

S.C. COMMISSION ON HIGHER EDUCATION
NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Master of Education in Educational Leadership
Francis Marion University

WORKFORCE DEVELOPMENT:

Is this program recognized as a PRIORITY OCCUPATION according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

- | | |
|--|--|
| ☐ Agriculture, Food, & Natural Resources | ☐ Architecture & Construction |
| ☐ Arts, Audio/Video Technology, & Communications | ☐ Business Management & Administration |
| ☒ Education & Training | ☐ Finance |
| ☐ Government & Public Administration | ☐ Health Science |
| ☐ Hospitality & Tourism | ☐ Human Services |
| ☐ Information Technology | ☐ Law, Public Safety, Corrections, & Security |
| ☐ Manufacturing | ☐ Marketing |
| ☐ Science, Technology, Engineering, & Mathematics | ☐ Transportation, Distribution, & Logistics |

A. SUMMARY

Francis Marion University (FMU) proposes a new Masters of Education in Educational Leadership program. The proposed MEd in Educational Leadership (SC Educator Certification-Principal: PK-12) Program addresses the need for principals and school administrators in the Pee

Dee Region and across the state of South Carolina. Frequent requests from districts for competent and innovative school leaders show an ongoing demand to meet school and district needs. This unique graduate program will attract competent and caring candidates from the Pee Dee region and across the state without a master's degree.

The program will require seven new courses and the hiring of no new faculty. There are currently seven similar programs within the state. Program requirements include a minimum of thirty credits. As this is a graduate level program, there is no reach act requirement. The program received all institutional approvals on, including Board of Trustees approval, as of November 13, 2025. The program has been designed with flexible modalities and may be face-to-face, hybrid, or online according to individual student need. Clinical placements will be in approved public-school settings. Program implementation is anticipated for Spring 2027, upon South Carolina Department of Education approval.

B. UNIVERSITY ENROLLMENT

In-state average 95%	Out-of-State average 5%
----------------------	-------------------------

C. ENROLLMENT PROJECTIONS

D. Projected Enrollment			
Year	Spring Headcount	Summer Headcount	Fall Headcount
2027	10	0	10
2028	15	0	15
2029	20	0	20
2030	25	0	25
2031	30	0	30

The enrollment projections were made based on enrollment trends in our School of Education. We anticipate an initial cohort of 10 consisting of master's degree students. Accounting for the general FMU attrition rate, we expect to carry 7 of those students over into year 2 while adding 8 new students. The third year we anticipate a carryover of 13 students and a gain of 7 new, and a carryover of 18 the fourth year with 7 new coming in. By the fifth year we will have had students graduate and students who will have been working in schools which will bring greater awareness of the program. Therefore, in the fifth year we expect to carry over 21 students and add an additional 9.

E. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Educational Administrators K-12	4,478 yearly	347 vacancies yearly	316,600 yearly	20,800 vacancies yearly	US Department of Labor Projections Central Long- Term Occupational Projections (2023-2033) https://lmi.sc.gov/Data-Hub/Projections/Occupational

Estimated Annual Salaris for South Carolina Principals (PK-12)	
Percentile	Estimated Annual Salary
10th Percentile	\$72, 400
25th Percentile	\$87,643
50th Percentile	\$104,070
75th Percentile	\$113, 250
90th Percentile	\$125,137

Additional Comments:

As of May 2024, a search of “Educational Administrators” found 347 projected vacancies each year for SC. Coupling this with our teacher survey results and the fact that FMU will be the only institution in our local area (the Pee Dee region) with this degree offering, it is apparent the local interest and projected employment opportunities support the need for this program. (Data for state and national job and employment projections were collected from the [South Carolina Department of Employment and Workforce](#) and the [U.S. Bureau of Labor and Statistics](#).)

The [Bureau of Labor Statistics](#) reports a national job outlook of eight percent for individuals interested in becoming an elementary, middle or high school principal. The expected growth from 2020-2030 is due to the need to replace end-of-career principals that are leaving the workforce and increases in student enrollment. The most recent information published in the [BLS Occupational Handbook](#) in May 2024 notes that the estimated salary for a South Carolina principals (PK-12) noted in the second table above.

===== **FOR CHE STAFF ONLY** =====

F. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	12/22/2026	
Summary of staff comments, responses, and versions	01/16/2026	Summarize scope of comments • Add institution code • While the Pee Dee focus is compelling, the program also intends to admit candidates from “across the state” via online delivery, effectively entering the same statewide market already served by several fully online or hybrid M.Ed. programs; the proposal does

		not describe a clear marketing or differentiation strategy beyond geography. • Does not discuss whether FMU will cap enrollments to preserve regional clinical capacity and quality, or how it will prioritize placements in local high-need schools if demand from outside the region grows. • Provide more detail on how quality of placements will be monitored across multiple rural districts, and how mentor training and calibration will be sustained at scale, would strengthen the case • All seven new leadership courses and internship supervision responsibilities are to be covered by four existing faculty with no new lines; the proposal does not include a detailed teaching-load analysis demonstrating that faculty can absorb new course preps, advising, and complex internship oversight without affecting other programs. • Provided the selection of multiple modes of delivery, please provide information about these options for students and how they will be implemented. • Will FMU take into account potential private, virtual or charter school candidates for this degree? • Missing several similar programs in the table and asked to add those programs.
ACAP Considerations		ACAP questions: USC Columbia expressed that the program is similar to the one at USC with concern with impact on

		existing programs since several programs are already offered online. Hoping that the focus on PD region will be mitigated. Responses: From FMU: 3700+ teachers within the PD region that will focus and interest from those teachers. PD Education consortium will be the primary source for candidates for this program. 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

G. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

--

S.C. Commission on Higher Education New Academic Program Proposal

Name of Institution: Francis Marion University

Institution Code: 9226

Proposed Program Degree and Name: Master of Education (MEd) in Educational Leadership

Proposed Program Concentrations: None

Program Designation:

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

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

- ☐ Yes
☒ No

***Note: If this program is approved, please submit a separate Scholarship Enhancement Application to academicprograms@che.sc.gov.**

Proposed Date of Implementation: January 2027 (contingent on SCDE approval)

CIP Code: 13.0401

Proposed Site Code(s) / Delivery Mode(s) (Select **all** that apply [from the list](#)):

- ☒ Traditional/face-to-face (Provide **all** physical location Site Code(s)): 50301
- | | |
|---|---|
| ☒ Blended/Hybrid (Site Code: 85500) | ☐ Distance, Out-of-State (Site Code: 85250) |
| ☒ 100% online (Site Code: 85750) | ☐ Distance, Receiver Site Unknown (Site Code: 85000) |
| ☐ Not Applicable | ☐ Distance, Out-of-Country (Site Code: 85276) |
| ☐ Other (provide explanation): _____ | |

The program operates on a cohort-based admissions model designed to foster collaborative learning, peer mentorship, and professional networks among candidates. Instructional delivery will be tailored to meet the identified needs and circumstances of each cohort.

The program's primary instructional format is online, providing flexibility for working educators. School districts and other educational entities may request alternative delivery formats, including blended or traditional in-person instruction, to accommodate specific workforce development needs. All requests for modified instructional delivery should be submitted to the Dean of the School of Education for review and university approval.

**** If there is no Site Code for the proposed site, you must request one from CHE Data:
chedata@che.sc.gov by including the name and physical address for center, institute, or consortium.***

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

Dr. Alissa Warters, Provost	Dr. Erik Lowry, Dean
(843) 661-1285	(843) 661-1523
Twarters@fmarion.edu	elowry@fmarion.edu

Date of Submission to CHE: 12/22/2025

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

School of Education	9/25/2025
Graduate Council Committee	10/14/2025
Faculty Senate	10/28/2025
General Faculty	11/11/2025
Provost	11/11/2025
President	11/11/2025
Board of Trustees	11/13/2025

Background Information

The proposed MEd in Educational Leadership (SC Educator Certification- Principal: PK-12) Program addresses the need for certified school principals and school administrators in the Pee Dee Region and across the state of South Carolina. Frequent requests from districts for competent and innovative school leaders show an ongoing demand to meet school and district needs. This unique graduate program will attract competent and caring candidates from the Pee Dee region and across the state without a master's degree.

The program is designed to prepare candidates for principal certification and to develop skilled instructional leaders for schools and districts. Candidates may be admitted from public schools, private schools, virtual schools, or charter schools. All candidates must hold a current, valid teaching certificate issued by South Carolina or another state prior to program admission. For candidates employed in non-traditional school settings (private, virtual, or charter schools not affiliated with a traditional school district), their employing institution will be recognized as the candidate's "district" for program purposes.

All clinical internship experiences must be conducted in public schools and must comply with South Carolina Department of Education's Educator Preparation Guidelines and the state's Assisting, Developing, and Evaluating Principal Performance (PADEPP) effectiveness system. All internship supervision must be provided by individuals trained and certified in South Carolina's PADEPP effectiveness protocols to ensure candidates receive rigorous preparation aligned with South Carolina's principal performance standards and state certification requirements.

The mission of Francis Marion University is threefold, as denoted in the University Catalog (p. 7): to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina. Francis Marion University adheres to the primary purpose of its establishment: to make available excellent educational programs for the people in both the Pee Dee region and across the state. Many FMU graduates remain in the Pee Dee region after graduation. The MEd in Educational Leadership program will magnify the mission by developing quality leaders that serve a broad student population and support educators in the Pee Dee region and beyond.

Assessment of Need

The [Bureau of Labor Statistics](#) reports a national job outlook of eight percent for individuals interested in becoming an elementary, middle or high school principal. The expected growth from 2020-2030 is due to the need to replace end-of-career principals that are leaving the workforce and increases in student enrollment. [SC Teacher](#) at the University of South Carolina notes a 20% principal turnover rate in the nation for the last 15 years, mainly due to principal turnover and shifting principals to different schools.

In South Carolina, [Buckman \(2021\)](#) notes that there is a connection between principal retention and teacher retention in South Carolina and that principals often leave schools for higher salaries and to move to more affluent districts. Forty one percent of principals in South Carolina serve rural districts like those in the Pee Dee region where FMU is located. These districts have challenges with recruiting and retaining both teachers and principals because of lower-level salaries, high poverty schools, and the isolation of many districts. Therefore, it is imperative that principals trained at FMU have clinical experiences in both rural and urban areas.

