence. Specifically, "***Impact*** ... students are given the opportunity to make a significant difference in the world."

This program will directly facilitate the acquisition of leadership skills and position candidates to take on highly visible leadership positions within their schools.

Additionally, the newly proposed program addresses the Path to Prominence milestone, "***Excellence in Professional Education***" which states, "...advanced scholarship and professional degrees in areas such as ...education...have become essential. We can achieve our greatest impact by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education." The newly proposed program builds on candidates' professional knowledge gained through a baccalaureate program in education and teaching experience. Candidates will specialize in leadership and develop new understandings of the Common Core State Standards, a nation-wide initiative in education reform.

C. Administration and Faculty

The Committee on Graduate Studies in Education (CGSE) is the SOE-level committee that administers all the graduate programs, including the Master of Education. The CGSE is composed of four faculty members from the School of Education, a graduate student member selected by the Education Graduate Association, and the Director of the School of Education or his/her Designee. The CGSE approves course and credit requirements, admissions policies and standards, and degree completion policies and requirements. Management of the MEd program is handled by faculty members serving as coordinators of the MEd program working through committee meetings of the faculty members affiliated with the MEd program.

The SOE is committed to the recruitment, support, and retention of full-time faculty members. Faculty members who teach graduate courses and advise graduate students in the School of Education must have a doctorate or equivalent. In some instances, faculty members with a

master's degree and special expertise in an area of Education as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching in a specialized area of education, proven scholarly ability, and the endorsement of the full-time faculty and the Director of the School of Education.

Faculty members in the School of Education, specifically the teaching faculty for the MEd in Teacher Leadership, review candidates for admission to the Master of Education, serve as advisors to candidates admitted to the program, teach courses, and evaluate candidates' key assessments.

D. National Standards Alignment

The MEd is aligned with the National Teacher Leadership Standards for degree granting programs (The standards were developed by the Teacher Leadership Exploratory Consortium). These standards require that teacher leadership programs cover seven major functions of leadership: (1) Fostering a Collaborative Culture to Support Educator Development and Student Learning; (2) Accessing and Using Research to Improve Practice and Student Learning; (3) Promoting Professional Learning for Continuous Improvement; (4) Facilitating Improvements in Instruction and Student Learning; (5) Promoting the Use of Assessments and Data for School and District Improvement; (6) Improving Outreach and Collaboration with Families and Community; and (7) Advocating for Student Learning and the Profession.

E. Degrees Offered

The degree awarded to candidates who complete this program will be a Master of Education.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Admission decisions in this program are made Fall1, Fall2, Spring 1, Spring 2, and Summer1. Admission application forms are available from the Office of Graduate Studies, from the departments, and online). (<http://www.udel.edu/gradoffice/apply>)

Applicants must submit all of the following items to the Office of Graduate Studies before admission can be considered. Incomplete applications are automatically rejected on the first business day after the deadline; however, applicants may reapply for a future term by beginning the application process again.

- H. A nonrefundable application fee must be submitted with the application. Checks must be made payable to the University of Delaware. Applications received without the application fee will not be processed. Foreign students may utilize either a check or an International Postal Money Order to remit payment in U.S. currency.
- I. An official transcript of all previous college records must be sent directly from the institution to the Office of Graduate Studies. Students who have attended the University of Delaware need not supply a transcript from Delaware. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.
- J. Baccalaureate degree from an accredited college or university. Transcripts of all undergraduate and graduate studies must be uploaded as part of the application. Applicants who previously attended the University of Delaware should list our institution on their application, but need not provide a transcript. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.
- K. Applicants must submit at least three letters of recommendation from professionals that can attest to the candidate's teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.

- L. All students whose native language is not English must submit official copies of the TOEFL or IELTS test. The minimum acceptable score for the paper-based TOEFL test is 600; the minimum acceptable score for the Internet-based TOEFL test is 100. The minimum acceptable score for the IELTS is 7.0.
- M. It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226.

C. Specific Requirements for Admission into the Master of Education in Teacher Leadership

Admission decisions are made by the full-time faculty in the School of Education.

Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum entrance requirements.

- J. Baccalaureate degree from an accredited college or university.
- K. On a 4.0 scale, a GPA of 2.75 or higher for undergraduate work
- L. A copy of the candidate's teaching license
- M. Applicants must submit at least three letters of recommendation from professionals that can attest to the candidate's teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
- N. A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue an MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.
- O. Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay, describe (1) your technology skills and experiences with technology.

D. Admission Status

Regular admission may be offered to candidates who meet all of the established entrance requirements and who have the ability, interest, and commitment necessary for successful study at the graduate level in a degree program.

This program does not offer provisional admission.

Part III. Degree Requirements for the Master of Instruction

A. Course Requirements

The Master of Education requires 30 credits of graduate-level coursework. The required coursework includes the following ten, 3-credit courses:

- 21. EDUC 622 - The Role of Literacy Across the Content Areas
- 22. EDUC 735 - Data Based Decision Making and Assessment
- 23. EDUC 768 - Coaching Teachers
- 24. EDUC 772 - Understanding Teacher Leadership
- 25. EDUC 773 - Action Research
- 26. EDUC 774 - Designing Professional Development
- 27. EDUC 775 - Foundational Skills in Common Core State Standards
- 28. EDUC 776 - Promoting Equitable Schools
- 29. EDUC 777 - Fostering Technology Based Collaboration
- 30. EDUC 839 - Topics in K-12 Policy

B. Non-Registered Degree Requirements

Technology requirements: Technology plays a vital role in the MEd in Teacher Leadership. Candidates will use technology to communicate with instructors, collaborate with peers,

document school-based instruction, and submit assignments. Given the importance of technology to this program, candidates are responsible for ensuring access to the following:

- DSL or Broadband Internet connection
- Mac or Windows personal computer with up-to-date antivirus software
- Digital Video Camera (e.g., Kodak PLAYTOUCH) or WebCam
- Internal or external microphone
- Sound card with speakers
- Scanner
- Flash Player
- Microsoft Power Point
- Microsoft Word
- Adobe Reader
- UD email
- Adobe Connect

Requirements may be revised in response to changing technologies.

