

NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Ed.S. Applied Teacher Leadership (CIP 131206)

University of South Carolina Upstate (Site: 85750; Institution Code)

A. SUMMARY

The University of South Carolina Upstate College of Education, Human Performance and Health (CoEHPPH) is proposing an Ed.S. in Applied Teacher Leadership Program (TLP). This advanced degree program is targeting certified teachers who want to increase their instructional and leadership skills beyond the Master’s degree level of competence. The purpose of the program is to prepare candidates to serve in teacher-centered leadership roles within the school or at the district level. The program requires 30 credit hours for completion, is introducing 10 new courses, and aims to comprehensively prepare candidates to extend their reach to others’ classrooms and ultimately make an impact on school and school district success. The program will be delivered 100% online and will begin August 2025.

The program requires additional institutional admission requirements that include the following.

- Master’s Degree in Education Field
- Teaching Certificate
- Current Curriculum Vitae/Resume
- Submission of School or District Mentor Agreement Form
- Submission of 2-3 Page Letter (Motivation for Entering the Program)

B. UNIVERSITY STUDENT AND PROGRAM DATA, 2023 Preliminary

Graduate in-state/out-of-State Enrollment, Fall 2022	207 (44%) / 268 (56%)
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C. INSTITUTIONAL APPROVALS AND DATES OF APPROVAL (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

College of Education, Human Performance, and Health – 1/8/2024

University of South Carolina Upstate Graduate Committee - 2/22/2024

University of South Carolina Upstate Academic Affairs - 4/5/24

University of South Carolina Upstate Senate - 4/19/24

University of South Carolina Upstate Provost - 4/29/24

University of South Carolina President and Board of Trustees – 6/19/24

#### D. SIMILAR PROGRAMS IN SOUTH CAROLINA – PUBLIC AND PRIVATE INSTITUTIONS

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
EdS Education Specialist	30	Columbia International University	Both programs offer a 100% online education specialist degree.	Although this university's education specialist degree is defined as a general educational administration and supervision degree (view CIP code), this degree allows students to take doctorate level courses (electives) that focuses on leadership or curriculum and instruction. Special emphasis on coursework that focuses on the Christian perspective.
EdS Administration and Supervision	30	Converse University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.

EdS Literacy	36	Converse University	Both programs offer a 100% online education specialist degree.	This university's education specialist degree focuses on Literacy (one which may lead to endorsement in Literacy through the South Carolina Department of Education). USC Upstate's specialist degree will provide the coursework to gain the Teacher Leadership endorsement.
EdS Education Administration	36	South Carolina State University	Both programs offer a 100% online education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.
EdS Educational Leadership	30	Winthrop University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is

				designed for teachers who wish to lead peers but remain in the classroom.
EdS Education Systems Administration	33	Anderson University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.
MEd Educator Leadership	36	University of South Carolina Aiken	Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department of Education Teacher Leader endorsement (which includes a	Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (issued through the South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to

			<p>course in Professional Leadership and Mentoring, Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).</p>	<p>support leadership positions at the school level such as advanced study of School Improvement and Professional Development, Principles of Coaching and Curriculum, and Bridging Research and Practice (which explores beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy most of the "Specialty Area Strands" offered in USC Aiken's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.</p>
MEd Teacher Leadership	36	Southern Wesleyan University	<p>Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department of Education Teacher Leader endorsement (which includes a course in Professional Leadership and</p>	<p>Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to support leadership positions at the school level such as School Improvement and Professional Development, Principles of Coaching and</p>

			Mentoring, Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).	Curriculum, and Bridging Research and Practice (which explores beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy most of the "Content Area Electives" areas (aside from special education and e-learning courses) offered in Southern Wesleyan University's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.
MEd Teacher Leadership	36	Limestone College	Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department of Education Teacher Leader endorsement (which includes a course in Professional Leadership and Mentoring,	Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to support leadership positions at the school level such as School Improvement and Professional Development, Principles of Coaching and Curriculum, and Bridging Research and Practice (which explores

			Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).	beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy elective coursework in Project-Based Learning (an endorsement area) offered in Limestone College's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.
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## E. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025	13	13	13
2025-2026	26	26	13
2026-2027	26	26	13
2027-2028	26	26	13
2028-2029	26	26	13

The modest enrollment projection is based on a flat annual intake of 13 students that accommodates approximately two students from each of Spartanburg's school districts, with allowance for one student to drop the program. 13 students per course section is what current faculty is used to supporting for field-based experiences in our education programs. We anticipate that more students in neighboring counties within the region will express interest in this program. Students that begin in the Fall semester of a given year should graduate in the Spring of the following year (5-semester degree). Should a surplus of students show interest, the college is prepared to make accommodations.

## F. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source <sup>1</sup>
	Expected # of Jobs	Employment Projection	Expected # of Jobs	Employment Projection	
PK-12 Teacher <sup>2</sup>	7000 +/- teaching positions needed in SC each year	+11% annually	346,200 new jobs added by 2031	+5% annually	<a href="#">Education, Training, and Library Occupations: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)</a>

<sup>1</sup> Links are embedded within table.

<sup>2</sup> PK-12 (if an EdS graduate remains in Classroom - Salary Increase) - Supports teacher retention; 1000+ vacancies were never filled last year.

					Accessed July 01, 2023
Instructional Coordinator <sup>3</sup>	There are 1800 +/- instructional Coaches currently in SC Schools 21 Lit Specialists	+13% expected growth (O*Net)	20,900 new jobs added by 2031	+7% annually	<a href="#">Instructional Coordinators: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov);</a> Accessed July 01, 2023  US Dept. of Ed. NCES (Nat'l Center for Ed Stats) - NTPS (Nat'l Teacher/Principal Survey). Accessed July 01, 2023  <a href="#">Literacy Coaching Models in the Southeast (ed.gov);</a> Accessed July 01, 2023  <a href="#">America's Career InfoNet Toolkit   CareerOneStop</a> Accessed July 01, 2023
Training and Development Manager <sup>4</sup>	90 projected openings by 2031	+17%	36,500 new jobs added by 2031.	+8% annually	<a href="#">Training and Development Specialists: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)</a> Accessed July 01, 2023

<sup>3</sup> Information includes Schools that had staff with specialist or academic coaching assignments: Percentage of K–12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics - “Instructional coordinators oversee school curriculums and teaching standards. They develop instructional material, implement it, and assess its effectiveness” (BLS). Specialists can be different from coaches (as they are the support for the coaches). Curriculum Coordinator, Curriculum Director, Curriculum Specialist, Curriculum and Instruction Director, Education Specialist, Instructional Designer, Instructional Systems Specialist, Instructional Technologist, Learning Development Specialist, Program Administrator... 1 of every 2 schools have an instructional coach or specialist.

<sup>4</sup> spend much of their time working with people, giving presentations, and leading training activities” (BLS)

Education Teachers (Post Secondary)	110 projected openings by 2031	10%	7300 projected openings by 2031	+ 9% annually	<a href="#">Occupation Profile for Education Teachers, Postsecondary   CareerOneStop</a> Accessed July 01, 2023
Other School-Level Administrator <sup>5</sup>	330 projected openings by 2030	10%	23,500 projected openings by 2031	+5%	<a href="#">Occupation Profile for Education Administrators, Kindergarten through Secondary   CareerOneStop</a> Accessed July 01, 2023

#### G. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	5/3/2024	
Summary of staff comments, responses, and versions	6/17/2024	June 17 Revision Request <ul style="list-style-type: none"> <li>Institutional signatures not provided.</li> <li>Course credit hours not provided.</li> <li>Indication of all full-time FTE positions requested.</li> </ul>
ACAP Considerations	July 11, 2024	ACAP questions: None Responses: N/A Vote: Approved
CAAL Considerations (See attached commissioner questions and responses)		CAAL questions Responses Vote
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

<sup>5</sup> i.e., coach or specialist position) not including school principal.