The most recent [South Carolina Administrator Workforce](#) Profile report indicates that 3,338 school administrators were employed in South Carolina schools and districts for the 2022-2023 school year. Of those, 1,234 were principals and 2163 were assistant principals. On average, this group had 22.1 years of experience. Additionally, the reports indicated that the average turnover rate for principals is 20% nationally. There is no data on this in South Carolina.

The School of Education at Francis Marion University, surveyed nine school districts in our local region. These nine school districts are within 75 miles of our university. Some are within 20 miles. These nine school districts (Their Human Resources Departments) reported that they hired 35 new administrators during the 2024-2025 school year. These nine school districts also reported an anticipated 55 additional vacancies over the next 5 years. Below are some additional results from the surveys.

- 67% of the districts reported that they did not have a sufficient number of quality candidates to choose from.
- 100% of the districts reported that they would consider hiring graduates from FMU.
- 100% of the districts believe that there is a need for an Educational Leadership Program at FMU.
- 100% of the districts reported they would support an Educational Leadership program at FMU and provide clinical opportunities for our students.

The School of Education at Francis Marion University surveyed 411 teachers in nine school districts in our local region. These nine school districts are within 75 miles of our university. Some are within 20 miles. The survey asked teachers about their interest in attaining an Educational Leadership degree. Below are the results of that survey.

- 18.0 % of the teachers (n=72) said they were interested in becoming a school administrator.
- 30.9% of the teachers (n=127) said they may be interested in becoming a school administrator.
- 52.3 % of the teachers (n=215) said they would consider FMU for their Educational Leadership Degree.
- 24.1 % of the teachers (n=99) said they would maybe consider FMU for their Educational Leadership Degree.

Need for Poverty Informed Leadership

The need for this program is fundamental for schools in South Carolina. Unlike other principal certification programs in the state, Francis Marion University offers educational leadership candidates a distinctive advantage through its direct partnership with the Center of Excellence for Teaching Children of Poverty (TCOP). This collaboration provides leadership candidates with professional development opportunities, including book studies, webinars, leadership research, and participation in the TCOP Scholars Professional Organization—all specifically designed to address the needs of students from economically disadvantaged backgrounds.

Furthermore, the program integrates a comprehensive focus on poverty-informed leadership throughout its focus on TCOP [Best Practices](#). Coursework addresses how poverty impacts critical aspects of schools and school leadership, including school finance, community engagement, staff/talent development, human resources, and applied research in resource-limited communities. This intentional curricular design ensures that graduates are uniquely prepared to lead effectively where leadership can be a critical factor in school success.

Alignment with the Center of Autism

Teacher candidates at FMU will benefit from enhanced learning opportunities through the Center for Autism Studies on campus. The Center will provide specialized knowledge regarding the characteristics and support needs of individuals with autism—knowledge particularly significant given autism's prevalence in South Carolina schools. Educational Leadership candidates through the Center will gain valuable opportunities for direct engagement with individuals with disabilities. In contemporary school settings, principals and educational leaders fulfill critical roles: serving as district representatives in IEP meetings, implementing restorative practices for behavior management, and ensuring appropriate implementation of accommodations and modifications for instruction and assessment for students with autism and other disabilities.

Please see appendix for letters of support from school district offices.

Transfer and Articulation

There are no transfer or articulation agreements as this is a graduate-level degree.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Educational Administrators K-12	4,478 yearly	347 vacancies yearly	316,600 yearly	20,800 vacancies yearly	US Department of Labor Projections Central Long- Term Occupational Projections (2023-2033) https://lmi.sc.gov/Data-Hub/Projections/Occupational

Supporting Evidence of Anticipated Employment Opportunities

As of May 2024, a search of “Educational Administrators” found 347 projected vacancies each year for SC. Coupling this with our teacher survey results and the fact that FMU will be the only institution in our local area (the Pee Dee region) with this degree offering, it is apparent the local interest and projected employment opportunities support the need for this program. (Data for state and national job and employment projections were collected from the [South Carolina Department of Employment and Workforce](#) and the [U.S. Bureau of Labor and Statistics](#).)

Description of the Program

Projected Enrollment			
Year	Spring Headcount	Summer Headcount	Fall Headcount
2027	10	0	10
2028	15	0	15
2029	20	0	20
2030	25	0	25
2031	30	0	30

The enrollment projections were made based on enrollment trends in our School of Education. We anticipate an initial cohort of 10 consisting of master's degree students. Accounting for the general FMU attrition rate, we expect to carry 7 of those students over into year 2 while adding 8 new students. The third year we anticipate a carryover of 13 students and a gain of 7 new, and a carryover of 18 the fourth year with 7 new coming in. By the fifth year we will have had students graduate and students who will have been working in schools which will bring greater awareness of the program. Therefore, in the fifth year we expect to carry over 21 students and add an additional 9.

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

☒ Yes

☐ No

Individuals seeking enrollment in the Educational Leadership program must meet the following admission criteria:

All program candidates seeking to complete the Educational Leadership program must be formally admitted to FMU. Students in the program are admitted upon meeting the following requirements:

- Have a GPA of 3.0 or higher on the last 60 hours of coursework.
- Hold a current educator's certificate (SC or another US state or territory). A valid teaching certificate will satisfy background clearance requirements. Other candidates will need to meet the background clearance requirements of the district where they complete clinical internship requirements.
- Submit official transcripts from all college or university work.
- Provide a letter of recommendation from the superintendent or designee in the school district where the individual works or last worked.
- A written *Assurance of Disposition* noting the School of Education and program expectations for professional disposition (300-500 words).

Note: Acceptance is based on the evaluation of the applicant's total academic profile and not one single factor.

Admissions and Program Placement Policy

The Master of Education in Educational Leadership program at Francis Marion University prioritizes enrollment of qualified candidates from the Pee Dee region and across South Carolina who demonstrate the potential to address critical leadership needs in South Carolina schools and districts. The program welcomes applications from qualified candidates outside South Carolina and maintains flexible enrollment capacity to ensure both program sustainability and responsive service to regional and state workforce needs.

Longitudinal Data Tracking

Data on program graduates will be gathered and analyzed annually from districts through an Employer Satisfaction Survey. This survey will address principal disposition and quality. Formal data sharing partnership agreements with the school districts will be established, as practicable. Graduates will also be surveyed annually through a Candidate Satisfaction Survey for program improvement. Candidates may offer information on how the program can be improved to better meet the needs of aspiring principals and schools.

Internship Placement

All candidates participate in self-directed internship placement processes in public schools. To ensure meaningful clinical experiences and preparation for diverse school environments, the School of Education strongly encourages and monitors placements across varied educational contexts, including schools serving high-poverty populations, multiple grade spans, and multilingual student populations. All proposed internship placements—whether within or outside South Carolina—are subject to approval by the School of Education and must be supervised by a faculty member or university supervisor who has completed Professional Assisting, Developing, and Evaluating Principal Performance (PADEPP) training. This requirement ensures that all candidates receive rigorous, state-aligned supervision and are adequately prepared to assume leadership positions in South Carolina schools.

To strengthen the self-placement model, the program will implement a three-part quality assurance protocol: (1) all proposed internship placements must be pre-approved by the program coordinator, with consideration for high-need and diverse Pee Dee schools; (2) all candidate mentors will complete PADEPP training and a mandatory program orientation on clinical supervision expectations and feedback protocols; and (3) mentor check-ins during the required program internships.

Curriculum

New Courses

The proposal ensures that candidates meet all the requirements related to National Educational Leadership Preparation Program (NELP) Program Recognition Standards and the Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) principal effectiveness system utilized by the state of South Carolina. Several key components of the program's structure and coursework address these NELP and PADEPP standards. In order to align with these standards, the program will implement the following 7 courses:

Course and Standards Alignment Chart

New Course	NELP Standard Covered (Inclusive of all Components)	PADEPP Standard Covered	Course Description	Praxis Alignment Exams: 5412 or other SBE approved assessment
EDUC 606: Educational Leadership Internship I (3 credits)	3: Equity, Inclusion, and Cultural Responsiveness 8: Internship	2: Instructional Leadership 7: Interpersonal Skills 8: Staff Development	The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in a elementary or middle public-school setting.	-Strategic Leadership - Instructional Leadership - Climate and Cultural - Leadership Ethical Leadership - Organizational Leadership -Community Engagement Leadership
EDUC 613: Educational Leadership Internship II (3 credits) (Prerequisite: Educational Internship I)	3: Equity, Inclusion, and Cultural Responsiveness 8: Internship	2: Instructional Leadership 7: Interpersonal Skills 8: Staff Development	The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in a middle or secondary public-school setting.	-Strategic Leadership - Instructional Leadership - Climate and Cultural - Leadership Ethical Leadership - Organizational Leadership -Community Engagement Leadership
EDUC 600: Introduction to Educational Leadership and Organization (3 credits)	1: Mission, Vision, and Improvement 4: Learning and Instruction 6: Operations and Management	1: Vision 2: Instructional Leadership	The course provides an introduction to educational leadership with an emphasis on EEDA, leadership practice, development, and implementation. The work and challenges of educational leaders will be examined. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders. The Expanded ADEPT and PADEPP effectiveness instruments will be examined in relation to educator effectiveness.	-Strategic Leadership -Instructional Leadership -Assessment and Accountability -Climate and Cultural Leadership -Ethical Leadership -Organizational Leadership
EDUC 602: Engaging the Educational Community	3: Equity, Inclusion, and Cultural	1: Vision 5: School/Community Relations	This course provides a survey of the principle aspects of school community relations for aspiring or current educational leaders. The topics covered	-Strategic Leadership -Community Engagement Leadership