Tutorial requirement: All candidates must complete the Online Learning tutorial upon admission to the program. The purpose is to provide candidates with: (1) tenets of online learning, (2) an overview of the tools used in the MEd in Teacher Leadership program, (3) sample online lessons and lectures, and (4) the opportunity to introduce themselves to an online learning community of MEd in Teacher Leadership students. Information explaining how to access the tutorial will be given in the acceptance letter. Candidates must submit a certificate of completion to their advisor prior to the start of the first course.

Scheduling requirements: Candidates are required to take courses during the fall, spring, and summer semesters. They must take two courses during the fall and spring semesters (e.g., Fall 1, Fall 2) and one during the summer semester. Courses will be offered in sequential 7-week intervals within the fall and spring semesters. Delivery will be asynchronous. If candidates do not meet these scheduling requirements, then they will wait until they can reenter the course cycle and then continue taking courses until all ten courses are completed.

Part V. General Information

A. Financial Assistance

Most students in the MEd program are part-time students who work full time as teachers in public and private schools and do not qualify for scholarship-based financial assistance. However, during fall and spring semesters they will be taking 6 graduate credits which will allow them to be considered eligible to apply for Federal student loans. Tuition assistance is sometimes available through tuition reimbursement from the teacher's school district.

B. Application for Advanced Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate Studies. The application deadlines are February 15 for Spring candidates, May 15 for Summer candidates, and September 15 for Winter candidates. The application must be signed by the candidate's adviser and by the Director or the Associate Director of the School of Education. There is an application fee of \$50 for master's degree candidates. Payment is required when the application is submitted.

C. Graduate Grade Point Average

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

D. Time Limits for the Completion of Degree Requirements

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

E. Extension of the Time Limit

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the Director of the School of Education. The Director/Associate Director will forward the request to the Office of Graduate Studies. The Office of Graduate Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

F. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware

Students who complete graduate credits with the classification of CEND (Continuing Education Nondegree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600-800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's advisor and the chair of the student's major department, and (d) the course was in accord with the specific degree program as specified by the unit's Graduate Program Policy Statement. Courses at the 500-level offered by the department in which the student has declared a major shall not be accepted for transfer.

G. Transfer of Credit from Another Institution

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be directed to the student's major department using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits:

- a. were earned with a grade of no less than B,
- b. are approved by the student's adviser and the chair of the student's major department,
- c. are in accord with the specific degree program of the student as specified by the unit's Graduate Program Policy Statement,
- d. are not older than five years, and
- e. were completed at an accredited college or university.

The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

H. Transfer of Credit from the Undergraduate Division at the University of Delaware

Candidates cannot transfer in undergraduate credits.

D. Graduate program policy document

University of Delaware
School of Education
Master of Education in Teacher Leadership

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- B. On a 4.0 scale, a GPA of 3.0 or higher for undergraduate work
- C. A copy of the candidate's teaching license
- D. Applicants must submit at least three letters of recommendation from professionals that can attest to the candidate's teaching, leadership, and academic potential. These letters are submitted via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
- E. A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue an MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.
- F. Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay, describe (1) your technology skills and experiences with technology.

D. Admission Status

Regular admission may be offered to candidates who meet all of the established entrance requirements and who have the ability, interest, and commitment necessary for successful study at the graduate level in a degree program.

This program does not offer provisional admission.

Part III. Degree Requirements for the Master of Instruction

A. Course Requirements

The Master of Education requires 30 credits of graduate-level coursework. The required coursework includes the following ten, 3-credit courses:

1. EDUC 622 - The Role of Literacy Across the Content Areas
2. EDUC 735 - Data Based Decision Making and Assessment
3. EDUC 768 - Coaching Teachers
4. EDUC 772 - Understanding Teacher Leadership
5. EDUC 773 - Action Research
6. EDUC 774 - Designing Professional Development
7. EDUC 775 - Foundational Skills in Common Core State Standards
8. EDUC 776 - Promoting Equitable Schools
9. EDUC 777 - Fostering Technology Based Collaboration
10. EDUC 720 - Teacher Leadership in Education Policy

B. Non-Registered Degree Requirements

Technology requirements: Technology plays a vital role in the MEd in Teacher Leadership.

Candidates will use technology to communicate with instructors, collaborate with peers, document school-based instruction, and submit assignments. Given the importance of technology to this program, candidates are responsible for ensuring access to the following:

- DSL or Broadband Internet connection
- Mac or Windows personal computer with up-to-date antivirus software
- Digital Video Camera or WebCam
- Internal or external microphone

- Sound card with speakers
- Scanner
- Flash Player
- Microsoft Power Point
- Microsoft Word
- Adobe Reader
- UD email
- Adobe Connect

Requirements may be revised in response to changing technologies.