## H. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

### a. STAFF RECOMMENDED ACTION

Recommended

### b. ACAP RECOMMENDATION

Choose an item.

### c. CAAL RECOMMENDATION

Choose an item.

### d. CHE RECOMMENDATION

Choose an item.

Additional  
Comments:

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## NEW PROGRAM PROPOSAL FORM

Name of Institution: **University of South Carolina Upstate**

Name of Program (include degree designation and all concentrations, options, or tracks):

### Ed.S. Applied Teacher Leadership

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input checked="" type="checkbox"/> Specialist                                       |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

Proposed Date of Implementation: **August 2025**

CIP Code: 131206

Delivery Site(s): 85750

Delivery Mode:

- |  |   |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education<br><input checked="" type="checkbox"/> 100% online<br><input type="checkbox"/> Blended/hybrid (50% or more online)<br><input type="checkbox"/> Blended/hybrid (25-49% online) <input type="checkbox"/> Other<br>distance education (explain if selected) |
|--|---|

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

**Dr. Sharda Jackson Smith, Associate Dean of CoEHPH , 864-503-5570, shardajs@uscupstate.edu**

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

- College of Education, Human Performance, and Health – 1/8/2024
- University of South Carolina Upstate Graduate Committee - 2/22/2024
- University of South Carolina Upstate Academic Affairs - 4/5/24
- University of South Carolina Upstate Senate - 4/19/24
- University of South Carolina Upstate Provost - 4/29/24
- University of South Carolina President and Board of Trustees – 6/19/24

## Background Information

*State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.*

### **Nature and Purpose of the Proposed Program**

The University of South Carolina Upstate College of Education, Human Performance and Health (CoEHPH) continually seeks opportunities to support educators, school districts, and the community. The proposed Ed.S. in Applied Teacher Leadership Program (TLP) is an advanced degree program targeting certified teachers who want to increase their instructional and leadership skills beyond the Master's degree level of competence. Its purpose is to prepare its candidates to serve in teacher-centered leadership roles within the school or at the district level. Functioning through a performance-based framework, it achieves a balance between the experiences required for training and those required for development as a professional educator working with other educators. As early as York-Barr & Dukes's (2004) theory of *Action for Teacher Leadership*, the field identified Teacher Leadership as a strong contributor to school climate, school structure, peer relationships, and overall improved outcomes within schools.<sup>1</sup> The TLP seeks to formally contribute to this trend through a specialist degree.

The benefit of the TLP to the University of South Carolina Upstate region is extensive. The programs that currently exist at the University are centered on training prospective teachers or providing educational programs that allow teachers to refine their craft within their classrooms. Up until this point, all teacher-centered majors are offered at the Bachelor's or Master's level. The TLP, the first of its kind at the University of South Carolina Upstate, aims to comprehensively prepare candidates to extend their reach to others' classrooms and ultimately make an impact on school and school district success. Completion of the program will result in graduates' ability to receive a South Carolina Department of Education Teacher Leader Endorsement.<sup>2</sup> Another significant contribution of the proposed TLP is its impact on the income of the teacher who aims to become a Teacher Leader. By advancing their education through a specialist degree, graduates' pay band on the teacher salary schedule deployed by the South Carolina Legislature and exercised by the South Carolina Department of Education and school districts increase immediately and significantly. In addition, if its graduates aim to apply the skills acquired, they may assume positions and distinctions that are offered that include stipends providing more economic prosperity.

This program is rooted in instructional leadership and addresses recent recruitment and retention initiatives exercised by P-12 and Higher Education organizations alike. For instance, South Carolina's TEACHSC initiative explicitly identified the desire for some teachers to stay in the classroom, distinguishing teaching and growing into specialized leadership roles such as "a peer evaluator who offers instructional support and feedback to colleagues; a mentor teacher who helps student teachers and early career teachers develop their teaching skills and strategies; or a lead teacher who runs [the] academic department at [their] school."<sup>3</sup> It is paramount that programs of this nature continue to meet the needs of the region and beyond. Ultimately, Teacher Leaders:

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<sup>1</sup> Schott, C., van Roekel, H., & Tummers, L. G. (2020). Teacher leadership: A systematic review, methodological quality assessment and conceptual framework. *Educational Research Review*, 31, <https://doi.org/10.1016/j.edurev.2020.100352>; Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), pp. 134-171

<sup>2</sup> <https://ed.sc.gov/educators/certification/add/>

<sup>3</sup> <https://southcarolina.teach.org/southcarolina/salary-benefits>

- Facilitate the design and implementation of professional learning based on identified student and teacher needs.
- Work with educational stakeholders to promote the development of school culture focusing on continuous improvement, sense of belonging and a collaborative environment.
- Demonstrate a comprehensive understanding of curriculum and align this knowledge to instruction, assessment and standards.
- Model best practices and serve as a mentor and coach for other educators.
- Collaboratively design and implement assessment practices and analyze data for monitoring and improving teaching and learning.
- Access and conduct research, and apply research findings to improve teaching and learning.

Through research and practice, experts pinpoint ways to retain practicing teachers amid the teacher shortage affecting the region, state, and nation. As a result, in 2020 Teacher Leader Model Standards<sup>4</sup> were developed to articulate attributes of a quality teacher leader. Developed by a consortium of education organizations, institutions, agencies, and individuals, the standards were constructed out of an exploration of research findings, surveys, and experiences. Since then, the Education Testing Service (often referred to as *ETS*) has created and continues to update a Performance Assessment for Teacher Leaders (Candidate and Educator Handbook) to “measure the readiness and ability of teacher leader candidates to provide effective instructional leadership”.<sup>5</sup>

As articulated by the National Education Association, the standards “define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support quality teaching and enhance student learning.”<sup>6</sup> Through the TLP, the University of South Carolina Upstate’s College of Education, Human Performance, and Health will continue satisfying the evolving obligations of its region’s teachers, schools, and districts.

### **Target Audience of the Proposed Program**

A Teacher Leader is defined as “A teacher who assumes formally or informally one or more of a wide array of leadership roles to support school and student success. Examples of roles include instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader (e.g., serving on a school committee, acting as a grade-level or department chair, supporting school initiatives, or representing the school on community or district task forces or committees), data coach, catalyst for change, resource provider, or learner. Teacher Leaders model continual improvement, demonstrate lifelong learning, and use what they learn to help students achieve (Harrison & Killion, 2007).”<sup>7</sup>

In step, the TLP is designed for teachers who aim to become leaders in education, without assuming supervisor-based positions like *Principal* or *Superintendent* of schools. The TLP will aim to meet that need as the University of South Carolina Upstate College of Education, Human Performance, and Health remains teacher-centered. Through concerted partnerships with local school districts we seek to establish essential academic programs that provide quality educational experiences to the region’s K-12 students and beyond.

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<sup>4</sup> <https://www.nea.org/resource-library/teacher-leader-model-standards>

<sup>5</sup> <https://www.ets.org/patl.html>

<sup>6</sup> <https://www.nea.org/resource-library/teacher-leader-model-standards>

<sup>7</sup> Ibid

Established by the Commission on Higher Education and funded by the South Carolina General Assembly, the Center for Educator Recruitment, Retention, & Advancement reported that teaching vacancies continue to persist.<sup>8</sup> The University of South Carolina Upstate College of Education, Human Performance, and Health operates to meet the need of teachers, a dire workforce. In 2018, the University of South Carolina Upstate's College of Education, Human Performance, and Health began offering a Master of Education in Applied Learning and Instruction program to support local teachers and school districts. Within this program, teachers were able to specialize in Early Childhood, Elementary Education, Teaching English to Speakers of Other Languages, Literacy, and Research & Practice (which includes the choice of Project-Based Learning or Gifted and Talented) to improve their knowledge and skills. Because our teacher graduates earned a master's degree, they received a salary increase for their dedication to continue developing professionally. Since then, hundreds of graduates have successfully completed degree requirements that equip them to be experts of education. Yet, there is room for more advancement for the region's teachers. The TLP offers a direct pipeline for those who have graduated from our M.Ed. program who may seek to further their education and provide mentorship beyond their classrooms. The degree by design allows its graduates to gain the knowledge needed to coach and train effectively within their current employment structure.