(3 credits)			include an overview of the importance of school community communications, the role of the leader, communications with families, partnerships with the community, crisis communications, and evaluation of school community relations programs. This course will provide tools and resources for building a positive relationship with staff, parents, and the community at large. This course includes material related to the Parental Involvement in their Children's Education Act.	
EDUC 608: Educational Finance and Human Resources (3 credits)	6: Operations and Management 7: Building Professional Capacity	3: Effective Management 7: Interpersonal Skills	The course provides an introduction to school personnel, administration, labor relations, and finance. Topics include recruitment, retention, orientation, induction, and teacher support as part of personnel evaluation. Various finance procedures, practices, and scenarios will be analyzed while applying social considerations and practical applications to a school/district budget.	-Strategic Leadership -Climate and Cultural Leadership -Organizational Leadership
EDUC 609: Educational Law and Ethics (3 credits)	2: Ethics and Professional Norms 3: Equity, Inclusion, and Cultural	3: Effective Management 8: Staff Development	This course examines the legalities of school administration related to students, teachers, and the district. Case law methods will be analyzed to study the interaction of the school with local, state, and federal governing bodies. Students will learn how an educational leader applies the law proactively to make school-based decisions. This course includes information on the Safe Schools Climate Act and the NASDTEC Model Code of Ethics for Educators.	-Strategic Leadership -Instructional Leadership -Climate and Cultural Leadership -Community Engagement Leadership

EDUC 617: Administration of Instructional Programs (3 credits)	1: Mission, Vision, and Improvement 4: Learning and Instruction 6: Operations and Management	2: Instructional Leadership 4: Climate 7: Interpersonal Skills	This course will focus on how an educational leader administers a school, district, or other program/project. Topics include writing a program proposal, reviewing and applying program data, day-to-day operations, and reporting program results to appropriate entities.	-Strategic Leadership - Instructional Leadership - Climate and Cultural - Leadership Ethical Leadership - Organizational Leadership -Community Engagement Leadership
--	---	--	--	---

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	
EDUC 600: Introduction to Educational Leadership and Organization	3	EDUC 608: Educational Finance and Human Resources	3	(Summer I) EDUC 617: Administration of Instructional Programs	3
EDUC 602: Engaging the Educational Community	3	EDUC 609: Educational Law and Ethics	3	(Summer I) EDUC 626: Concepts and Methods in Education	3
EDUC 606: Educational Leaderships Internship I	3	EDUC 613: Educational Leadership Internship II	3	(Summer II) EDUC 611: Solving Instructional Problems Using Technology	3
				(Summer II) EDUC 648: Educational Research	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	12

Similar Programs in South Carolina offered by Public and Independent Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MED in Administration and Supervision	36	Anderson University	100% Online; CAEP Accredited; Master's degree leading to principal certification. Can be completed in 15 months.	Accelerated format; Independent; No certification-only option; Located in the Upstate of SC
MS in Educational Leadership	33	Bob Jones University	100% Online	7-week classes; Not cohort-based; Independent; No certification-only option; Located in the Upstate of SC
MED in Elementary and Secondary School Administration and Supervision	33	Charleston Southern University	100% Online; CAEP Accredited	Independent; No certification-only option; Located in the Lowcountry of SC
Master of Education in Educational Leadership	39	The Citadel	Provides for both an elementary and secondary internship.	Thirty-nine hour program, one summer internship preferred.
Master of Education (building level principal)	36	Clemson University	Two internships	All courses have a field-based component. 24 month program.
Master's in Educational Leadership	36	Coastal Carolina University	Cohort model. Multiple internships.	Offers hybrid, online, and face-to-face classes.
Master's in Educational Administration and Leadership	36	Columbia College	The program offers the option of completing the program in one academic year. 100% online.	Offers seven-week courses and not semester courses. Thirty-six hour program; Independent
ME in Educational Leadership	30	Columbia International University	100% Online; 18 months	Independent; No certification-only option; Located in the Midlands of SC
ME in Administration and Supervision	30	Converse University	100% Online	Courses conducted mostly in evenings and summers; Independent; No certification-only option; Located in the Upstate of SC
MA in School Leadership; EDS in School Leadership	30-36	Furman University	100% Online; CAEP Accredited; 2–3-year program	Credit Hours; No certification-only option; Independent; Located in the Upstate of SC
Post-Master's Certification in Administration and Supervision	18	North Greenville University	The program offers certification-only for individuals with an earned master's degree.	The program does not offer a master's degree.
MED in Educational Leadership	45	South Carolina State University	100% Online; CAEP Accredited	Credit Hours; No certification-only option; Located in the Midlands of SC

EDS in Educational Administration				
MED in Educational Leadership	36	University of South Carolina – Aiken	100% Online; CAEP Accredited	Credit Hours; Designed for regional educators; No certification-only option; Located in the Midlands of SC
Master of Education in Education Administration	36	University of South Carolina – Columbia	100% online.	The program offers special tuition rates for SC certified teachers.
MED in Educational Leadership; EDS in Educational Leadership	42 / 30	Winthrop University	100% Online; CAEP Accredited	Credit Hours; No certification-only option; Located in the Upstate of SC

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor (FT)	EDUC 626 Concepts and Methods of Education EDUC 608: Educational Finance and Human Resources	Ph.D. in Educational Administration, University of South Carolina	Elementary teacher for 1-year, Middle School Math Teacher for 3 years, Assistant Principal for 1 year, Principal for 6 years, Assistant Superintendent for Human Resources-6 years.
Professor (FT)	EDUC 611 Solving Instructional Problems Using Technology EDUC 648 Educational Research EDUC 600: Introduction to Educational Leadership and Organization	Ed.D. in Educational Leadership, University of North Carolina, Charlotte	Taught K-12 in India for 10 years.
Associate Professor (FT)	EDUC 609: Educational Law and Ethics EDUC 602: Engaging the Educational Community EDUC 606: Educational Internship II	Ph.D. in Education Leadership and Research, The University of Southern Mississippi	Elementary/Middle School Teacher and School Administrator/Principal for 9 years. Experience working for a state legislature.
Assistant Professor (FT)	EDUC 606: Educational Internship I EDUC 617: Administration of Instructional Programs	Ed.D. in Curriculum and Instruction with emphasis in Special Education, University of South Carolina	Former special education teacher for 12 years. SC certification in Principal.
1. Other School of Education Faculty- Assistant/ Associate/ Professor	EDUC 626 Concepts and Methods of Education EDUC 648 Educational Research	Ph.D. in Education	Experience working with students and teachers in schools.

Total FTE needed to support the proposed program:
Faculty: 5 (4 in Educational Leadership, 1 in the School of Education)
Staff: 1

Administration: 1

Faculty, Staff, and Administrative Personnel

This new program builds on FMU's existing School of Education faculty. The program itself will be supported by 5 existing full-time faculty with educational leadership degrees and/or experience, one of whom will be the program coordinator. The School of Education Dean and Administrative Assistant will serve the administrative and staff needs of the Educational Leadership program. There are no new faculty lines being created for this program.

Faculty Teaching Load Analysis

The Master of Education in Educational Leadership program curriculum will be delivered through courses offered 2-3 times annually, with course frequency adjusted according to enrollment demand and student progression within the cohort-based model. With an anticipated enrollment range of 10-30 students, existing faculty members can maintain reasonable course loads while accommodating program growth. The strategic expiration of course releases for certain faculty members by the time of program approval will enable the School of Education to reallocate existing faculty resources to the program without requiring additional positions during initial implementation. This will free one FTE course load across the program. This planned resource reallocation will formally incorporate Faculty Member #5 into the program instructional team, ensuring adequate teaching capacity to serve students. The introduction of the additional faculty member enables dual-section offerings while preserving reasonable individual faculty loads.

School-based clinical supervision will be provided by qualified School-Based Clinical Leads (practicing principals) who hold current South Carolina principal certification (or certification from another state) and have taken part in current PADEPP training. Should any candidate be self-placed outside of South Carolina, then the Clinical Lead in the out of state setting must also be trained in PADEPP to serve as a program mentor. The PADEPP certification requirement ensures that these principals can regularly conduct formal evaluations of teachers and administrators in their schools. This professional qualification is essential, as candidates will receive mentoring from individuals who actively practice the state-mandated principal performance system that will govern candidates' own professional practice upon certification and assumption of leadership roles.

Faculty Member	Program Role	Courses Assignment	Course Frequency
1	MED Faculty-Finance	606 (3 SH), 608 (3 SH)	2/2
2	MED Faculty-Technology	611 3 (SH), 613 (3 SH)	2/2
3	MED Faculty-Community Engagement/Law	609 (3 SH), 602 (3 SH)	2/3
4	MED Faculty-Leadership and Instruction	600 (3 SH), 617 (3 SH)	3/2

5	Other Graduate Faculty in the School of Education	626 (3 SH), 648 (3 SH)	2/2
---	---	---------------------------	-----

Resources

Library and Learning Resources

The library provides adequate resources to support Educational Leadership students. The bulk of relevant titles are available electronically via various databases. Additionally, library staff are committed to developing more OERs. Our students also make regular use of PASCAL to expand their research options.

Student Support Services

The university has a number of student support services available to all students including our Center for Academic Success and Advisement, Writing Center, Tutoring Center, Career Development Center, and the Office of Counseling, Testing, and Special Services. These resources are available to all students and are part of the university's operational costs. Therefore, there are minimal new costs associated with academic support services for this program.

Physical Resources/Facilities

There is minimal instructional equipment needed for the proposed program. In the fall of 2024 the university opened their new 54,000 square foot School of Education/School of Business facility. The building is equipped with technology that mirrors what graduates will have access to in their district classrooms. The building is state of the art and includes both traditional and observational classrooms, faculty offices, an auditorium, and study rooms. A portion of the currently allocated state appropriation will be applied to the maintenance and upgrading of the existing equipment as necessary as a part of the School of Education general budget.

Equipment

No new equipment is needed or required.

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 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	81,870	81,870	40,935	122,805	40,935	163,740	40,935	204,675	40,935	245,610	818,700	818,700
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	81,870	81,870	40,935	122,805	40,935	163,740	40,935	204,675	40,935	245,610	818,700	818,700
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	0	0	0	0	0	0	0	0	0	0	0	0
Facilities, Equipment, Supplies, and Materials	0	4,749	0	4,749	0	4,749	0	4,749	0	4,749	0	23,745
Library Resources	0	3,065	0	3,065	0	3,065	0	3,065	0	3,065	0	15,323
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	7,814	0	7,814	0	7,814	0	7,814	0	7,814	0	39,068
Net Total (Sources of Financing Minus Estimated Costs)	81,870	74,056	40,935	114,991	40,935	155,926	40,935	196,861	40,935	237,796	818,700	779,632

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.