Tutorial requirement: All candidates must complete the Online Learning tutorial upon admission to the program. The purpose is to provide candidates with: (1) tenets of online learning, (2) an overview of the tools used in the MEd in Teacher Leadership program and (3) the opportunity to introduce themselves to an online learning community of MEd in Teacher Leadership students. Information explaining how to access the tutorial will be given in the acceptance letter.

Scheduling requirements: Candidates are required to take courses during the fall, spring, and summer semesters. They must take two courses during the fall and spring semesters (e.g., Fall 1, Fall 2) and one during the summer semester. Courses will be offered in sequential 7-week intervals within the fall and spring semesters. Delivery will be asynchronous. If candidates do not meet these scheduling requirements, then they will wait until they can reenter the course cycle and then continue taking courses until all ten courses are completed.

Part V. General Information

A. Financial Assistance

Most students in the MEd program are part-time students who work full time as teachers in public and private schools and do not qualify for scholarship-based financial assistance. However, during fall and spring semesters they may be taking 6 graduate credits which will allow them to be considered eligible to apply for Federal student loans. Tuition assistance is sometimes available through tuition reimbursement from the teacher's school district.

B. Application for Advanced Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate Studies. The application deadlines are February 15 for Spring candidates, May 15 for Summer candidates, and September 15 for Winter candidates. The application must be signed by the candidate's adviser and by the Director or the Associate Director of the School of Education. There is an application fee of \$50 for master's degree candidates. Payment is required when the application is submitted.

C. Graduate Grade Point Average

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

D. Time Limits for the Completion of Degree Requirements

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

E. Extension of the Time Limit

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the Director of the School of Education. The Director/Associate Director will forward the request to the Office of Graduate Studies. The Office of Graduate Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

F. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware

Students who complete graduate credits with the classification of CEND (Continuing Education Nondegree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600-800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's advisor and the chair of the student's major department, and (d) the course was in accord with the specific degree program as specified by the unit's Graduate Program Policy Statement. Courses at the 500-level offered by the department in which the student has declared a major shall not be accepted for transfer.

G. Transfer of Credit from Another Institution

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be directed to the student's major department using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits:

- a. were earned with a grade of no less than B,
- b. are approved by the student's adviser and the chair of the student's major department,
- c. are in accord with the specific degree program of the student as specified by the unit's

Graduate Program Policy Statement,
d. are not older than five years, and
e. were completed at an accredited college or university.

The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

H. Transfer of Credit from the Undergraduate Division at the University of Delaware
Candidates cannot transfer in undergraduate credits.

E. Assessment of library resources available to support the graduate program as provided by the UD Library

(See following pages).



University of Delaware Library

VICE PROVOST FOR LIBRARIES AND MUSEUMS
AND MAY MORRIS UNIVERSITY LIBRARIAN

181 South College Avenue
Newark, DE 19717-5267
Phone: 302-831-2231
Fax: 302-831-1046

October 11, 2017

Memorandum

To: Elizabeth N. Farley-Ripple
Associate Professor and Associate Director
School of Education

From: Trevor A. Dawes
Vice Provost for Libraries and Museums
and May Morris University Librarian

I am responding to your request to supply information about the capability of the University of Delaware Library to support permanent status for the M.Ed. in Teacher Leadership. This program is a fully online M.Ed. program.

The University of Delaware Library, with its strong education, social sciences, interdisciplinary and electronic collections, is well able to support this program. Enclosed is a description of collections, resources and services available for this purpose.

I would be pleased to respond to any questions.

TAD/nb
Enclosure

c: University of Delaware Library
Susan A. Davi, Associate Librarian and Head, Collection Management and Licensed
Electronic Content Department
M. Dina Giambi, Associate University Librarian for Budget and Collections
Margaret G. (Meg) Grotti, Associate Librarian and Assistant Head of Instructional Services
Sandra K. Millard, Deputy University Librarian and Associate University Librarian
for Public Services and Outreach
Nancy R. Nelson, Head, Access Services Department, and Interim Head, Reference and
Instructional Services Department
Faculty Senate
Karren A. Helsel-Spry, Administrative Assistant IV



October 11, 2017

Report on Library Services and Collections in Support of the
M.Ed. in Teacher Leadership

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; two branch libraries located on the Newark campus, the Chemistry Library and the Physics Library; and a third branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. The graduate program in Teacher Leadership is directly supported by the Library's strong collections in education, psychology, sociology, communication, and public policy.

Books, full-text electronic journals and electronic books, databases, periodicals, microforms, government publications, maps, manuscripts and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware and the nation. Library staff members provide a wide range of services.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains the complete file of every patent issued by the U.S. Patent and Trademark Office (PTO).

The online catalog, DELCAT Discovery, provides access to millions of items by author, title, subject and keyword.

Library collections number over 2,790,000 and are broadly based and comprehensive. In 2016/2017, the Library Web <library.udel.edu/> received over 3,900,000 page views.

Specific Support for Teacher Leadership

"Teacher leadership is in high demand in school districts and institutions across the nation. Teacher leadership is the process by which teachers work collaboratively with other faculty, staff, and community members to improve teaching practices that enrich the learning environment and lead to higher achieving classrooms.

Teacher leaders have the skills necessary to lead school and district-wide initiatives and projects such as new technology implementation, or professional learning community (PLC) facilitation. Teacher leaders may stay in the classroom where their passion is, and where they feel they can make the greatest impact, however, many expand their careers into roles that are key to facilitating improvements in instruction, student outcomes, and peer development."