With this in mind, the proposed Ed.S. program will contribute to the solution for teacher retention by heightening candidate involvement in the communities where they teach and lead.<sup>9</sup> Ultimately, our Teacher Leaders will enhance the profession through service to and support of colleagues.

### **Proposed Program's Contribution to the Centrality of the Institutional Mission**

As approved by the USC Board of Trustees in 2021, the University of South Carolina Upstate's mission is to serve as a "leading regional public university that transforms the lives of our diverse students, their families, and communities – advancing social and economic mobility throughout the Upstate region...promot[ing] global perspectives and serv[ing] as a driver of economic growth... The University attracts exceptional, diverse faculty, staff, and students who engage in high-impact experiential learning, cutting-edge research, and deeply-connected community engagement..."<sup>10</sup> Consistent with the university's overall mission, the College of Education, Human Performance, and Health employs and prepares reflective professionals who are committed to advancing the quality of life throughout the Upstate region. Faculty and staff facilitate experiential learning that builds the skills necessary to think critically and act intentionally among diverse individuals and settings. Our graduates are empowered to apply evidence-based practices to enhance the intellectual, physical, and social wellness of their communities. Faculty and staff regularly self-assess their practices to ensure the most impactful outcomes for all students.

### **Proposed Program Relationship to the Strategic Plan**

The University of South Carolina Upstate Strategic Plan<sup>11</sup> reports that "over 85%" of graduates stay and work in the Upstate of South Carolina. When these graduates wish to further their education, USC Upstate aims to offer programs to support this form of personal and professional growth. Graduates of

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<sup>8</sup> <https://www.cerra.org/supply-and-demand.html>

<sup>9</sup> Wenner, J. A., & Campbell, T. (2017)

<sup>10</sup> <https://www.uscupstate.edu/about-the-university/mission/>

<sup>11</sup> <https://www.uscupstate.edu/globalassets/about-the-university/administration/strategic-plan/strategic-plan-20182023.pdf>



the College of Education, Human Performance, and Health understand the “innovative, high impact, experiential learning” opportunities received through its education programs will prepare them for professional success. Stakeholders are aware of our community outreach, sustained partnerships, necessary forward thinking, and the continuous improvement outlook we teach and adopt. Through its instructional design, the TLP satisfies regional needs but is able to extend to wherever it is needed, as it should, defined by the University of South Carolina Upstate strategic plan.

### **Assessment of Need**

*Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.*

#### **Institution**

The University of South Carolina Upstate recently received the distinction to offer more advanced degrees, including the doctorate. In lieu, the unit aims to create a pathway for individuals in the field of education to reach this distinguished accolade within the confines of the college’s current expertise. As the institution creates its latest strategic plan, its needs-finding survey data suggests the demand to increase enrollment, increase academic offerings, remain true to its identity, and programs that are proactive, responsive, and sustainable - key attributes identified by stakeholders. A survey presented to current master’s degree students and past master’s degree graduates generated about 300 responses, with greater than 70% showing interest in a doctorate degree that focuses on teacher leadership, educational leadership, or curriculum and instruction. This degree builds the pipeline for those desiring to progress in expertise.

#### **State**

The South Carolina Governor, Henry McMaster, has made education a central target of the Fiscal Year 2023 Budget Recommendation, alongside several other education areas<sup>12</sup>. This has been a consistent area of focus in recent years. At the Governor’s request (created by Proviso 1.114 of the 2022-2023 General Appropriations Act), the South Carolina Department of Education published the Teacher Recruitment and Retention Task Force Recommendations in May 2023. Within this publication, it articulates a “reimagined salary schedule [that] would keep [South Carolina’s] most talented teachers in direct instructional roles with students, which will enrich and elevate the collective leadership capacity in our schools while improving student achievement.”<sup>13</sup> Created through the results of feedback surveys, listening sessions, and guided by various stakeholders, the document declares that the state should create a career ladder “for expanded leadership opportunities and associated pay increases.”

South Carolina offers several professional development initiatives such as the “Micro Credential Academy for Teacher Leaders,” a full range of professional learning opportunities related to “instructional leadership”; and Foundations in School Leadership cohorts “designed to support teachers to grow leadership skills and to explore foundational competencies that could assist in the transition to administrative positions”.<sup>14</sup> Still, there are no Teacher Leadership Ed.S. programs offered through South

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<sup>12</sup> [https://www.scstatehouse.gov/sess125\\_2023-2024/appropriations2023/gbud2023.pdf](https://www.scstatehouse.gov/sess125_2023-2024/appropriations2023/gbud2023.pdf)

<sup>13</sup> <https://ed.sc.gov/newsroom/teacher-recruitment-and-retention-task-force-recommendations/>

<sup>14</sup> <https://www.ed.sc.gov/educators/school-and-district-administrators/>

Carolina public or private institutions of higher education; therefore, this program will not duplicate existing Specialists programs in the State.

### **Region**

Through University of South Carolina Upstate campaigns and initiatives, internal and external survey-style needs assessment, unit-level advisory board meetings, educator preparation council meetings, and unit-level and school district leadership discussions, there is immense support for extending the advanced degrees offered at the University of South Carolina Upstate College of Education, Human Performance, and Health. Its graduate school has served students from all Spartanburg School Districts, Laurens 56, Cherokee, and Union, with many of these graduates completing the M.Ed. through a cohort model. This has benefited many of its graduates through needed reflection of professional practice and an increase in salary. On average, teachers in South Carolina earn a \$4000<sup>15</sup> pay increase with an Ed.S. degree; this does not include additional raises based on added leadership roles or South Carolina endorsements such as the Teacher Leader endorsement which will be supported by this program. When observing the minimum qualifications of a local South Carolina school district instructional coach posting, qualifications such as the ability to successfully lead peers through continuous improvement and knowledge of data analysis and classroom assessment practices that lead to school improvement is paramount. The TLP will prepare teachers on best practices in leading their peers through transformational change.

### **Profession**

Reviewing reporting from the National Council for Teacher Quality (NCTQ), teacher leadership has been a focus for several years. In 2017, NCTQ recommended that “South Carolina should support teachers to take on leadership opportunities that allow them to continue teaching”; They also recommended “financial incentives or non-monetary support “to support this cause”.<sup>16</sup> This is consistent with the United States Department of Education’s Every Student Succeeds Act<sup>17</sup> which focuses on the importance of developing instructional leaders in American schools. The TLP program directly focuses on the caveat of growing leaders focused on instructional practices that increase student outcomes. Most recently, the National Education Association reported that the “average educator pay has failed to keep up with inflation. Teachers are making \$3,644 less, on average, than they did 10 years ago, adjusted for inflation.”<sup>18</sup> Its most recent survey ranked South Carolina 37<sup>th</sup> in the nation in the average teacher salary at \$54,814.<sup>19</sup>

### **Transfer and Articulation**

*Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.*

No special articulation agreement or Memorandum of Agreement/Memorandum of Understanding exists for the proposed program.