Budget Justification

Administration, facilities, supplies, and library resources are based on average per credit hour cost across the university. No new faculty, facilities, or supplies and equipment are required for this new program. Revenue from tuition is based on in-state graduate rates and is anticipated to cover any new costs. Library costs are calculated from portion of the library budget allocated for Education and other related topics. The costs associated with the “Other” category include indirect university-wide costs such as Accounting, Purchasing, IT, Maintenance, Financial Assistance, Advising, etc. The totals in the table above reflect the costs associated with the existing program that will be applied to the new program. The current costs listed for each category, including facilities and library resources, are based on a percentage of the overall university budgets in each of these categories as determined by the size of the existing programs and the projected growth of the new program. The totals in the “Grand Total” columns at the end of the table reflect the total income and expenditures over 5 years. These are all recurring costs that are already accounted for in the existing university budget. As we are utilizing existing resources for this program we anticipate being net positive in year one.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Program Objective: Candidates will possess knowledge of content and methods used in the field of Educational Leadership.	Candidates will demonstrate proficiency in content knowledge by demonstrating strategic and instructional leadership.	Praxis 5412: Educational Leadership: Administration and Supervision or Other SBE approved assessment Program-Based Assessment: <i>Candidate Leadership Project</i> in EDUC 606: Educational Internship I and EDUC 613: Educational Leadership Internship II
Program Objective: Candidates will know and understand the role of the family and community engagement within the educational community.	Candidates will evaluate a school's climate and culture regarding family, and community engagement.	Praxis 5412: Educational Leadership: Administration and Supervision or other SBE approved assessment. Program-Based Assessment: <i>Candidate Family and Community Engagement Plan Project</i> in EDUC 602: Engaging the Educational Community
Program Objective: Candidates will understand the importance of educational finance and ethics as part of their role in a school district.	Candidates will demonstrate ethical competence and master the development of a school budget.	Praxis 5412: Educational Leadership: Administration and Supervision or other SBE approved assessment. Program-Based Assessment: <i>Candidate School Program Budget</i> (as part of the Candidate Leadership Project) in EDUC 608: Educational Finance and

		Human Resources, EDUC 606: Educational Internship I and EDUC 613: Educational Leadership Internship II
Program Objective: Candidates will know, understand, and apply their knowledge of statutes, regulations, and case law as it relates to the school and district.	Candidates will research, evaluate, and determine application of statutes, regulations, and case law as it relates to the school and district.	Praxis 5412: Educational Leadership: Administration and Supervision or other SBE approved assessment. Program-Based Assessment: <i>Candidate Legal Case Study Project</i> in EDUC 609: Educational Law and Ethics
Program Objective: Candidates will use research, technology, and problem-solving to understand advanced concepts and methods in education.	Candidates will use technology to plan and solve an on-going school problem.	Praxis 5412: Educational Leadership: Administration and Supervision or other SBE approved assessment. Program-Based Assessment: <i>Candidate Technology Project</i> in EDUC 611: Solving Instructional Problems Using Technology and EDUC 608: <i>Educational Finance and Human Resources</i>
Program Objective: Candidates will demonstrate professional dispositions and apply program learning in the clinical setting.	Candidates will score proficient on School of Education dispositions.	Praxis 5412: Educational Leadership: Administration and Supervision or other SBE approved assessment. Program-Based Assessment: <i>PADEPP Planning Project</i> in EDUC 600: Introduction to Educational Leadership and Organization EDUC 606: Educational Leadership Internships I and EDUC 613: Educational Leadership Internship II

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

The program will be using NELP standards and reviewed by the SCDE for program recognition.

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

☒ Yes

☐ No

The program will lead to South Carolina Tier I, PK-12 Principal certification. Candidates will be recommended for certification based on the grade span where experience has been verified by a school district.

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

Candidates will be prepared for certification through coursework and internships. The Course and Standard Alignment Chart on pages 5-7 of this proposal note the NELP and PADEPP standards.

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. Submit the additional information required by SCDE.

☒ Yes

☐ No

Per SCDE policy, the program will submit a program report to South Carolina Department of Education (SCDE) the semester immediately following the graduation of their first ten completers or at the time of the cyclical review, whichever comes first. The program will be reviewed based on the NELP Standards. The program letter of intent is included in the appendix and SCDE application sections III and IV are below.

Section III. South Carolina Requirements

Requirements Related Statutes and Regulations Pursuant to South Carolina statute and SBE regulations, the EPP must meet the requirements listed below.	
<i>1.1 National Provider Standards</i> Pursuant to SBE Regulation 43-90, the EPP must ensure that it meets all national provider standards adopted by the SBE.	The Master of Educational Leadership, with certification in PK-12 principal is aligned with the ELCC and NELP standards. The SCDE relies on the outcomes of national provider accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board– approved policies and guidelines. Standards Related to state laws and regulations include: PADEPP, EEDA standards, Standards of Conduct, and standards associated with the Safe Schools Climate Act. Standards Related to Board of Education Policies include: meeting admission requirements, field and clinical experience requirements, and meeting eligibility for principal certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

<i>1.2 Criminal Records Check and Fingerprinting Requirements</i> Pursuant to S.C. Code Ann. § 59-25-115, the EPP must ensure that each educator candidate completes the fingerprint-based criminal history review process and is approved by the SCDE prior to beginning the clinical or student teaching experience. The provider must advise each candidate that prior arrests or convictions of a serious nature could affect the individual's opportunity to complete the clinical experience and qualify for teacher certification. Note: An individual seeking to enroll in a clinical experience who holds a current, valid South Carolina educator certificate is not required to repeat the clearance process but is subject to disciplinary action pursuant to S.C. Code Ann. § 59-25-160 and SBE Regulation 43-58, Disciplinary Action on Educator Certificates.	Candidates in the Master of Education in Educational Leadership program at Francis Marion University must present a valid teaching certificate at admission (SC or another US state or territory). Possession of the valid teaching certificate verifies that the candidate has completed the process for clearance. Any candidate that does not have an educator certificate must complete the clearance process in place or required by the district where the internships are to be completed. Francis Marion University reserves the right to require a fingerprint-based criminal history review if a district does not have a valid process in place.
<i>1.3 Read to Succeed</i> Pursuant to S.C. Code Ann. § 59-155-180, the EPP must ensure that all candidates enrolled in pre-service teacher education programs, including MAT degree programs, complete a sequence in literacy that must be approved prior to implementation and aligned with relevant literacy competencies and SCDE policies. The provider must verify on the recommendation for certification that each candidate has completed the	Not applicable.

appropriate Read to Succeed course sequence as part of the institution's approved program.	
<i>1.4 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)</i> Pursuant to S.C. Code Ann. § 59-26-30(B), the EPP must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective educators as articulated in the ADEPT performance standards for classroom teachers and service professionals. During field and clinical experiences, candidates must be evaluated relative to these standards and provided with formative and summative feedback. As supplemented by SBE Regulation 43-205.1, the provider must have an ADEPT implementation plan approved by the SCDE and submit annual assurances and candidate performance data according to published deadlines. The EPP must ensure that each candidate recommended for certification has successfully completed all requirements of the appropriate pre-service ADEPT evaluation process and maintain evidence of candidate performance during the pre-service evaluation process.	Not applicable.

<i>1.5 Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)</i> Pursuant to S.C. Code Ann. § 59-24-40 and Regulation 43-165.1, the EPP offering preparation programs for school and district leaders must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective leaders as articulated in the PADEPP performance standards. All leadership candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan.	Francis Marion University's School of Education requires program candidates to take coursework and enroll in field and clinical courses that will enhance the candidate's understanding of the PADEPP effectiveness system, required for certification and continued employment in a South Carolina Public School. The PADEPP rubric is taught in Introduction to Educational Leadership and Organization and job-embedded activities are implemented with candidates in both Internship I and Internship II courses. The PADEPP rubric and guidelines are available on the SCDE website. All candidate supervisors will be trained in PADEPP.
<i>1.6 Family, School, and Community Engagement</i> Pursuant to SC Code Ann. § 59-28-140, the EPP must ensure that all candidates in teacher and principal preparation programs know, understand, and are able to apply best practices in family, school, and community engagement.	Program candidates will have a number of opportunities to gain experience about, develop, and practice purposeful collaboration to build partnerships with a range of individuals within the school, other education settings, and community (i.e., general educators, related service providers, paraprofessionals, families, and resource/support agencies within the community). Candidates will also learn to form a system of support for meeting the needs and increasing access to curriculum and success of students through use of effective communication, collaboration, and problem-solving strategies. Candidates will be provided a number of opportunities to build on an initial understanding of law and legal responsibilities for parent participation and procedural safeguards; be prepared to organize and facilitate meetings following completion of a Family and Community Engagement Plan; ensure the shared decision-making process

	with parents and families being an integral part of the team, sharing their collective voices and expertise, as well as connecting students, parents, and families with local community agencies that can assist in meeting the needs of students with high-incidence, mild/moderate disabilities.
<i>1.7 Safe Schools Climate Act</i> Pursuant to S.C. Code Ann. § 59-63-110 et seq., the EPP must ensure that all certification programs, initial and advanced, include instruction as it relates to the Safe Schools Climate Act and the identification and prevention of harassment, intimidation, and bullying.	Candidates are introduced to the <i>Safe Schools Climate Act</i> (SSCA) and provided a copy of the legislative act in their Educational Law and Ethics course for analysis. In this course they will note the components of the SSCA to include information on the identification and prevention of harassment, intimidation, and bullying
<i>1.8 Education and Economic Development Act (EEDA)</i> Pursuant to S.C. Code Ann. § 59-59-10 et seq., the EPP must provide candidates in programs preparing teachers, school counselors, and school leaders with training in career exploration as appropriate to their roles and professional responsibilities.	The Educational Leadership program at Francis Marion University will introduce students to career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education as a part of the Introduction to Educational Leadership course .
<i>1.9 Student Health and Fitness Act</i> Pursuant to SC Code Ann. § 59-10-10 et seq., the EPP must ensure that candidates in Early Childhood and Elementary Education programs receive instruction in the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles as part of the Student Health and Fitness Act of 2005.	Not applicable.