<<http://www.education.udel.edu/teacherleadership/news-trends/what-is-teacher-leadership/>>

The Library's collections are strong and are well able to support the M.Ed. program in Teacher Leadership. For many years, the Library has supported related graduate and undergraduate programs in education, human development, family studies, sociology, psychology, and public policy. The collections in these areas are excellent and continue to grow. Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections.

An experienced librarian, Margaret G. (Meg) Grotti, Associate Librarian and Assistant Head of Instructional Services, Reference and Instructional Services Department, serves as the Library liaison to the faculty in the School of Education. As Library liaison, Ms. Grotti works with the School of Education to:

- Further develop Library collections, both print and electronic to support the teaching, learning and research needs of the department and its programs
- Provide research support for faculty and students in a consultation setting
- Provide instruction in a classroom setting
- Serve as a resource for the information needs of the School of Education as they relate to the Library, Scholarly Communication, Open Access and other topics

More than 250 research guides <guides.lib.udel.edu/> in all subject areas have been developed and are maintained by Library liaisons. These research guides describe Library resources and assist students in the research process. In this context, Ms. Grotti maintains research guides for all areas within the School of Education. These guides introduce students to a wide array of useful resources including databases, eJournals, eBooks, reference materials, visual material and more. Ms. Grotti is also available to work with faculty to develop research guides for specific courses within this program.

In addition to its extensive print-based collections, the Library provides access to more than 85,000 electronic journals <library.udel.edu/ejournals/> and more than 580,000 electronic books <library.udel.edu/ebooks/>. Within the Library's eJournal collection, education and the related social sciences are very strong, including almost all the journals published by Taylor & Francis, Sage, Elsevier, Springer, Wiley, American Psychological Association, and the archival journals provided by JSTOR. In addition, many full-text journals are included in the *Education Source* database.

Information from current newspapers is available from *LexisNexis Academic* and *ProQuest Newsstand*. Access to *The New York Times* is available from NYTimes.com.

Within the eBook collection, online access to most books published by Springer, now including Palgrave Macmillan, from 2005-present is of particular importance. Other eBooks related to this program are available from *ProQuest Ebook Central*, *EBSCOhost eBooks*, and *Books at JSTOR*.

Elizabeth N. Farley-Ripple
October 11, 2017
Page 3

The Library subscribes to more than 400 online databases <library.udel.edu/databases/> which support research in all areas. A wide range of databases support the study, research, and teaching of teacher leadership. Among the most important are: *Education Source*, *Educational Administration*

Abstracts, *ERIC*, *PsycINFO*, and *Scopus*. In addition to these databases, the Library also provides access to *Academic Video Online* which includes *Education in Video*. Other education-related video materials are available in *Kanopy*, *Docuseek2*, and *Media Education Foundation Digital Collection*. The online version of *Mental Measurement Yearbook with Tests in Print* may also be useful to students in this program.

The Library also subscribes to *RefWorks*, a web-based citation management tool that can be used with most databases.

The Library has strong collections of film and video <library.udel.edu/filmandvideo/> which support study and teaching in all subject areas.

The Library has a nationally recognized Student Multimedia Design Center <library.udel.edu/multimedia/> which provides access to equipment, software, and training related to the creation of multimedia projects. The Student Multimedia Design Center includes over 80 workstations, six studios, and two classrooms focused on multimedia creation. University of Delaware users also may borrow a wide variety of multimedia equipment. Through its Multimedia Literacy program, the Student Multimedia Design Center provides instructional support for faculty seeking to incorporate multimedia into their assignments.

The Library also maintains an Institutional Repository <udspace.udel.edu/>, which archives research reports, documents, and other resources produced by University of Delaware faculty and students.



Trevor A. Dawes
Vice Provost for Libraries and Museums
and May Morris University Librarian

F. Self Study Report

1. General information about the program:

a. Brief introduction and history of the program – include dates.

The Master of Education program was first conceptualized by a group of faculty and administrators who sought to replace the Master of Instruction program with a more current and attractive master's degree program for certified in-service teachers. Based on market research and trends demonstrating an increase in the desire and need for leadership program, the Master of Education program in Teacher Leadership program was conceived in Fall 2012, approved in Spring 2013, and the first course was offered Fall 2014.

The MEd in Teacher Leadership is a fully online 30-credit graduate program that prepares educators to gain understanding of school-based teacher leadership roles and responsibilities. The program is aligned to the National Teacher Leadership Standards (NTLS) developed by the Teacher Leadership Exploratory Consortium. Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:

- coach and mentor others
- leverage technology to foster collaboration
- systematically look at classroom-based and school-based data to identify pupils' needs and collaboratively select intervention methods
- apply understanding about diverse schools when developing culturally relevant professional development
- use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom.

After one year of the program being delivered by School of Education faculty, in 2015, the School of Education partnered with Wiley Education Services to deliver the program. No changes to the program were made as a result of the partnership, and Wiley's services have been used to support recruitment, admission, course registration, and course site development.

In Spring 2015, program changes were approved by faculty senate, which included a course change, course name change, and adjustment of the minimum GPA.

To date the program has graduated four cohorts of teacher leaders and continues to grow with each admission cycle.

b. Explain how the program is compatible with the academic priorities of the University.