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<sup>15</sup> <https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/fiscal-year-2023-2024-state-minimum-teacher-salary-schedule-final/>

<sup>16</sup> <https://www.nctq.org/publications/2017-State-Teacher-Policy-Yearbook>

<sup>17</sup> <https://www.ed.gov/essa?src=rn>

<sup>18</sup> <https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank>

<sup>19</sup> <https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank>

## Employment Opportunities

Occupation	State		National		Data Type and Source <sup>20</sup>
	Expected # of Jobs	Employment Projection	Expected # of Jobs	Employment Projection	
PK-12 Teacher <sup>21</sup>	7000 +/- teaching positions needed in SC each year	+11% annually	346,200 new jobs added by 2031	+5% annually	<a href="#">Education, Training, and Library Occupations : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)</a> Accessed July 01, 2023
Instructional Coordinator <sup>22</sup>	There are 1800 +/- instructional Coaches currently in SC Schools 21 Lit Specialists	+13% expected growth (O*Net)	20,900 new jobs added by 2031	+7% annually	<a href="#">Instructional Coordinators : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov);</a> Accessed July 01, 2023  US Dept. of Ed. NCES (Nat'l Center for Ed Stats) - NTPS (Nat'l Teacher/Principal Survey); Accessed July 01, 2023  <a href="#">Literacy Coaching Models in the Southeast (ed.gov);</a> Accessed July 01, 2023  <a href="#">America's Career InfoNet Toolkit   CareerOneStop</a> Accessed July 01, 2023
Training and Development Manager <sup>23</sup>	90 projected openings by 2031	+17%	36,500 new jobs added by 2031	+8% annually	<a href="#">Training and Development Specialists : Occupational Outlook Handbook: : U.S.</a>

<sup>20</sup> Links are embedded within table.

<sup>21</sup> PK-12 (if an EdS graduate remains in Classroom - Salary Increase) - Supports teacher retention; 1000+ vacancies were never filled last year.

<sup>22</sup> Information includes Schools that had staff with specialist or academic coaching assignments: Percentage of K–12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics - “Instructional coordinators oversee school curriculums and teaching standards. They develop instructional material, implement it, and assess its effectiveness” (BLS). Specialists can be different from coaches (as they are the support for the coaches). Curriculum Coordinator, Curriculum Director, Curriculum Specialist, Curriculum and Instruction Director, Education Specialist, Instructional Designer, Instructional Systems Specialist, Instructional Technologist, Learning Development Specialist, Program Administrator... 1 of every 2 schools have an instructional coach or specialist

<sup>23</sup> spend much of their time working with people, giving presentations, and leading training activities” (BLS)

					<a href="https://www.bls.gov/">Bureau of Labor Statistics (bls.gov)</a> Accessed July 01, 2023
Education Teachers (Post Secondary)	110 projected openings by 2031	10%	7300 projected openings by 2031	+ 9% annually	<a href="https://www.careeronestop.org/occupation-profile-for-education-teachers-postsecondary/">Occupation Profile for Education Teachers, Postsecondary   CareerOneStop</a> Accessed July 01, 2023
Other School-Level Administrator <sup>24</sup>	330 projected openings by 2030	10%	23,500 projected openings by 2031	+5%	<a href="https://www.careeronestop.org/occupation-profile-for-education-administrators-kindergarten-through-secondary/">Occupation Profile for Education Administrators, Kindergarten through Secondary   CareerOneStop</a> Accessed July 01, 2023

## Supporting Evidence of Anticipated Employment Opportunities

*Provide supporting evidence of anticipated employment opportunities for graduates.*

The United States Bureau of Labor Statistics shows an annual increase in PK-12 teaching positions, instructional coordinators, training and development managers, post-secondary education teachers and other school-level administrators (not including principals or superintendents). In the next decade, teachers who wish to take on leadership roles while remaining in their classrooms, in a hybrid format, or full time will have a number of opportunities. Research shows teacher leadership opportunities as an important trend in the profession, with additional positions and compensation for this move.

### PK-12 Teacher

- Center for Educator Recruitment, Retention, & Advancement 2022-2023 SC Annual Educator Supply & Demand Data Tables<sup>25</sup>; Center for Educator Recruitment, Retention, & Advancement Supply and Demand Update February 2023<sup>26</sup>

### Instructional Coordinator

- Occupational Outlook Handbook: U.S. Bureau of Labor Statistics<sup>27</sup>; US Dept. of Ed. NCES (Nat'l Center for Ed Stats) - NTPS (Nat'l Teacher/Principal Survey); Literacy Coaching Models in the Southeast<sup>28</sup>; America's Career InfoNet Toolkit<sup>29</sup>

### Training and Development Manager

- Occupational Outlook Handbook: U.S. Bureau of Labor Statistics<sup>30</sup>

### Education Teachers (Post-Secondary)

- Occupation Profile for Education Teachers (Post-Secondary) Career OneStop<sup>31</sup>

<sup>24</sup> i.e., coach or specialist position) not including school principal

<sup>25</sup> [https://www.cerra.org/uploads/1/7/6/8/17684955/supply\\_\\_\\_demand\\_data\\_tables\\_2022-23.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/supply___demand_data_tables_2022-23.pdf)

<sup>26</sup> [https://www.cerra.org/uploads/1/7/6/8/17684955/february2023\\_supply\\_demand\\_update.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/february2023_supply_demand_update.pdf)

<sup>27</sup> [Instructional Coordinators : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov/occupational-outlook-handbook/)

<sup>28</sup> [Literacy Coaching Models in the Southeast \(ed.gov\)](https://www.ed.gov/literacy-coaching-models-in-the-southeast/)

<sup>29</sup> [America's Career InfoNet Toolkit | CareerOneStop](https://www.careeronestop.org/america-s-career-info-net-toolkit/)

<sup>30</sup> [Training and Development Specialists : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov/occupational-outlook-handbook/)

<sup>31</sup> [Occupation Profile for Education Teachers, Postsecondary | CareerOneStop](https://www.careeronestop.org/occupation-profile-for-education-teachers-postsecondary/)

**Other School-Level Administrator**

- (i.e., coach or specialist position) not including school principal<sup>32</sup>

**South Carolina Projected Expected Employment Change<sup>33</sup>**

	Employment		Percent Change	Projected Annual Job Openings*
	2020	2030		
Elementary Education Teacher (Except Special Education)	20,200	22,120	+10%	1,690
Instructional Coordinators	1640	1830	+12%	180
Training and Development Managers	820	960	+17%	90
Education Teachers (Post-Secondary)	1020	1120	+10%	110

**Description of the Program**

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025	13	13	13
2025-2026	26	26	13
2026-2027	26	26	13
2027-2028	26	26	13
2028-2029	26	26	13

*Explain how the enrollment projections were calculated.*

The modest enrollment projection is based on a flat annual intake of 13 students that accommodates approximately two students from each of Spartanburg's school districts, with allowance for one student to drop the program. 13 students per course section is what current faculty is used to supporting for field-based experiences in our education programs. We anticipate that more students in neighboring counties within the region will express interest in this program. Students that begin in the Fall semester of a given year should graduate in the Spring of the following year (5-semester degree). Should a surplus of students show interest, the college is prepared to make accommodations.

*Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.*

☒ Yes

☐ No

**Additional Admissions Requirements**

<sup>32</sup> [Occupation Profile for Education Administrators, Kindergarten through Secondary | CareerOneStop](#)

<sup>33</sup> Careeronestop.org, accessed June 16; Based on Spartanburg, S.C. area code: 29323

- Master's Degree in Education Field
- Teaching Certificate
- Current Curriculum Vitae/Resume
- Submission of School or District Mentor Agreement Form
- Submission of 2-3 Page Letter (Motivation for Entering the Program)

### Curriculum

#### New Courses

List and provide course descriptions for new courses.