<i>1.10 Admission to Undergraduate Teacher Preparation Programs</i> Pursuant to S.C. Code Ann. § 59-26-30, the EPP must ensure that candidates meet the basic skills assessment requirement or a qualifying exemption adopted by the SBE for full admission to an undergraduate teacher preparation program	All program candidates seeking to complete the Educational Leadership program must be formally admitted to FMU. Students in the program are admitted upon meeting the following requirements: • A GPA of 3.0 or higher on the last 60 hours of coursework. • Hold a current educator’s certificate (SC or another US state or territory). A valid teaching certificate will satisfy background clearance requirements. Other candidates will need to meet the background clearance requirements of the district where they complete clinical internship requirements. • Official transcripts from all college or university work. • A letter of recommendation from the superintendent or designee in the school district where the individual works or last worked. • A valid teaching certificate will satisfy background clearance requirements. Other candidates will need to meet the background clearance requirements of the district where they complete clinical internship requirements. • A written <i>Assurance of Disposition</i> noting the School of Education and program expectations for professional disposition
<i>1.11 PK-12 Academic Standards</i> In support of S.C. Code Ann. § 59-18-300, the EPP must ensure that candidates are prepared to plan and implement instruction aligned with South Carolina PK–12 academic standards for the subject area and grade span of their certification program.	Educator preparation programs must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina State Board of Education PK-12 standards in the area in which they seek to be certified, including College- and Career-Ready Standards and Academic Standards and Indicators. Academic standards are addressed as a part of Standard 2 in PADEPP and will be implemented throughout the program as well as in both internships to foster the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

<i>1.12 Tuberculosis Screening and Evaluation</i> Pursuant to S.C. Code Ann. § 44-29-150 and Department of Health and Environmental Control (DHEC) Regulation 61-22, the EPP must ensure that candidates, as defined in DHEC regulation, are screened prior to field placement and that prescribed documentation is maintained. Regulation 61-22 (II)(E) includes student teachers in the definition of “employee,” and Section (III)(C)(2) addresses required documentation.	The Coordinator of the Educational Leadership program will coordinate clinical and student teaching placements for candidates. All teacher candidates will submit a clear SLED check and a clear TB test before being allowed to begin the clinical field experiences. A clear TB test is also required before being permitted to begin Internship I or Internship II.
Requirements Related to SBE Guidelines and SCDE Policy Pursuant to South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures, the EPP must meet the requirements listed below.	
<i>2.1 Field and Clinical Experiences</i> The EPP must ensure that all field and clinical experiences meet the requirements established by the SBE. In this context, field experiences refer to school-based opportunities and activities prior to the full student-teaching or clinical experience. The clinical experience refers to the full-time, culminating experience of a program preparing candidates for certification in teaching, service, or leadership fields.	The field hours embedded in the program include working in PK-12 school-based settings with children and adolescents. NELP standards require a minimum of 10-15 hours per week in a school-based setting over 6 months. Students in the FMU Educational Leadership program must have a minimum of 300 hours in public schools. The program will utilize the self-placement model since many candidates will already be employed in public school districts. Any candidate not employed in a district will seek a self-placement in a public school with support from the program coordinator. All candidate supervisors must be trained in the SC principal effectiveness model (PADEPP).

<i>2.2 Professional Ethics and Decision-making</i> The EPP must ensure through coursework and field and clinical experiences that candidates are provided with instruction in professional ethics as well as ethical principles and decision-making aligned with the standards of the Model Code of Ethics for Educators.	<i>Teacher candidates are informed in writing of the state Standards of Conduct which includes Educator Ethics, required for certification.</i> During EDUC 609: Educational Law and Ethics and clinical experience courses (EDUC 606, EDUC 613), all candidates will learn content that addresses the South Carolina Code of Conduct and a discussion on Educator Ethics. Additionally, candidates are provided with a NASDTEC <i>Model Code of Ethics for Educators</i> from the National Association of State Directors of Teacher Education and Certification. All candidates will demonstrate their knowledge and skills related to this topic through the mastery of PADEPP standard 6 in the PADEPP Planning Project assessment and internships.
<i>2.3 Initial Program Approval</i> The EPP must ensure that initial program proposals meet the specialty area program approval standards adopted by the SBE for the specific certification field. All new program proposals must gain SBE approval prior to implementation, recruitment, and admission of candidates.	Once CHE has approved the initial program, the program will be submitted to SCDE for approval. All revisions required by the CHE and SCDE will be made as requested.
<i>2.4 Continuing Program Recognition</i> The EPP must ensure that each continuing program is fully recognized by a specialized accrediting agency, specialized professional association, or the state. Providers must gain full recognition for all SBE-approved educator preparation programs	The program will take part in Specialized Professional Association recognition through either ELCC/NELP or the SCDE.

<i>2.5 Verification of Candidate Program Completion for Educator Certification</i> The EPP must submit the verification of program completion for certification for each candidate seeking South Carolina educator certification. The verification signifies that a candidate has successfully completed all requirements of the provider's approved program for educator certification. The provider must also indicate if, at the time of program completion, the candidate has earned qualifying scores on required subject area and pedagogy exam assessments for certification purposes.	<u>Completion of Internship</u> 1. Candidate's progress during the internship is monitored and assessed by the university supervisor and school-based mentor for required coursework completion. 2. The Coordinator of the Educational Leadership program verifies and documents the completion of all requirements for the internship. <u>Program Completion and Recommendation for Certification</u> 1. The candidate submits an FMU and SCDE Application prior to graduation. 2. The Coordinator of the Educational Leadership program again verifies that each candidate has passed the required Praxis exam based on the required State Board of Education approved score. The Coordinator of the Educational Leadership program verifies that each candidate has passed the required Praxis exam with a passing score and met clinical hour requirements. 3. The Coordinator of the Educational Leadership program verifies that each candidate has successfully passed all courses. Courses completed, grades and the semester the course is completed are documented on a program of study in the student file. 4. The Office of the Registrar audits the candidate's completion of program requirements. 5. The Certification Coordinator (authorized SCDE signatory) submits the names and appropriate documentation to the South Carolina State Department of Education for certification.
<i>2.6 Annual Reporting</i> The EPP must ensure that it meets annual reporting requirements and deadlines related to Title II, accreditation, program recognition, ADEPT, and any other assurances that may be required by the SBE.	Required reports (e.g., Unit Assessment System, Title II, assurances, and CAEP) will be completed and submitted by the required deadlines.

2.7 Technology for the Enhancement of PK–12 Student Learning. The EPP must ensure that candidates are prepared to model and apply technology standards to enhance the learning of all PK–12 students. Candidates should be able to design instruction, implement lessons and activities, and assess learning using varied technology platforms, tools, and digital resources. Because South Carolina school districts must have approved instructional technology plans aligned with the standards of the International Society for Technology in Education (ISTE), EPPs must utilize the ISTE standards in preparing candidates for field and clinical experiences and classroom practice.	Educational leaders prepared at Francis Marion University are required to understand the ISTE standards. Individuals in the Educational Finance and Human Resources class will learn about the ISTE standards and how they may be implemented in a school setting as a part of developing a budget and working with teachers and staff. The standards will be reviewed and further elaborated on in EDUC 611: Solving Instructional Problems Using Technology. In this course candidates will gain additional tools to further enhance learning and professional development in schools.
--	---

● Section IV: National Accreditor and Specialized Programmatic Association Standards

Specialized Programmatic Association Requirements (Cont.)

For New Program Proposals Only – Program proposals seeking to add new programs must complete all sections below:

<i>Descriptions of any state or institutional policies that may influence the application of standards.</i>
Francis Marion University’s Master of Education in Educational Leadership program will be reviewed by the State Board of Education appointed members of the Professional Review Committee. After ten students have completed the program, or as part of the specialized professional program report cycle

(whichever comes first), the National Educational Leadership Preparation (NELP) Program Recognition Standards will be used for continuing program review.

Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Master of Educational Leadership certification program adheres to Standard 8, Component 8.2 of the NELP Program Recognition Standards for Building Level Principals. Francis Marion University will ensure that all program candidates are provided with a maximum of six-months (10-15 hours per week) of concentrated internship or clinical experiences that include authentic leadership activities within the school setting. As such, there will be a minimum of 300 total hours in schools.

Chart of Assessments

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the programmatic standards. All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

- 1. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).*
- 2. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).*

	Assessment Title	Form ¹	Course or Timing within the Program ²
Assessment 1: Content	Praxis 5412 or other SBE approved assessment.	State Certification Test	May be taken at any point after Educational Internship II but before program completion.

Assessment 2: Content	Candidate Leadership Project	Project/Portfolio	A culmination of assignments, discussions, and mentoring activities completed in EDUC 608: Educational Finance and Human Resources, EDUC 606: <i>Educational Internships I</i> and EDUC 613: <i>Educational Internships II</i> courses.
Assessment 3: Planning	PADEPP Planning Project	PADEPP Portfolio	To be completed in the <i>Introduction to EDUC 600: Introduction to Educational Leadership</i> , EDUC 606: <i>Educational Internship I</i> and EDUC 613: Educational Leadership Internship II.
Assessment 4: Instruction	Candidate Family and Community Engagement Plan Project	Project	To be completed in the EDUC 602: <i>Engaging the Educational Community</i> course and EDUC 606: <i>Educational Internship I</i> .
Assessment 5: Student Learning	Candidate Legal Case Study Project	Case Study Project	To be completed in EDUC 609: <i>Education Law and Ethics</i> .
Assessment 6	Candidate Technology Project	Budget Project	To be completed in the EDUC 608: <i>Educational Finance and Human Resources</i> and EDUC 611: <i>Solving Instructional Problems Using Technology</i> .

Relationship of Assessments to Standards

For each program specific standard, identify the assessment(s) that address the standard. One assessment may apply to multiple standards. This alignment should match the standard alignment section in the individual assessment templates and rubrics.