At the time of inception, the program was found compatible with the Academic Priorities of the

University. Leadership skills and development are closely aligned with the principles of the Path to Prominence, the governing document for academic priorities at the time. Specifically, “**Impact** ... students are given the opportunity to make a significant difference in the world.” This program directly facilitates the acquisition of leadership skills and position candidates to take on highly visible leadership positions within their schools. Additionally, the newly proposed program addresses the Path to Prominence milestone, “**Excellence in Professional Education**” which states, “...advanced scholarship and professional degrees in areas such as ...education...have become essential. We achieve our greatest impact by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education.” The MED-TL program builds on candidates’ professional knowledge gained through a baccalaureate program in education and teaching experience. Candidates specialize in leadership and develop new understandings of how to strengthen their school communities.

Currently, the President prioritizes the following goals: (1) enhance the success of our students; (2) foster an environment of inclusive excellence; (3) invest in our intellectual and physical capital; (4) strengthen interdisciplinary and global programs; and (5) foster a spirit of innovation and entrepreneurship. The MED-TL demonstrates alignment to all of these goals, but most clearly 1, 2, and 5. As demonstrated in this self study, our students are extremely successful both in their coursework and in their outcomes. This is due not only to their dedication and commitment, but to those of the faculty as well in developing a careful and intentional program of study that is both innovative in design and delivery and entrepreneurial in meeting the current demand for teacher leaders nationwide. Additionally, our program is accessible online and available for a lower cost than many other graduate programs, creating opportunities for all educators to participate in professional learning. Relatedly, the content of the program includes courses attending to equity and inclusiveness in public education, which advances not only an inclusive environment at UD but extends that commitment to the K-12 system as well.

Overall, the program demonstrates clear alignment to the academic priorities of the University.

c. Explain how the program will help students meet the general education requirements of the University, specifically the ten (10) general education goals for undergraduate education (please note that this section applies only to undergraduate programs).

N/A

d. Curricular requirements, including fulfillment of University, college and departmental requirements.

The program requires the completion of ten 3-credit courses that address the National Teacher Leader Model Standards. The online teacher leadership courses are 7 weeks long, with 5 terms offered per calendar year. Students typically start the program in Fall A, Spring A or Summer, but can begin in any of the terms offered throughout the year.

EDUC 622 The Role of Literacy Across the Content Areas

Explores contributions of literacy research for content learning (e.g., math, science, social studies, and language arts). Underscores benefits of linking reading, writing, listening, speaking and viewing for acquisition of content area knowledge. Provides instructional frameworks for supporting student learning from texts.

EDUC 735 Data-Based Decision Making & Assessment

Prepares aspiring leaders to understand, manage and use data for student assessment, instructional planning and school improvement.

EDUC 772 Understanding Teacher Leadership

Promotes understanding of education standards and self as a leader. Familiarizes candidates with existing literature and research base for teacher leadership.

EDUC 773 Action Research

Explores the major tenets of action research and prepares candidates to conduct school-based and classroom-based action research and communicate findings of research to multiple stakeholders.

EDUC 775 Foundational Skills in a Standards Based Curriculum

Prepares teacher-leaders with the foundational skills needed to interpret changing educational standards and to design curriculum and instruction that is aligned with these standards.

EDUC 777 Fostering Technology-Based Collaboration

Explores ways for teacher leaders to use technology to promote collegial environments that focus on continuous improvement of instruction and student learning.

EDUC 720 Teacher Leadership in Education Policy

Supports the development of teacher leaders to understand, influence, and implement educational policy in their schools. Focuses on key issues in educational policy, with emphasis on the policy process, politics of education, and policy implementation.

EDUC 774 Designing Professional Development

Contributes to the understanding of professional development and impact on student learning. Supports monitoring and assessment of professional development impact.

EDUC 768 Coaching Teachers

Prepares future teacher leaders to provide formative support for teachers. Examines outside-the-classroom coaching contexts (voluntary study groups and grade-level team meetings) and addresses inside-the-classroom interactions, including school-wide walk-throughs and one-on-one coaching with preconference, targeted observation, and post-conference.

EDUC 776 Promoting Equitable Schools

Explores how schooling structures, practices and policies produce or resist educational equity for diverse families, cultures and communities. Identifies challenges and opportunities at the

classroom and school-wide levels to engage families and communities in efforts to provide equitable opportunities and outcomes for all students.

e. Results of assessments or evaluations regarding the quality of the program – must indicate policies and procedures, how the assessment was used, and how the program changed because of it. What has the program accomplished in order to enhance assessment, particularly focusing on student learning outcomes?

The MEd in TL courses are designed to address the Teacher Leader Model Standards as identified by the National Teacher Leadership Consortium. At the time the program was designed we were required to collect NCATE data resulting in the following assessment plan:

Original Assessment Plan for MEd in TL Program

NCATE Element	Course Collected	Type of Assessment
Content Knowledge	EDUC 772: Understanding Teacher Leadership	Exam
Pedagogical Content Knowledge and Skills	EDUC 622: The Role of Literacy in the Content Areas	Unit Plan
Professional Content Knowledge and Skills	EDUC 774: Designing Professional Development	Unit Plan
Student Learning	EDUC 773: Action Research	Action Research Project
Professional Dispositions	After each course, the instructors will complete a survey about the students' dispositions. The program coordinator will compile the data and review them after the students complete five courses	Unit Assessment for Dispositions

We collected data following this plan for the first two years of the program and the results are below.