Title	Description
EDTL U750: Professional Leadership and Mentoring * (3 Credit Hours)	Historical perspectives and theoretical foundations for teacher leadership. Topics include best practices in professional leadership, mentoring, and school culture that support educator development and student learning. School improvement will be addressed through stakeholder collaboration, teacher retention and sustainability.
EDTL U755: Ethics, Law, and Policy in Education (3 Credit Hours)	Emphasis on educational reform through law and policy formation and implementation. Topics include ethical issues, cultural responsiveness, community outreach, and collaboration at the local, state and national level.
EDTL U760: Curriculum and Instruction for Teacher Leadership*(3 Credit Hours)	Theory and practice in curriculum development. Assessment measures across multiple dimensions of the school, improvements in curriculum and instructional design for student learning is included. .
EDTL U765: Assessment and Data Analysis* (3 Credit Hours)	Understand methods and tools for assessing student success. Topics include how data-focused assessments build support for curriculum, instruction, student achievement, and overall school improvement.
EDTL U770: Advocacy in Education (3 Credit Hours)	Engagement between schools, families and community. Supportive strategies for educational change to benefit students, teachers, schools, community and the profession are addressed.
EDTL U775: Principles of Peer Coaching and Curriculum (3 Credit Hours)	Modeling best practices in building support for colleagues to facilitate improvements in instruction that focuses on student success. Topics include instructional coaching and mentoring.
EDTL U780: School Improvement and Professional Development (3 Credit Hours)	Adult learning theory in education, professional learning communities, and strategies that endorse life-long learning. Application of learning theories to meaningful professional development and continuous improvement is emphasized.
EDTL U785: Bridging Research and Practice (3 Credit Hours)	Analysis and interpretation of research related to student achievement to improve classroom and school success. The process, access, and utilization of

	qualitative or quantitative methodologies to improve student learning is emphasized.
EDTL U790: Seminar in Teacher Leadership (3 Credit Hours)	The philosophical, historical, and legal foundations of teacher leadership and its connection to current environments. Application of teacher leadership methods in practicum. Co-requisite: EDTL U795.
EDTL U795: Practicum in Teacher Leadership*(3 Credit Hours)	A supervised capstone where candidates lead and mentor colleagues through school-based activities that include workshops, observations, self-assessment, and evaluations. Includes 36 required field-based practicum hours. Co-requisite: EDTL U790.

\*This course satisfies the South Carolina Department of Education Teacher Leader Endorsement

Total Credit Hours Required: 30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
EDTL U750: Professional Leadership and Mentoring	3	EDTL U760: Curriculum and Instruction	3	EDTL U770: Advocacy in Education	3
EDTL U755: Ethics, Law, and Policy in Education	3	EDTL U765: Assessment and Data Analysis	3	EDTL U775: Principles of Coaching and Curriculum	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
EDTL U780: School Improvement and Professional Development	3	EDTL U790: Seminar in Teacher Leadership	3		
EDTL U785: Bridging Research & Practice	3	EDTL U795: Practicum in Teacher Leadership	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	30

### Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Currently, there are no education specialist degrees in the state that offer teacher leadership. Thus, the master's level programs that offer teacher leadership as well as other education specialist degrees are listed below.

Based on the 2023-2024 Academic Catalog of both institutions:

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
EdS Education Specialist	30	Columbia International University	Both programs offer a 100% online education specialist degree.	Although this university's education specialist degree is defined as a general educational administration and supervision degree (view CIP code), this degree allows students to take doctorate level courses (electives) that



				focuses on leadership or curriculum and instruction. Special emphasis on coursework that focuses on the Christian perspective.
EdS Administration and Supervision	30	Converse University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.
EdS Literacy	36	Converse University	Both programs offer a 100% online education specialist degree.	This university's education specialist degree focuses on Literacy (one which may lead to endorsement in Literacy through the South Carolina Department of Education). USC Upstate's specialist degree will provide the coursework to gain the Teacher Leadership endorsement.
EdS Education Administration	36	South Carolina State University	Both programs offer a 100% online education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.
EdS Educational Leadership	30	Winthrop University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.

EdS Education Systems Administration	33	Anderson University	Both programs offer an education specialist degree.	This university's education specialist degree is defined as a general educational administration and supervision degree. This degree is designed for people who want to serve as an (assistant) principal, (assistant) superintendent, and post-secondary educators. USC Upstate's specialist degree is defined as one focused on curriculum and instruction. It is designed for teachers who wish to lead peers but remain in the classroom.
MEd Educator Leadership	36	University of South Carolina Aiken	Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department of Education Teacher Leader endorsement (which includes a course in Professional Leadership and Mentoring, Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).	Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (issued through the South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to support leadership positions at the school level such as advanced study of School Improvement and Professional Development, Principles of Coaching and Curriculum, and Bridging Research and Practice (which explores beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy most of the "Specialty Area Strands" offered in USC Aiken's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.
MEd Teacher Leadership	36	Southern Wesleyan University	Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department	Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational

			of Education Teacher Leader endorsement (which includes a course in Professional Leadership and Mentoring, Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).	principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to support leadership positions at the school level such as School Improvement and Professional Development, Principles of Coaching and Curriculum, and Bridging Research and Practice (which explores beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy most of the "Content Area Electives" areas (aside from special education and e-learning courses) offered in Southern Wesleyan University's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.
MEd Teacher Leadership	36	Limestone College	Both programs offer a 100% online experience and the courses needed to gain the South Carolina Department of Education Teacher Leader endorsement (which includes a course in Professional Leadership and Mentoring, Curriculum and Instruction, and Assessment and Data Analysis, as well as a Practicum in Teacher Leadership).	Because USC Upstate's program is a specialist degree, candidates must hold a master's degree at the point of admission. Although both programs offer the coursework for the specialized endorsement in Teacher Leader (South Carolina Department of Education), USC Upstate's program will also equip candidates with coursework in foundational principles to outfit knowledge in the areas of Ethics, Law, and Policy, as well as Advocacy in Education. It also provides extensive coursework to acquire skills necessary to support leadership positions at the school level such as School Improvement and Professional Development, Principles of Coaching and Curriculum, and Bridging Research and Practice (which explores beyond the method of Action Research, a common thread of the state's current master's degrees). USC Upstate's MEd in Applied Learning and Instruction currently offers the coursework necessary to satisfy elective coursework in Project-Based Learning (an endorsement area) offered in Limestone College's degree, as well as its focus on Professional Teaching Standards (NBPTS) propositions.