NELP Building Level Program Standards (2018)	A1	A2	A3	A4	A5	A6
Standard 1- Mission, Vision, and Improvement	X	X	X	X		X

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. • Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. • Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.						
Standard 2- Ethics and Professional Norms Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. • Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. • Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. • Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	X	X	X	X	X	X
Standard 3- Equity, Inclusiveness, and Cultural Responsiveness	X	X	X	X	X	X

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. • Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. • Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. • Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.						
Standard 4- Learning and Instruction Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. • Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. • Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. • Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed	X	X	X	X	X	X

instructional improvement and student learning and well-being. Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.						
Standard 5- Community and External Leadership Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. - Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. - Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. - Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	X	X	X	X		
Standard 6- Operations and Management Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	X	X	X	X	X	X

• Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. • Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. • Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.						
Standard 7- Building Professional Capacity Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. • Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff. • Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. • Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. • Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	X	X	X	X	X	X

Standard 8- Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.	X	X	X	X	X	X
• Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7. • Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting. • Component 8.3 Candidates are provided with a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.						

Use of Assessments

Assessment Templates used in the Continuing Program Review should be submitted as separate documents. Abbreviated versions without data are available for use. No data are required for this documentation.

Planned use of assessment results to improve candidate and program performance

This is a new program and assessments for each required area are attached as appendices. The following information notes how assessments will be used in the continuing improvement process:

Data Collection and Analysis (annually)

Key Steps in the Assessment Process

1. Professors and Student Learning and Licensure (SLL) data entry administrator will ensure alignment in the electronic portfolio system.

- Collect and grade all required assessments.

2. Data Entry and Collection

- Input data into SLL.
- Collect data from university and school supervisors.

3. Assessment Coordinator's (Program Director) Role

- Review key assessments.
- Aggregate data for unit and program analysis.
- Implement program improvements based on data analysis
- Review program improvements for effectiveness.

Planned use of assessment results to improve candidate and program performance will be used for candidate remediation and program changes.

Key Steps in the Decision-Making Process:

1. Assessment Coordinator (Program Director)

- Provide feedback to department faculty.
- Prepare graphs and tables of data.

2. Assessment Committee

- Review recommendations from faculty.
- Reviews assessment results.

3. College of Education

- Vote on recommendations from faculty.
- Vote on recommendations from the Assessment Committee.

4. Make any institutional changes (e.g., SLL, catalog, literature, etc.)

Changes of Additions to the Program

Commentary for program (modifications only)

Not applicable.

List of Assessments

Please list all assessments required by the institution that align with the [Specialty Area Program Approval Standards](#) (i.e., content, pedagogy, etc.)

Assessment 1: Content– Praxis Exams 5414 or other exam(s) allowed by the State Board of Education

Assessment 2: Content – Candidate Leadership Project

Assessment 3: Planning Instruction – PADEPP Planning Project

Assessment 4: Instruction – Candidate Family and Community Engagement Plan Project

Assessment 5: Student Learning – Candidate Legal Case Study Project

Assessment 6 –Candidate Technology Project

Appendices

Please attach a letter of approval (e.g., SACS, SC Commission on Higher Education (CHE), etc.) from other bodies as appropriate. Documents linked within the proposal may be inserted as appendices (e.g., rubrics, applicable syllabi, etc.).

Appendix A: South Carolina Commission on Higher Education (CHE) Program Approval Letter

To be provided after the SC CHE Review.

Appendix B: FMU SACS Letter



Adobe Acrobat
 Document

Appendix C: Assessment 1: Praxis

Instructions

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

Institution Name:	Francis Marion University
Program Name:	Master of Education in Educational Leadership
Program Type:	Principal Certification: PK-12
Subject Assessment #:	Praxis 5412:
Title:	Educational Leadership: Admin. and Supervision
Required Cut Score:	146

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

Description of the Assessment
The Educational Leadership: Administration and Supervision (E L A S) test is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice.

Part 2. Standard Alignment

A description of how this assessment specifically aligns with the standards it is cited for in Section III.

It is appropriate to replace tables if alignment is provided by the Specialized Program Association.

Add or delete rows/tables as needed.

Praxis 5412 Alignment: NELP Standards and Exam Content Categories*

<i>Exam Content Category</i>	<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>
Strategic Leadership	1.1 1.2						
Instructional Leadership	1.1 1.2	2.1 2.2 2.3	3.1 3.2			6.3	
Climate and Cultural Leadership			3.1 3.2 3.3				7.1 7.2 7.3
Ethical Leadership	2.1 2.2 2.3						
Organizational Leadership				4.1 4.2 4.3 4.4		6.1 6.2	7.4

Community Engagement Leadership					5.1		
					5.2		
					5.3		

**Standard 8 is the internship not covered on the exam.*

***The required score for this exam is approved by the South Carolina State Board of Education annually.*

Appendix D: Assessment 2: Candidate Leadership Project

Instructions

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

<i>Institution Name</i>	<i>Francis Marion University</i>
<i>Program Name</i>	<i>Master of Educational Leadership</i>
<i>Program Type</i>	<i>Principal Certification PK-12</i>

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

<i>Description of the Assessment</i>
The purpose of this project is for leadership candidates to be able to participate in practical activities as a school leader. As a part of this project, candidates will collect verifiable evidence showing that they have participated in school activities that evidence effectiveness in meeting each NELP Standard and Component. Candidates will: A. Complete a table showing: NELP Standards and Components and specific activities completed to meet each standard/component. All NELP standards must be addressed through the activities.

Sample Documentation:

Name:	Date:	Activity:
NELP Standard(s)/Component(s) Addressed:	Activity:	How does the activity align with and show you met the standard?

B. Discuss each activity and how it helped them meet each standard and component.

C. Include each activity below as part of meeting the standards/components:

Part I (Internship I Assignment)

- A mentoring activity with a new teacher
- An activity planning and implementing a professional development activity
- With Principal oversight, taking action on at least one discipline referrals to include investigation, due process, parent involvement, and application of the discipline code.
- An activity participating in at least one human resource action (e.g.: hiring process, complaint process, etc.).

Part II. (Internship II Assignment)

- An activity participating in at least one programmatic action (e.g., program development, school improvement plan action, school board meeting presentation, etc.).
- An activity serving as the LEA representative in an IEP meeting, as allowable.
- An activity overseeing a school activity with support staff (e.g., teacher assistants, custodians, bus drivers).

Part III. (Educational Finance and Human Resource Assignment)

- A leadership activity developing, revising, and reconciling a budget. This must include collaborating principal oversight and verification. A copy of the budget with analysis of development must be included for evaluation. Evaluation analysis must include:
 - i. The type of budget
 - ii. What was developed, revised, reconciled in the budget.
 - iii. What was learned from the activity.
 - iv. How further development of the budget could prove effective.
 - v. Copies or web links to three other budgets and how they are alike and different from the one used in the activity.

D. Not use the same activity to meet more than one standard.

Part 2. Standard Alignment

A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III.

Add or delete rows/tables as needed.

**** Programs are encouraged to also include standard alignment within the provided rubric.***

Praxis 5412 Alignment: NELP Standards and Exam Content Categories*

<i>Project Components</i>	<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>
Mentoring	1.1 1.2	2.1		4.3			
Planning	1.1 1.2	2.1		4.3		6.1 6.2 6.3	7.1 7.2 7.3
Discipline Management			3.1 3.2		5.1 5.2 5.3		7.1 7.2 7.3
Human Resources		2.1 2.2 2.3				6.1 6.2 6.3	7.1 7.2 7.3
Programs				4.1 4.2		6.1 6.2 6.3	7.1 7.2 7.3
School Activities			3.1 3.2	4.3	5.1 5.2		

					5.3		
Human Resources			3.2 3.3			6.1 6.2 6.3	7.1 7.2 7.3
Budgeting			3.1			6.1 6.2 6.3	

*Standard 8 will be applied in the internship setting.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

LEADERSHIP PROJECT RUBRIC

Criteria	1	2	3	4
Attitude	Students have a negative attitude. A student makes the experience bad for others around him or her.	Students have a neutral attitude. It is difficult to note whether or not the attitude is making an impact.	Students are positive about the activities.	Students are positive about the activities being learned and set the example for others.
Active Involvement	Students are not involved with the class activity. Students need constant reminders to get back on task.	Student involvement is questionable, yet progress is being made.	Students are often engaged in the activities and rarely off task.	Students are constantly engaged in the activity and never off task.
Activity Completion	Fewer than X	X activities are	X activities are	All X activities are

and Documentation (X=numbers may be adjusted per course requirement)	activities are completed. Documentation may not be adequately provided.	completed but not in a quality manner. Documentation is provided.	completed but quality is questionable. Documentation is provided.	completed with great quality. Documentation is provided.
Analysis	Information and activities are not well analyzed to show what the student learned and how improvements in the activity or product could be made.	Information and activities are vaguely analyzed to show what the student learned and how some improvements in the activity or product could be made.	Information and activities are satisfactorily analyzed to show what the student learned and how improvements in the activity or product could be made.	Information and activities are well analyzed to show what the student learned and how improvements in the activity or product could be made.

Appendix E. Assessment 3: PADEPP Planning Project

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

Institution Name	Francis Marion University
Program Name	Master of Educational Leadership
Program Type	Principal Certification: PK-12

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

Description of the Assessment
Students will be introduced to and participate in the Expanded PADEPP Process as noted in the Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Guidelines . (Guidelines) with the assistance

of the cooperating administrator during each semester of internship. Grading of the project will be completed based on the [SC PADEPP Rubric](#). As noted in the Guidelines, the following process will be utilized:

A summary of the completion order for the PADEPP process is below. Please see specific user guides for instructions on completing each step of the process.

Beginning of Internship I and II – Evaluation Setup:

1. PADEPP cooperating administrator creates an evaluation record for the student.
2. PADEPP Administrator adds the evaluation team members to each evaluation record.
3. Evaluation Chair will complete the Required Standards form for evaluations.

Beginning of Internship I and II – Form Completion:

1. Principal will enter 1 to 3 SMART Goals in the Principal Professional Development Plan.
2. Principal and Evaluator will sign the Orientation section of the Principal Professional Development Plan.
3. Once 1 and 2 are complete, Evaluator will add date and assurances to the Orientation Conference form and both evaluator and principal will sign.

Throughout Semester:

1. Evaluator(s) will add observations, as needed to the record. These observations are not to be shared with the principal.

Mid-Semester Form Completion:

1. Principal and Evaluator will sign the Mid-Semester section of the Principal Professional Development Plan.
2. Evaluator will enter mid-semester conference date and assurances on Mid-Semester Conference form.
3. Once 1 and 2 are complete for Mid-year, Evaluator and Principal will sign.