NCATE Element	Course Collected	Type of Assessment	Semester/Year /# of Students	Student Grades
Content Knowledge	EDUC 772: Understanding Teacher Leadership	Exam	Fall/2014/19	A = 19

Pedagogical Content Knowledge and Skills	EDUC 622: The Role of Literacy in the Content Areas	Unit Plan	Sp/2015/24	A = 12 A- = 5 B+ = 4 B = 1 B- = 1 C+ = 1
Professional Content Knowledge and Skills	EDUC 774: Designing Professional Development	Unit Plan	Sp/2016/58	A = 38 A- = 9 B+ = 9 B = 1 B- = 1
Student Learning	EDUC 773: Action Research	Action Research Project	Fall/2014/22	A - 21 B - 1
Professional Dispositions	After each course, the instructors will complete a survey about the students' professional dispositions as educators along eight dimensions. The program coordinator compiled the data and reviewed them after the students completed five courses.	Unit Assessment for Dispositions	Fall/2015/43	Faculty scored student dispositions as unacceptable, acceptable, or target. No student was rated as unacceptable on any dimension. No more than 3 students were rated as acceptable for any dimension. 40-43 of 43 students were rated as target on each dimension.

As of Fall 2016, we are no longer required to collect NCATE data because our program does not lead to state certification. Program faculty decided to utilize students' final course grades to assess the quality of the individual courses and to assess student learning outcomes. This decision was made because each course is specifically designed to address applicable Teacher Leader Model Standards. Faculty felt the course grades reflected a holistic assessment of student knowledge. Below are course grades beginning in Fall 2016:

Semester	Course	# of Students	Student Grades
F '16	772	60	A = 42 A- = 17
F '16	773	50	A = 39 A- = 8 B+ = 3 B = 1 B- = 1
Sp '17	622	53	A = 35 A- = 14 B+ = 2 B = 1 B- = 1
Sp '17	777	54	A=45 A-=6 B+=1 B=2
Su '17	720	56	A=36 A-=9 B+=1 B=3 B-=3 C+=2 C=1

Program assessment data indicate that students are meeting faculty and course expectations for teacher leadership. Faculty meet regularly to discuss student progress not only in courses but in the program. We have found the data referenced above to be indicative of the careful and intentional course design, coupled with the high caliber of students admitted to this program. Few adjustments to our assessment plan or curriculum have been necessary to date.

f. What are the department/unit's strategies for student advisement?

Upon admission to the program, students are enrolled in the Canvas Online New Student Orientation. The NSO provides students with logistical and programmatic information related to the graduate level work. It also introduces them to MEd in TL faculty and the policies and procedures adhered to by faculty.

During the first week of class, all new students are introduced to the Student Service Coordinator. The Coordinator will be a resource to them through graduation. The Coordinator will assist students with registration, call/text/email with reminders of key dates, and serve as the student's main point of contact when questions arise.

All students are also in continuous contact with the MEd in TL Program Coordinator, Dr. Rachel Karchmer-Klein. Dr. Karchmer-Klein emails students periodically to ensure students' questions are answered. Additionally, she is responsible for contacting students the semester before they graduate to ensure they complete the Application for Advanced Degree and are informed of all graduation policies and procedures.

g. If applicable, specify if the program meets all accreditation requirements (e.g., ABET, AACSB, APA, CADE etc.).

This program does not lead to a professional certification; therefore there are no accreditation requirements specific to this program.

h. Report any changes in the program admission criteria, degree requirements, or subject areas since the program was initiated.

1. The GPA was changed from 2.75 to 3.0. Since students must maintain a 3.0 GPA to graduate from our MEd program, faculty determined it would be advantageous to increase the GPA to reflect the expectations of the program.
2. The MEd in TL program requires students to take a course that increases their understanding, influence, and implementation of educational policy in their schools. *EDUC 839: Education Policy and Governance* was originally a requirement in the MEd in TL program. EDUC 839 was designed for doctoral-level studies and after offering it to our first cohort of students, the instructor determined a course designed specifically for teacher leaders would be more advantageous. The faculty submitted a course change to Faculty Senate and received approval. In summer 2017, EDUC 720 was offered for the first time.

i. General description of recruiting procedures – include any information for underrepresented populations.

The MEd in TL is in partnership with Wiley for recruitment efforts. Below is a list of recruitment efforts:

Marketing:

Search engine marketing (microsite/web efforts):

- Content development: Create unique content for the program based on topics and keywords in the education arena to maximize site relevance
- Link building: Create external links and links within microsite to boost SEO rankings
- Continual refinement to program content, navigation, user experience, conversion mechanisms, search engine optimization, etc.

Display advertising:

- Pay-per-click: Search engine query ads delivered on desired keywords
- Display banners
- Real-time bidding banners: Served based on contextual and behavioral user parameters
- Retargeting messaging: Served to visitors based on prior website and paid media interactions

Affiliate marketing (presence on key 3rd-party online education directories):

- Gradschools.com
- Keypath
- Quintstreet

Targeted email campaigns:

- Alumni outreach emails
- External audiences:

Inquiry database engagement emails (continual engagement once the prospective student has asked for more information):

- Program information
- Application information and deadline reminders
- Schedule an appointment

Virtual Open House (webinars broadcast to inquiry database):

- To enhance faculty-to-student engagement
- To provide another form of informational media

Corporate Marketing Outreach

- Overall goal to create corporate partnerships that offer potential applicants tuition discounts and cast a larger net of potential applicants
- To date, there are quarterly meetings with current partner, Delaware State Education Association (DSEA), where the Association sends communication about the program to its 12,000+ teachers and educators in the Delaware Public School system
- Currently partnered with the State of Delaware where they too, share our programs information with their members. They are also working with us on permissions to reach out to individual school districts.