## Faculty

<b>Rank and Full- or Part-Time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Tenured/Tenure-track Professor 1 <ul style="list-style-type: none"> <li>• Professor (Full Time)</li> </ul>	EDTL U750: Foundations of Teacher Leadership  EDTL U760: Curriculum and Instruction	<ul style="list-style-type: none"> <li>• EdD Leadership and Foundations (Western Carolina University)</li> <li>• MA Elementary Education (Western Carolina University)</li> <li>• BA Literature w/ K-6 Certification (UNC-Asheville)</li> </ul>	<ul style="list-style-type: none"> <li>• 28 years in Education; K-6 Teacher Certification</li> <li>• SC Endeavors Certified Trainer</li> <li>• Former K8 teacher and administrator; USC Upstate = 17 years</li> </ul>
Tenured/Tenure-track Professor 5 <ul style="list-style-type: none"> <li>• Professor (Full Time)</li> </ul>	EDTL U775: Principles of Coaching and Curriculum  EDTL U795: Practicum in Teacher Leadership	<ul style="list-style-type: none"> <li>• PHD Curriculum and Teaching: Cultural Foundations (University of North Carolina Greensboro)</li> <li>• MA (University of North Carolina Charlotte)</li> <li>• BA (Appalachian State University)</li> </ul>	<ul style="list-style-type: none"> <li>• USC Upstate (15 years)</li> </ul>
Tenured/Tenure-track Professor 8 <ul style="list-style-type: none"> <li>• Professor (Full Time)</li> </ul>	EDTL U785: Bridging Research and Practice  EDTL U795: Practicum in Teacher Leadership	<ul style="list-style-type: none"> <li>• PHD Mathematics Education (University of Georgia)</li> <li>• M.A.T w/ emphasis in mathematics education (Coastal Carolina University)</li> <li>• B.S. in applied mathematics (Coastal Carolina University)</li> </ul>	<ul style="list-style-type: none"> <li>• 6-12 math certification (SC, GA &amp; FL)</li> <li>• 7 years Public Schools Teacher and math coach;</li> <li>• USC Upstate (10 years)</li> </ul>
Tenured/Tenure-track Professor 3 <ul style="list-style-type: none"> <li>• Associate Professor (Full Time)</li> </ul>	EDTL U755: Ethics, Law, and Policy in PK-12 Education  EDTL U770: Advocacy in Education	<ul style="list-style-type: none"> <li>• EDD Educational Leadership and Policy (University of Florida)</li> <li>• MED Elementary Education (University of Florida)</li> <li>• BAE Elementary Education (University of Florida)</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Years Elementary Teacher</li> <li>• Teacher, Professor</li> <li>• K-6, 6-12 Mathematics, ESOL Endorsement</li> <li>• USC Upstate (5 Years)</li> </ul>
Tenured/Tenure-track Professor 4	EDTL U790: Seminar in	<ul style="list-style-type: none"> <li>• PHD Language and Literacy (University of South Carolina)</li> </ul>	<ul style="list-style-type: none"> <li>• 23 years EC teacher &amp; Coach;</li> </ul>

<ul style="list-style-type: none"> <li>Associate Professor (Full Time)</li> </ul>	Teacher Leadership	<ul style="list-style-type: none"> <li>MA Curriculum &amp; Instruction (The Citadel)</li> <li>BA Early Childhood &amp; Elementary Education (College of Charleston)</li> </ul>	<ul style="list-style-type: none"> <li>Certifications: EC Teacher, Elem Lit Teacher &amp; Coach;</li> <li>USC Upstate (15 years)</li> </ul>
Tenured/Tenure-track Professor 6 <ul style="list-style-type: none"> <li>Associate Professor (Full Time)</li> </ul>	EDTL U775: Principles of Coaching and Curriculum	<ul style="list-style-type: none"> <li>PHD Early Childhood Education (University of South Carolina)</li> <li>MA Education (USC Upstate)</li> <li>BA (Furman University)</li> </ul>	<ul style="list-style-type: none"> <li>7 years EC teacher in public schools;</li> <li>USC Upstate (11 years)</li> </ul>
Tenured/Tenure-track Professor 7 <ul style="list-style-type: none"> <li>Associate Professor (Full Time)</li> </ul>	EDTL U780: School Improvement and Professional Development	<ul style="list-style-type: none"> <li>PHD Curriculum &amp; Instruction (University North Carolina Charlotte)</li> <li>MEd Child Development &amp; Family Studies (University North Carolina Charlotte)</li> <li>BS Early Childhood Education (James Madison University)</li> </ul>	<ul style="list-style-type: none"> <li>B-6 Teaching Certification; 13 years teaching B-6 experience;</li> <li>USC Upstate (8 years)</li> </ul>
Tenured/Tenure-track Professor 9 <ul style="list-style-type: none"> <li>Associate Professor (Full Time)</li> </ul>	EDTL U760: Curriculum and Instruction	<ul style="list-style-type: none"> <li>PHD in Education Sciences Curriculum and Instruction Social Studies Education (University of Kentucky)</li> <li>MA (Vanderbilt University)</li> <li>BA (Transylvania University)</li> </ul>	<ul style="list-style-type: none"> <li>9-12 Social Studies Certification;</li> <li>10 years secondary social studies teacher;</li> <li>Nationally Board-Certified Teacher;</li> <li>USC Upstate (7 years)</li> </ul>
Tenured/Tenure-track Professor 2 <ul style="list-style-type: none"> <li>Assistant Professor (Full Time)</li> </ul>	EDTL U790: Seminar in Teacher Leadership	<ul style="list-style-type: none"> <li>EdD Educational Leadership and Literacy Studies (Appalachian State University)</li> <li>MA Reading Education (Appalachian State University)</li> <li>BA Elementary Ed (UNC)</li> </ul>	<ul style="list-style-type: none"> <li>10 years K-6 teacher and literacy specialist;</li> <li>USC Upstate (5 years)</li> </ul>
Tenured/Tenure-track Professor 10 <ul style="list-style-type: none"> <li>Assistant Professor (Full Time)</li> </ul>	EDTL U785: Bridging Research and Practice	<ul style="list-style-type: none"> <li>PHD Curriculum &amp; Instruction TESOL (University of Nevada, Las Vegas)</li> </ul>	<ul style="list-style-type: none"> <li>11 years Int'l teaching experience English and Higher Ed.;</li> <li>USC Upstate (3 years)</li> </ul>

		<ul style="list-style-type: none"> <li>MA (University of Southern Queensland)</li> <li>BA (Eastern Mediterranean University)</li> </ul>	
<p>Tenured/Tenure-track Professor 11</p> <ul style="list-style-type: none"> <li>Assistant Professor (Full Time)</li> </ul>	<p>EDTL U790: Seminar in Teacher Leadership</p> <p>EDTL U795: Practicum in Teacher Leadership</p>	<ul style="list-style-type: none"> <li>PHD Educational Leadership (Clemson University)</li> <li>MA &amp; EdS Educational Administration &amp; Supervision (Clemson University)</li> <li>BA Middle Level Education (Claflin University)</li> </ul>	<ul style="list-style-type: none"> <li>Middle School Teaching Experience;</li> <li>Secondary Principal Certificate</li> <li>USC Upstate (4.5 years)</li> </ul>
<p>Tenured/Tenure-track Professor 12</p> <ul style="list-style-type: none"> <li>Instructor (Full Time)</li> </ul>	<p>EDTL U765: Assessment and Data Analysis</p> <p>EDTL U785: Bridging Research and Practice</p>	<ul style="list-style-type: none"> <li>PHD Social Foundations of Education (University of South Carolina)</li> <li>MA Secondary Social Studies Education (University South Carolina)</li> <li>BA History (University South Carolina)</li> </ul>	<ul style="list-style-type: none"> <li>9-12 Social Studies Certification;</li> <li>9 years HS teaching experience;</li> <li>USC Upstate (6.6 years)</li> </ul>
Additional Full-Time Faculty	<p>EDTL U750: Foundations of Teacher Leadership</p> <p>EDTL U780: School Improvement and Professional Development</p> <p>EDTL U790: Seminar in Teacher Leadership</p> <p>EDTL U795: Practicum in Teacher Leadership</p>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>

**Total FTE needed to support the proposed program:**

Faculty: 2  
Staff: 0  
Administration: 0

### **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The department anticipates a need for 1 additional full-time faculty to implement the proposed program at the average FTE salary of \$65,500 plus fringe per course. Year 1 will be taught by existing faculty with adjuncts hired to teach their undergraduate load. The new FTE will begin in Year 2 (Fall 2026). An Administrative Assistant currently supports our graduate programs. Therefore, staff responsibilities will consist of the same job description and coverage as other graduate programs. As a result, no additional staff will be needed. A similar situation exists for administration, all graduate education is supported by current faculty. No additional administration is needed.