Mid-semester Conference form. End-of-Semester process:

1. Student and Evaluator will sign the End-of-Semester section of the Principal Professional Development Plan.
2. Student will complete the Self-Assessment. (Mid-Semester Conference must be completed before the self-assessment will be available to the student.)

3. Each evaluator will complete an evaluator assessment.
4. If multiple evaluators, the evaluation chair will complete the Student's Summative Evaluation Form Worksheet.
5. Evaluator will enter conference date and assurances on End-of-Semester Conference form.
6. The Evaluation Chair will complete the Student's Summative Evaluation Form. The student cannot see the form until all members of the evaluation team have signed. The student will sign last.
7. Evaluator and student will sign the End-of-Semester Conference.
8. Evaluation chair will complete the Results page and mark the evaluation as complete.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

[PADEPP forms](#) to be used for evaluation of this project are located on the SCDE website.

Appendix F. Assessment 4: Candidate Family and Community Engagement Plan Project

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

<i>Institution Name</i>	<i>Francis Marion University</i>
<i>Program Name</i>	<i>Master of Education in Educational Leadership</i>
<i>Program Type</i>	<i>Principal Certification: PK-12</i>

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

<i>Description of the Assessment</i>
As provided by state statute, the school administrators are charged with promoting family engagement in South Carolina's schools. Students in the Master of Education program will become familiar with the Parental Involvement

in Their Children’s Act, 2000 (SC SC Code Ann. 59-28-150/59-150-170/59-150-180) and use the South Carolina Family Engagement K-12 Framework (Framework) and the Quick Assessment Tool in the Framework to better understand this requirement.

Project Requirements:

- Students will be able to summarize the Parental Involvement in Their Children’s Act (2000) as it relates to school leaders.
- Students will complete the Quick Self-Assessment Tools (Tables 1-5 in the Framework) to evaluate the current strengths of strategies being implemented in the school placement.
- Students will choose one Strategy, with cooperating administrator approval, to initiate further development to the “Progressing” level with all questions on the Quick Assessment Tool. The Quick Assessment Tool strategies and questions are:

- Strategy 1: Building Relationships

Table 1. *Quick Self-Assessment Tool*

Strategy One: Building Relationships				
Questions to consider	Not yet	Developing	Progressing	Leading
Does your school provide the following:				
A welcoming environment?				
Flexibility for parent/family participation?				
An unbiased atmosphere?				
Reassurance to parents of their value in their student’s learning?				
Home visits?				
Diversity inclusion/awareness training for staff?				
Opportunities for parents to volunteer?				
Reassurance to parents of your commitment to their student’s learning?				

- Strategy 2: Communication

Table 2. *Quick Self-Assessment Tool*

Strategy Two: Communication				
Questions to consider				
When communicating with parents/families, does your staff/school provide the following:	Not yet	Developing	Progressing	Leading
A two-way channel for communication?				
An opportunity for parents to provide input on their students' social-emotional and educational background?				
Clear, concise information, and timely information?				
Parent friendly information, free of jargon?				
An easy-to-navigate website with current information?				
Various communication avenues to reach parents?				
A copy of Parent Expectations as referenced in S.C. Code of Laws Section 59-28-180 "The Parental Involvement in Their Children's Education Act"?				
Information in multiple languages?				
Expectations at the beginning of each school year regarding attendance, behavior, etc. policies?				

○ Strategy 3: Linking Families to Learning Outcomes

Table 3. *Quick Self-Assessment Tool*

Strategy Three: Linking Families to Learning Outcomes				
Questions to consider				
In terms of linking families to learning outcomes, does your school offer the following:	Not yet	Developing	Progressing	Leading
Informative feedback and opportunities for parent input on needed solutions?				
An avenue for feedback from families?				
Suggested tips for parents beyond ensuring a good night sleep during testing for students?				
Defined school goals and projected outcomes for students in a way parents understand?				
Information on how to monitor their student's progress throughout the year?				
Information on grade-level standards in parent-friendly format?				
Information on standardized tests and how to read the progress report?				
Personalized learning?				
Virtual learning?				
Parent workshops?				
Alternative engagement methods, recognizing not all parents are able to come to the school?				

○ Strategy 4: Collaborative Practices

Table 4. *Quick Self-Assessment Tool*

Strategy Four: Collaborative Practices				
Questions to consider	Not yet	Developing	Progressing	Leading
Does your school currently provide the following:				
Distribution of "how to" methods for homework and or educational assistance?				
Parent friendly explanations of what is taking place in the classroom and where their students currently stand?				
Encouraging literacy practices for students and families?				
Conduct a needs assessment of what tools parents may need to help their student(s) with reading, writing, math, science, time management, motivation, behavior, college and career planning, course selections, etc.				

○ Strategy 5: Community Partnerships

Table 5. *Quick Self-Assessment Tool*

Strategy Five: Community Partnerships				
Questions to consider	Not yet	Developing	Progressing	Leading
When considering community partnerships, has your school considered the following:				
Providing local businesses school highlights and the latest learning happenings or successes?				
Requesting guest speakers from local businesses for classroom or school events?				
Organizing tours of businesses for students and families?				
Asking for local businesses to highlight schools for outstanding performances?				

- Students will next provide evidence of moving all questions for the chosen strategy to at least the "Progressing" level and answer the following project questions:
 - What strategy did you choose to work with that had the majority of questions below the "Progressing" level?
 - What questions in your strategy were below the "Progressing" level?
 - What activities, presentations, changes did you initiate to move each question to at least the "Progressing" level?
 - What articles, journals, etc. did you consult to make school improvements? (provide a link to at least 5 articles not noted in the Framework and note the appropriate improvement).
 - What information in the articles was most helpful as you implemented family and community engagement practices?
 - Did any questions in your strategy at the "Progressing" level or above help with the improvement of those that were not?

- Explain how you implemented your initiatives in collaboration with:
 - Your cooperating administrator and faculty/staff
 - Parents
 - Families
 - Communities
 - Other stakeholders
- Include a letter of support from at least one parent, faculty/staff member
- A letter from the cooperating administrator supporting that the Strategy has been moved to at least the “Progressing” level.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

Project Components	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Summarize the Parental Involvement in Their Children’s Act (2000)				4.3	5.1 5.2 5.3	6.1	
Quick Assessment Tool	1.1 1.2			4.2	5.1 5.2 5.3		
Strategy Implementation	1.1 1.2				5.1 5.2 5.3	6.1 6.2 6.3	7.1 7.2 7.3 7.4
Research				4.4			
Collaboration with		2.1	3.1		5.1	6.1	7.1

Stakeholders		2.2 2.3	3.2 3.3		5.2 5.3	6.2 6.3	7.2 7.3 7.4
Documentation of Engagement and Collaboration with Supervisor and Mentor					5.3		8.1 8.2 8.3

*Standard 8 will be applied in the internship setting.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

FAMILY AND COMMUNITY ENGAGEMENT PLAN PROJECT RUBRIC

Criteria	1	2	3	4
Project Content	No more than one item from 4 has been completed.	Two items from 4 have been completed correctly.	Three items from 4 have been completed correctly.	The project addresses the following elements in an exemplary manner: -Links the project to the Parental Involvement in Their Children's Act (2000) -The Quick Assessment Tool has been completed and included as part of the project. The student has

				specified which strategy will be the basis for the project. -Research articles and their alignment with the Strategy and questions being addressed -The chosen strategy has been moved to the “Progressing” level for all questions.
	The text of the project was incomplete . The text did not reference how parents, students, families, and other stakeholders played a role in improving the chosen strategy.	The vague text of the project noted the project activities and initiatives and the basic steps used to complete them. The text may include how either parents, students, families, and other stakeholders played a role in improving some aspects of the chosen strategy.	The text of the project noted the project activities and initiatives and the some steps used to complete them. The text includes information on how either parents, students, families, and other stakeholders played a role in improving the chosen strategy.	The text of the project noted the project activities and initiatives and the explicit steps used to complete them. The text includes how parents, students, families, and other stakeholders played a role in improving the chosen strategy.
Verification of Project Performance	Letters are incomplete or missing.	Letters have been included that only verify the students performance and activities, and may note that some activities were not completed	Letters have been included supporting the students activities, and completion of family engagement initiatives from a parent, faculty/staff member, and cooperating principal.	Letters have been included supporting the students performance, activities, and completion of family engagement initiatives from a parent, faculty/staff member, and cooperating principal.

Technical Writing	Writing mechanics, spelling, and format is unacceptable. (More than 5 errors)	Writing mechanics, spelling, and format needs improvement. (More than 4 errors)	Writing mechanics, spelling, and format is acceptable. (More than 3 errors)	Writing mechanics, spelling, and format is exemplary. (no errors)
-------------------	--	--	--	---

Appendix G. Assessment 5: Candidate Legal Case Study

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

Institution Name	Francis Marion University
Program Name	Master of Education in Educational Leadership
Program Type	Principal Certification: PK-12

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

Description of the Assessment
To better understand the legalities associated with being a school administrator, students in the Master of Education in Educational Leadership program will write a Case Study Analysis about a decided legal case. In order to master this process, students must: • Identify and examine a legal case noting the relevant facts and key problems. • Focus the analysis by identifying two to five key problems that led to the case being litigated. • Determine why the problems existed before the case was brought to court.. • Explain how the problems impacted the entities involved in the case. • Research and identify possible outcomes to the case and any legal challenges that came afterward. • Identify how the outcome affected the plaintiff and defendant. The case study format must include the following:

1. Introduction: Notes key problems and includes a 1-2 sentence summary.
2. Case Background: Provides relevant facts in the case.
3. Evaluation of the Case: Outlines areas of the case that were political, controversial, and morally questionable.
4. Solutions: Provides a summary of the case outcomes. Supports the outcome with evidence (e.g., text readings, videos, webinars, etc.), outside research, and personal experiences.
5. Recommendations: Includes reference to any related cases and how the cases are aligned.