- Similar efforts also being conducted in Pennsylvania and Maryland
- 10% of our new students have comes from corporate efforts

Admissions:

Once a potential student is identified through either a marketing channel, a self-submitted ‘request for information’ form, or a call-in to the online admissions phone line, s/he will begin working with a member of the online admissions team via Wiley. The potential student will have a series of calls with their admission representative that helps determine if the University is a right fit for the student, as well as if the student is a right fit for the University and program. Once a potential student completes an application, s/he will receive a series of emails that help the student complete their admissions file. These emails both remind potential students of what documents are still missing from their admissions file, as well as notify a student when a document is received. Potential students are also invited to attend Virtual Open Houses that are webinars conducted by a faculty member that represents the program. These types of webinars allow for more faculty to student engagement.

After completion of their admissions file, campus is notified so the file may be reviewed by the admissions committee for a decision. Once a decision has been made, the admissions representative will relay the information to the student. If accepted, the student will continue to work with their admissions representative to register for courses, receive an introduction to the Student Finance department, and continue to be a resource through the first week of class.

2. Student information:

a. Application and enrollment history – provide a tabular summary or graphical representation by year showing numbers of applicants, offers, matriculated, graduated, and dropped out (this data must be confirmed by the Admission’s Office, the Registrar’s Office, the Office of Graduate Studies or the Office of Institutional Research and Planning, as appropriate).

	Applied	Admitted	Matriculated	Withdrawn	Graduated
2014	22	19	19		
2015	28	28	26	2	
2016	45	37	32		22
2017 (as of 9/29/17)	30	27	25	1	39

b. Annotated evidence of placement for students who have graduated – indicate how the

department facilitates placement.

In Spring 2016, the faculty hosted in collaboration with the Delaware Academy for School Leadership a virtual workshop about strategies for finding and securing leadership positions in education titled *How to Pursue Teacher Leadership Opportunities After Graduation*. This workshop was recorded and sent out to MED-TL students unable to attend in person. It is posted on the online New Student Orientation website where it continues to be a resource for our students. Although we do not track/facilitate placement upon graduation, we surveyed graduates and learned that several have moved on to serve as coaches, department chairs, and as mentors. We also note that graduates of the MED-TL program may or may not move into new leadership positions, as the purpose of the program is to train educators to lead from the classroom. We have received feedback that suggests the program has a strong impact on those remaining in their current positions as well. Below are some examples:

The MEd in TL program, more than anything, built more confidence into my practice. From teaching in the classroom to working on committees with teacher colleagues and administrators to working within the school community, I have clearer vision about what it is I would like to see accomplished as an educator and I have a better understanding about how to best achieve those goals.

The program has given me more confidence in the field. Since the program I have transferred to a public school and I believe the program was instrumental throughout the interviewing process. I was able to provide examples of technology usage in my classroom. I impressed administrators with technology tools I utilize on a daily basis in my classroom. I was also well versed in professional development and action research.

My school identified me as a reliable teacher leader as I am a valued committee member of pivotal, new committees such as the School Improvement Plan and our School Climate committee. Yes, teachers serve on these committees, but I know the Staff Development Teacher has reached out to me to serve specifically due to my degree.

c. Identify sources and levels of financial support for students in the graduate program and indicate the proportion receiving assistantships*.

The College of Education and Human Development grants reduced-tuition scholarships to graduate students meeting certain criteria so that students pay \$650 per credit rather than the standard tuition amount. Matriculation in the MED-TL program is one of the criteria, greatly reducing the cost to our students. Other financial aid options, such as federal loans, may be available depending on student eligibility. No students are supported on assistantships as MED-TL students are full-time teachers and therefore ineligible. However, students in the program are eligible for financial aid and other scholarships for graduate study, and those opportunities are currently available through the UD Graduate Office.

3. Identify demand and competitive factors in the region, nationally or internationally for attracting students – explain how this benefits and/or challenges the program.

Teacher leadership is a quickly growing professional field (NCES, 2011 & Bureau of Labor Statistics, 2010). For instance, in June 2017 bipartisan legislation was introduced by U.S. Senators Chris Coons (D-Del.), Joni Ernst (R-Iowa), Chuck Grassley (R-Iowa), and Jack Reed (D-R.I.). The [Teachers Are Leaders Act](#) authorizes using funds in the existing Teacher Quality Partnerships grant designated in the Higher Education Act for the professional development of teacher leader roles. Its acceptance means teachers may receive grant money to get the training and education needed to step into positions that expand their authority and reach in spurring educational change without having to leave the classroom. Because the act uses funds already allocated by the Department of Education, it comes at no new cost to taxpayers.

In the state of Delaware, all certified teachers must complete continuing education credits. Recently, Delaware mandated that teachers must fulfill 40% of their continuing credits with professional development or course work focused in the area of teacher leadership.

These contextual factors positively benefit the MED-TL program as they incentivize teachers to pursue graduate education in leadership and promote national recognition of teacher leadership as a career path. Further, since our program is available online, it is accessible to educators in states beyond Delaware that have policies that promote teacher leadership.

One contextual factor that challenges our program is funding available to educators for graduate education. Whereas districts in Delaware and many other states previously reimbursed students for graduate coursework, these incentives have largely been dismantled. However, this is an issue for all education programs and is not specific to the MED-TL.