## **Resources**

### **Library and Learning Resources**

*Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.*

Encompassing more than 60,000 square feet over two floors, the USC Upstate Library offers a wealth of services to meet the needs of university students, staff, and faculty, as well as the larger Upstate community. These services include research help; instruction on how to use the library and evaluate information; print and digital collections; check-out, course reserves, and interlibrary loan; archives and special collections; and affordable education resources, among others.

The Library also offers nearly 100 computers, seating for more than 300 people, several quiet study rooms, and assistive technology for the differently abled.

The Library's collections contain nearly 150,000 print volumes and more than 300,000 e-books. The Library provides access to more than 360 online databases and digital resources featuring thousands of full-text journals, magazines, and newspapers; primary sources; reference works; and video, audio, and image collections.

The Library is a member of several consortia, including the University of South Carolina System, the Partnership Among South Carolina Academic Libraries (PASCAL), the South Carolina Virtual Library (DISCUS), Lyris, and the Carolina Consortium. Through these consortia, students, staff, and faculty have access to research materials not owned by USC Upstate but easily accessible via interlibrary loan.

### **Student Support Services**

*Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.*

USC Upstate offers several campus services for its students that directly affect candidates enrolled in the TLP program. Some of the support services include<sup>34</sup>:

- Loaner Equipment (ITS offers computers, tablets, and conference phones. All equipment can be checked out with your USC Upstate or valid government issued photo ID.)
- Spartan GreenSky (Provides anywhere, anytime access to USC Upstate email, files and course-required software for all students, faculty and staff. With Spartan GreenSky users can access any of these services via any computer or wireless device with Internet access, including access to nearly all computer labs and specialized software previously only available in specific computer labs.)
- Blackboard (Online course delivery system where your instructors may post announcements, course syllabi, assignments or other information. Essentially, it is a mobile classroom that is accessible anywhere you have an Internet connection, so you can take full advantage of your education even if you are not on campus.)
- Microsoft Office 365 (Available to all students, faculty and staff. The familiar Office applications such as Word, Excel and PowerPoint include new features that help you create, communicate and work even more efficiently from virtually anywhere with increased cloud support.)
- Adobe Creative Cloud (Available to all students who require it for classes, through SpartanGreenSky or in certain labs. It includes Acrobat Pro DC and the Creative Cloud, After Effects, Animate (formerly Flash Professional), Dreamweaver, Illustrator, InDesign, Lightroom, Adobe Muse, Photoshop, Premiere Pro, and more)
- Writing Center (Assistance with pre-writing, revision strategies and proofreading techniques.)
- Counseling Center (Offers free, confidential and unlimited mental health counseling. Services offered include the following: Individual and Couples Counseling, Distance Counseling (in the states of SC, NC and GA), Group Counseling, Crisis Intervention and Psychiatric Services.)
- Career Management (From resumes and cover letters to finding jobs and internships in Handshake to interviews and career fairs)
- Health Services (Offers confidential medical care to all enrolled students, faculty and staff. Provides routine and urgent office visits year-round, and telemedicine appointments are available to students living in South Carolina.)
- Disability Services (Supports the ongoing development of an accessible university that embraces diversity through educational programming, services, resources and facilities that are usable by all members of the campus community.)
- Bookstore (Provides students with convenient, hassle-free shopping. Located in the middle of campus activity in the Health Education Complex and easily accessible online, the bookstore provides required course materials, general reading and reference books, a complete selection of stationery products, art supplies, and a wide variety of university clothing and souvenirs.)

### **Physical Resources/Facilities**

*Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.*

The College of Education, Human Performance, and Health is housed in the state-of-the-art Health Education Complex. No new facilities or modifications to existing facilities will be needed as this will be a 100% online program with support from on-campus personnel. The University of South Carolina Upstate also has office space available at the University Greenville Campus in Greenville, South Carolina.

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<sup>34</sup> Information included from the USC Upstate Campus Services website (<https://www.uscupstate.edu/campus-services>) and Academic Resources (<https://www.uscupstate.edu/current-students/academic-resources/>)



**Equipment**

*Identify new instructional equipment needed for the proposed program.*

No new instructional equipment is needed for the proposed program. All full-time faculty members are provided individual offices, laptops with high-speed internet access, and phones with voicemail capacity. All programs have sufficient materials and technology for instruction, including online courses and programs. USC Upstate has an ongoing planning process that keeps technological resources current with the demands of the curriculum. The technology plan projects five years into the future and is reviewed annually.

**Impact on Existing Programs**

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

☐ Yes

☒ No

## Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
	Tuition Funding	\$84,766.50	\$84,766.50	\$141,277.50	\$226,044.00	\$141,277.50	\$367321.50	\$141,277.50	\$508,599.00	\$141,277.50	\$649,876.50	\$141,277.50
Program-Specific Fees	0	0	0	0	0	0	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0	0	0	0	0	0	0
Total	\$84,766.50	\$84,766.50	\$141,277.50	\$226,044.00	\$141,277.50	\$367321.50	\$141,277.50	\$508,599.00	\$141,277.50	\$649,876.50	\$141,277.50	\$649,876.50
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
	Program Administration and Faculty/Staff Salaries	\$41,265.00	\$41,265.00	\$105,455.00	\$146,720.00	\$105,455.00	\$252,175.00	\$105,455.00	\$357,630.00	\$105,455.00	\$463,085.00	\$463,085.00
Facilities, Equipment, Supplies, and Materials	0	0	0	0	0	0	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0
Total	\$41,265.00	\$41,265.00	\$105,455.00	\$146,720.00	\$105,455.00	\$252,175.00	\$105,455.00	\$357,630.00	\$105,455.00	\$463,085.00	\$463,085.00	\$463,085.00
Net Total (Sources of Financing Minus Estimated Costs)	\$43,501.50	\$43,501.50	\$35,822.50	\$79,324.00	\$35,822.50	\$115,146.50	\$35,822.50	\$150,969.00	\$35,822.50	\$186,791.50	\$35,822.50	\$186,791.50

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

#### Revenue/Sources of Financing Explanation

Financing for this degree is levied directly from student tuition. The modest enrollment projection is based on a flat annual intake of 13 students that accommodates approximately two students from each of Spartanburg's school districts, with allowance for one student to not complete the program. 13 students per course section is what current faculty is used to supporting for field-based experiences in our education programs. We anticipate that more students in neighboring counties within the region will express interest and ultimately enroll in this program increasing overall revenue.

Based on the projection of one cohort of 13 students starting each Fall semester, the first year will result in a total of six courses taught. Graduate tuition for South Carolina certified teachers is currently priced at \$362.25 per semester per credit hour, bringing each three-credit course to \$1,086.75. Assuming tuition remains constant, the tuition revenue for the first year will total \$6,520.50. With 13 students enrolled in each course the first year, this will total \$84,766.50 of projected revenue.

The following years, ten courses will be taught each year. Based on the projection of one cohort of 13 students starting each Fall semester and one cohort finishing the program, the second year will result in a total of ten courses taught. With graduate tuition for South Carolina residents at \$362.25 per semester per credit hour, each three-credit course will cost \$1,086.75. Assuming tuition remains constant, the tuition revenue for the second year will total \$10,867.50. With 13 students enrolled in each course the second year, this will total \$141,277.50 of projected revenue. We expect this trend of enrollment to persist for years two to five. Over a five-year span, we modestly estimate about \$650,000 in revenue.

#### Expenditure/Cost Explanation

The department anticipates a need for 1 additional full-time faculty to implement the proposed program at the average FTE salary of \$65,500 plus fringe per course. Year 1 will be taught by current faculty as overload at 7.5% of their salary plus fringe. The new FTE will begin in Year 2 (Fall 2026). At this time, loads/overloads will be balanced to accommodate additional courses offered. Please view the course rotation in the table below, alongside the number of courses taught, revenue per course, revenue per cohort and the expenditures accrued by academic year. Enrollment revenue will offset expenses.

	Fall	Spring*	Summer	Annual Total Courses Taught	Annual Tuition Revenue from Courses	Annual Tuition Revenue per Cohort	Annual Expenditures per year
<b>Year 1 2025 (2025-2026)</b>	A - EDTL U750 A - EDTL U755	A - EDTL U760 A - EDTL U765	A - EDTL U770 A - EDTL U775	6	\$6,520.50	\$84,766.50	\$41,265.00
<b>Year 2 2026 (2026-2027)</b>	A - EDTL U780 A - EDTL U785  B - EDTL U750 B - EDTL U755	A - EDTL U790 A - EDTL U795  B - EDTL U760 B - EDTL U765	  B - EDTL U770 B - EDTL U775	10	\$10,867.50	\$141,277.50	\$105,455.00
<b>Year 3 2027 (2027-2028)</b>	B - EDTL U780 B - EDTL U785  C - EDTL U750 C - EDTL U755	B - EDTL U790 B - EDTL U795  C - EDTL U760 C - EDTL U765	  C - EDTL U770 C - EDTL U775	10	\$10,867.50	\$141,277.50	\$105,455.00
<b>Year 4 2028 (2028-2029)</b>	C - EDTL U780 C - EDTL U785  D - EDTL U750 D - EDTL U755	C - EDTL U790 C - EDTL U795  D - EDTL U760 D - EDTL U765	  D - EDTL U770 D - EDTL U775	10	\$10,867.50	\$141,277.50	\$105,455.00

<b>Year 5 2029 (2029-2030)</b>	D - EDTL U780 D - EDTL U785	D - EDTL U790 D - EDTL U795		10	\$10,867.50	\$141,277.50	\$105,455.00
	E - EDTL U750 E - EDTL U755	E - EDTL U760 E - EDTL U765	E - EDTL U770 E - EDTL U775				

\*Cohort A graduates in Spring 2027, Cohort B in Spring 2028, Cohort C in Spring 2029, Cohort D in Spring 2030, and Cohort E in Spring 2031.

### Evaluation and Assessment

Teacher Leadership is defined as “The process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement (York-Barr & Duke, 2004).”<sup>35</sup> The TLP program is based in the Teacher Leader Model Standards<sup>36</sup>. As such, the program objectives are based on the *domains* within this framework and the student learning objectives are created with the *functions of the teacher leader* in mind. The components of the program—coursework, advisement, enhanced support, fieldwork, practicum, portfolio assessments, and capstone—have been designed to improve practice and lead to the development of the competencies mirrored in the program objectives and student learning objectives outlined below.

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Foster a Collaborative Culture to Support Educator Development and Student Learning	<ul style="list-style-type: none"> <li>Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change</li> <li>Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning</li> <li>Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning</li> <li>Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges</li> <li>Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.</li> </ul>	Adult Learning and the Collaborative Culture Project (Associated Course[s]: EDTL U750; EDTL U-770; EDTL U775)
Access and Use Research to Improve Practice and Student Learning	<ul style="list-style-type: none"> <li>Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning</li> <li>Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning</li> </ul>	Research for the Improvement of Practice Project (Associated Course[s]: EDTL U760; EDTL

<sup>35</sup> ETS Teacher Leader Model Standards document

<sup>36</sup> Ibid. Cite York-Barr & Duke, 2004.

	<ul style="list-style-type: none"> <li>• Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues</li> <li>• Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning</li> </ul>	<p>775; EDTL U785)</p> <p>Observation and Use of Assessment Data Project (Associated Course[s]: EDTL U765; EDTL U785)</p>
Promote Professional Learning for Continuous Improvement	<ul style="list-style-type: none"> <li>• Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals</li> <li>• Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning</li> <li>• Facilitates professional learning among colleagues</li> <li>• Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning</li> <li>• Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning</li> <li>• Promotes sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;</li> <li>• Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning</li> <li>• Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.</li> </ul>	<p>Professional Learning Project (Associated Course[s]: EDTL U760; EDTL U765; EDTL U775; EDTL U780; EDTL U790)</p>
Facilitate Improvements in Instruction and Student Learning	<ul style="list-style-type: none"> <li>• Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture</li> <li>• Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices</li> <li>• Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator</li> </ul>	<p>Professional Learning Project (Associated Course[s]: EDTL- U765; EDTL-U775; EDTL U795)</p>

	<ul style="list-style-type: none"> <li>Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs</li> <li>Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe</li> <li>Promotes instructional strategies that address issues of uniqueness in the classroom and ensures that individual student learning needs remain the central focus of instruction.</li> </ul>	
Promote the Use of Assessments and Data for School and District Improvement	<ul style="list-style-type: none"> <li>Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards</li> <li>Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning</li> <li>Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues</li> <li>Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning</li> </ul>	Observation and Use of Assessment Data Project (Associated Course[s]: EDTL U760; EDTL U765; EDTL U790; EDTL U795)
Improve Outreach and Collaboration with Families and Community	<ul style="list-style-type: none"> <li>Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community</li> <li>Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances</li> <li>Facilitates colleagues' self-examination of their own understandings of community culture and how they can develop responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students</li> <li>Develops a shared understanding among colleagues of the unique educational needs of families and the community</li> <li>Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the</li> </ul>	<p>Collaboration with Families and the Community Project (Associated Course[s]: EDTL U770)</p> <p>Adult Learning and the Collaborative Culture Project (Associated Course[s]: EDTL U770; EDTL 780)</p>

	unique educational needs of families and the community.	
Support for Student Learning and the Profession	<ul style="list-style-type: none"> <li>• Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning</li> <li>• Works with colleagues to identify and use research to support teaching and learning processes that meet the needs of all students</li> <li>• Collaborates with colleagues to select appropriate opportunities to support the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members</li> <li>• Provides support for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals</li> <li>• Represents and supports the profession in contexts outside of the classroom.</li> </ul>	Collaborative Teams and Support Project (Associated Course[s]: EDTL U 750; EDTL U755; EDTL U770; EDTL U780)

*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

The TLP objectives will be evaluated through course-level, performance-based projects. In cooperation from partnering schools and districts, candidates will have unique opportunities to develop products that will display competencies and actively contribute to the betterment of the environment in which they work (schools, districts).

The University of South Carolina Upstate College of Education, Human Performance, and Health will evaluate the TLP program through its current comprehensive system. All prospective program projects will be collected and analyzed through the university's learning management system platform, a performance-based assessment system, and facilitated by course instructors and managed by the program director. The progress of the program will also be shared periodically with current councils and advisory boards devoted to the success of the college and university. Distinct, aggregate and disaggregate assessment data will be shared with college faculty and used to make course-level and programmatic changes when needed.

An additional portion of our assessment plan will include alumni surveys. Interested in how the program has led graduates to their desired professional careers, we will aim to measure program satisfaction, areas of strength and weakness, as well as where our graduates situated within their professional careers. Employment data will also be shared and used to make programmatic changes when needed.



### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

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

☐ Yes

☒ No



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CAMERON HOWELL  
Secretary

June 20, 2024

Bennie L. Harris, Ph.D.  
Chancellor  
University of South Carolina Upstate  
800 University Way  
Spartanburg, South Carolina 29803

Dear Chancellor Harris:

By action taken during the June 19, 2024 meeting of the University of South Carolina Board of Trustees, I am pleased to inform you the Board approved the administration's recommendation to create the Education Specialist in Applied Teacher Leadership, effective for the Fall of 2025.

Sincerely,

Cameron Howell IV  
Secretary

cc: President Michael Amiridis  
Provost Donna Arnett  
Provost and Senior Vice Chancellor for Academic Affairs Pamela Steinke  
Executive Director Trena Houpp, Academic Program Planning and Decision Support