4. Identify factors that make this program unique or distinctive compared to similar programs at other institutions.

In spite of national attention to the role of teacher leadership as distinct from educational administration (also described as school leadership), educational leadership programs abound and typically prepare candidates for leadership in formal administrative roles, resulting in certification as a principal, for example. In contrast, our program supports teachers' desires to fulfill leadership roles outside of administration, often leading from the classroom or retaining an instructional position as a coach or department chair. Relatedly, the coursework for the MED-TL is specifically tailored to these goals and is designed for application and professional growth in students' current roles as well as leadership roles they may assume in the future, whereas traditional education leadership programs prepare students for roles they may seek after graduation or a later point in their career. Finally, the online nature of the program ensures access to students in any geographical location, which means that educators that do not live in close proximity to an institute of higher education are afforded the opportunity to achieve their professional goals while maintaining full-time employment. This combination of features is unique, and as a result, this program is leading the field in teacher leader preparation.

5. Overview of interdisciplinary relationships (if any) – include trends on what students choose for electives.

The MED-TL does not have a relationship with programs or faculty in other disciplines. There

are no electives in the program, as all courses are focused on classroom practice and leadership in education.

6. Characterize whether the facilities available for this program are adequate to support student, faculty, and staff needs.

This program is delivered entirely online. Faculty are equipped with appropriate technology and other resources (e.g. library) to support delivery of a high quality, online program. Students are advised prior to matriculation of the technological requirements of the program and, to date, all have been able to meet them.

7. Provide information on other budgetary requirements of the program beyond the typical unit expenses.

In order to maintain the quality and integrity of the program, resources will be needed to make sure faculty have the most current technology given the online design and delivery of the program.

8. Other information of value for the review of the program.

G. Appendices for supporting documentation



TO: College Graduate Studies Committee

FROM: Chrystalla Mouza *C. Mouza*
Interim Director, School of Education

RE: Permanent Status Review of Masters in Teacher Leadership

Date: October 8, 2017

I am writing to offer my enthusiastic support for permanent status approval for the MED in Teacher Leadership.

The MED Teacher Leadership fills a unique need of preparing teachers with the knowledge and skills required to effectively lead from their classrooms. Recently, Congress introduced the *Teachers as Leaders Act* to support the professional development of teacher leader roles that allow them to expand their authority and reach without having to leave the classroom. Our program is directly aligned with the objectives of the Act and has already made significant strides in preparing teachers to become leaders back in their schools and districts.

The MED Teacher Leadership degree is the first program in the School of Education to be offered completely online. The faculty in the program is dedicated and knowledgeable of best practices in online education. Faculty meets regularly as a team to discuss strengths and potential revisions to the program in order to offer the highest quality program. To date, faculty members in the program have successfully designed and offered 10 courses that engage learners in interactive, experiential learning opportunities that are directly applied to educational settings in real time.

Since 2014 the number of matriculated students has increased and all students report great satisfaction with the coursework both in their regular course evaluations and other evaluation measures collected by the program faculty. This steady stream of students makes the program generative for our College.


In closing, I strongly support granting permanent status to the MED in Teacher Leadership. The commitment and expertise of the faculty engaged in the program, their enthusiasm in working with teacher leaders, the quality of the students who enroll in the program, and its national relevance make it a strong addition to our graduate offerings in the School of Education. The program is also a strong asset to the University's efforts to expand and strengthen graduate education.



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To: Chrystalla Mouza
Interim Director, School of Education

From: Carol Vukelich 
Dean

Subject: Letter of Support for Permanent Status of the Master of Education in Teacher Leadership

Date: October 4, 2017

I write in support of the Master of Education in Teacher Leadership program earning permanent status by the Faculty Senate.

To date, 103 educators have matriculated into the program. Since its launch in 2014, the number of matriculated candidates has steadily increased, from 19 admitted applicants matriculating in 2014 to 32 admitted applicants matriculating in 2016. As of 9/29/17, this year's number of admitted matriculated applicants is 25. With three months remaining in the calendar year, the projection is for a slight increase over last year's 32 matriculations. No admitted student has withdrawn from the program, and 61 students have graduated.

Students' informal response to the program has been very positive. Below I provide three testimonials:

"The confidence in myself and in the knowledge I have gained through these courses have allowed me to take on two new roles. The first role is the lead teacher on the special education committee. The second role I have been given by the administration is grade level facilitator."

— Chelsey Merkel, M.Ed. in Teacher Leadership Graduate

"This program was very effective and gave me liberty to pace my education in my own stride."

— Arielle Johnson, M.Ed. in Teacher Leadership Graduate

"Our first class – Understanding Teacher Leadership – inspired me to start a professional learning community with colleagues in my math department."

— Megan Wagaman, M.Ed. in Teacher Leadership Graduate

The program is a locally and nationally relevant degree as demonstrated by the Teachers as Leaders Act introduced to Congress in June 2017, as well as teacher leadership initiatives taking place in school districts around the country. The program at UD fills the need of preparing teachers with the skills necessary to effectively lead from their classrooms. Importantly, the program is the first 100% online program offered by the School of Education. Faculty have successfully designed and offered 10 courses that engage learners in interactive, experiential learning opportunities that are directly applied to educational settings in real time. After 3 years, the program continues to attract highly qualified applicants and generate money for the College. Additionally, the faculty meet regularly as a team to discuss strengths and potential revisions to the program in order to offer the highest quality program.

From my perspective, the program is a quality program that is making a difference in educators' lives. I see it as being very worthy of being granted permanent status.