<i>Project Components</i>	<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>
Case Analysis		2.1 2.2 2.3				6.3	7.4
Problems Litigated Identified				4.3		6.3	
Case Impact						6.3	
Outcomes Identified						6.3	
Case Recommendations		2.1 2.2 2.3	3.1 3.2 3.3			6.3	

*Standard 8 will be applied in the internship setting.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

LEGAL CASE STUDY RUBRIC

Criteria	1	2	3	4
Identification of the main problems and issues	Understands and identifies a few of the major problems in the case study.	Understands and identifies some of the major problems in the case study.	Understands and identifies the bigger part of the key problems in the case study.	Understands and identifies all the major problems in the case study.
Review and literature research	Incomplete research and associations between the issues or problems and main concepts. Relevant sources are not used.	Limited research and associations between questions or problems and main concepts. Little use of relevant sources.	Good research and documented associations between questions or problems and main concepts. Some use of relevant sources.	Great research with clear associations between questions or problems and main course concepts. Good use of relevant sources.
Analysis of the main issues	The analysis of the main problems is incomplete.	Thorough and insightful analysis of some of the main problems.	Thorough and insightful analysis of most of the main problems.	Thorough and insightful analysis of all the main problems.
Recommendations and observations on effective solutions	Superficial recommendations and observations to effective solutions to a few of the issues or problems.	Shallow recommendations and observations on effective solutions to a few of the issues or problems.	Well-thought-out, solid observations and recommendations on solutions to many of the issues or problems.	Logical, well-reasoned, relevant observations and recommendations on suitable solutions to most issues or problems.
Professional presentation/ writing skills	There are a lot of grammatical and spelling errors. Ideas are not easy to follow. There are no references	There are several grammatical or spelling errors. Some ideas are presented clearly. References are not used or	Contains a few grammatical or spelling errors. The bigger part of the ideas is clearly presented. References are	Writing is totally free of spelling and grammar errors. Concise, clear, and creative presentation of ideas. Properly

		irrelevant.	utilized.	referenced.
--	--	-------------	-----------	-------------

Appendix H. Assessment 6: Candidate Technology Project

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

Institution Name	Francis Marion University
Program Name	Master of Education in Educational Leadership
Program Type	Principal Certification: PK-12

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

Description of the Assessment
It is important that school leaders not only know how to use technology, but are able to initiate staff development for others. As part of this project, students will: • Develop and send a survey assessing faculty technology needs. The survey must be aligned with the <u>ISTE Standards for Educators</u>. • Determine a staff development need in the school where the student is placed. • Consult the <u>ISTE Standards for Educational Leaders</u> to determine ways to empower teachers through professional development. • Develop and present a professional development session for teachers of no less than 45-minutes in which the student will: ○ Use the data from the survey to determine the professional development activity. ○ Articulate objectives for the training session. ○ Include detailed instruction and practice into the lesson. ○ Distribute a student-developed survey and analyze feedback for improvement. Product: The student must turn in the following for assessment:

- Faculty survey with analysis of faculty needs.
- Alignment of ISTE Standards for Educational Leaders with professional development activity objectives.
- A written response that includes the details of what was presented and the practice activity.
- A copy of the feedback survey with analysis.
- A 45-minute video of the professional development session.

Part 2. Standard Alignment

A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III.

Project Components	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
PD Survey Development/ Analysis	1.1 1.2 1.3		4.1 4.2 4.3 4.4			6.1 6.2 6.3	7.2
ISTE Alignment	1.1 1.2 1.3					6.1 6.2 6.3	
PD Session Development			4.1 4.2 4.3 4.4	4.1 4.2 4.3 4.4		6.1 6.2 6.3	7.3
Practice Analysis			4.1 4.2 4.3 4.4	4.1 4.2 4.3 4.4	5.1 5.2 5.3	6.1 6.2 6.3	7.3

Instructional Content	1.1	2.1	4.1	4.1	5.1		
	1.2	2.2	4.2	4.2	5.2		
	1.3	2.3	4.3	4.3	5.3		
			4.4	4.4			
Video Product		2.1		4.1	5.1		7.3
		2.2		4.2	5.2		
		2.3		4.3	5.3		
				4.4			

*Standard 8 will be applied in the internship setting.

Part 5. Assessment Information

Attach assessment documentation, including: the assessment tool or description of the assignment and the scoring guide/rubric for the assessment.

TECHNOLOGY PROJECT RUBRIC

Criteria	1	2	3	4
Survey/ Data-driven	The survey is inappropriate and data has not been adequately analyzed.	Some data determines professional development. Analysis is vague.	Data determines professional development. Analysis is satisfactorily completed to determine interest, need, and appropriateness.	Data determines the appropriate professional development. Analysis is completed to determine interest, need, and appropriateness.
Objectives	Objectives are inappropriate.	Objectives are provided for participants. ISTE standards are	Objectives are mostly measurable for participants. ISTE standards	Objectives are measurable and appropriate for participants. ISTE

		partially aligned with the content of the professional development session.	have been aligned with the content of the professional development session.	standards have been aligned with the content of the professional development session.
Practice-focused	Activities are inappropriate.	Practice activities are part of the professional development session.	Practice meets the learning needs of participants.	Practice is appropriate and meets specific learning needs of participants.
Feedback and analysis	Feedback and analysis are not included or not cohesive.	The feedback survey has not been adequately analyzed and reflection may not be adequate in the written product.	The feedback survey has been adequately analyzed and reflection is evident in the written product.	The feedback survey has been analyzed and thoughtful reflection is evident in the written product.

Appendix G. Syllabi

EDUC 600: Introduction to Educational Leadership and Organization

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system.

Course Description

The course provides an introduction to educational leadership with an emphasis on EEDA, leadership practice, development, and implementation. The work and challenges of educational leaders will be examined. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders. The ADEPT and PADEPP effectiveness instruments will be examined in relation to educator effectiveness.

Prerequisite/Corequisite:

Corequisite: EDUC 606: Educational Leadership Internship I

Textbook/Materials:

Kaplan, L. & Owings, W. (2015). *Introduction to the principalship: Theory to practice*.

Routledge, London. ISBN #s: 978-0415741965 or 0415741963

Kowalski, T. (2011). *Case studies on educational administration*. Pearson, NY.

ISBN #s: 978-0137071302 or 0137071302

Student Learning and Licensure (SLL) is required for this course.

Course Objectives

Students will:
Understand the difference between leadership and management and how these two functions promote an effective organization.
Research and apply the principles of the South Carolina EEDA statute.
Discuss the importance of involving others to improve an organization. Create a personal definition of leadership focused on creating environments conducive to continuous improvement in order to promote the success of all.
Recognize the importance of organizational culture and climate in promoting the success of everyone.
Respond to a leadership case study by analyzing the case through the lens of leadership theory and personal philosophies.
Apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.

Students will:
Contribute to the learning community and successfully participate in a variety of group activities.
Participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion.
Apply the process of ADEPT and PADEPP within the school environment.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
EEDA Exploratory Project	This project requires students to research and develop a school plan for the South Carolina Education and Economic Development Act (EEDA).	20%
ADEPT Simulation	This requires participants to simulate the teacher effectiveness process using the SC ADEPT process and forms for teacher effectiveness.	30%
Educational Philosophy Case Study Response	In the Educational Philosophy Case Study Response participants will write a culminating paper synthesizing and applying the course content and outside readings to a leadership case study.	30%
PADEPP Planning Project*	In conjunction with the Internship courses the student will research and complete the PADEPP evaluation process.	20%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure ("SLL")

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 602: Engaging the Educational Community

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system.

Course Description

This course provides a survey of the principle aspects of school community relations for aspiring or current educational leaders. The topics covered include an overview of the importance of school community communications, the role of the leader, communications with families, partnerships with the community, crisis communications, and evaluation of school community relations programs. This course will provide tools and resources for building a positive relationship with staff, parents, and the community at large. This course includes material related to the Parental Involvement in their Children's Education Act.

Prerequisite/Corequisite:

Acceptance into the program.

Textbook:

Berger, E. & Riojas-Cortez, M. (2025). *Parents as partners in education: Families and schools working together*; 10th Edition. Pearson Publishing. ISBN: 978-0-13-519114-9

Student Learning and Licensure (SLL) is required for this course.

Course Objectives

Students will:
Establish and maintain positive relationships with families through written and oral communications.
Involve parents in assessing and planning.
Apply standards from the <i>South Carolina Family and Community Engagement Framework</i> .
Apply knowledge of dynamics, roles, and relationships
Demonstrate knowledge of the history of family and parental involvement.
Develop an awareness and sensitivity to differences in family structures and social and cultural backgrounds.
Research the effects of family trauma on children.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
Candidate Family and Community Engagement Plan Project*	As provided by state statute, the school administrators are charged with promoting family engagement in South Carolina's schools. Students in the Master of Education program will become familiar with the Parental Involvement in Their Children's Act, 2000 (SC SC Code Ann. 59-28-150/59-150-170/59-150-180) and use the South Carolina Family Engagement K-12 Framework (Framework) and the Quick Assessment Tool in the Framework to better understand this requirement.	30%
Family Activities	Students will be involved with planning and implementing several family activities to engage families in and outside of the school environment (i.e., newsletters, surveys, extracurricular	30%

	activities, professional development, etc.).	
Trauma Informed Activity	This activity requires students to research trauma-informed activities and coping strategies that are used in times of family crisis.	20%
Discussion Board Posts	Students will post and critique several research articles that involve engaging families and school stakeholders.	20%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure ("SLL")

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 606: Educational Leadership Internship I

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system and during scheduled online seminars.

Course Description

The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in an elementary or middle public-school setting.

Prerequisite/Corequisite:

Corequisite: EDUC 600: Introduction to Educational Leadership and Organization.

Textbook/Materials:

Student Learning and Licensure (SLL) must be purchased for the course.

Course Objectives

Students will:
Assist school administrators with the development of school action plans.
Develop and participate in activities to improve school-community relations.
Assist with classroom school/discipline measures.
Participate in teacher observation/evaluation and mentoring.
Observe and critique school personnel services and personnel administration.
Analyze physical plant and facilities for needed improvements.
Participate in developing school professional development.
Assess school programs related to diversity and service to all students.
Assist with the development and implementation of professional development activities.
Participate in the review and revision of the school's accountability and improvement plans.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
Candidate Leadership Project (Part I)*	A project consisting of four clinically based activities. These include activities related to: • Mentoring • Professional development • Classroom/school discipline • Human Resources	30%
Daily Clinical Log with Commentary	The candidate will keep a log in Students Learning and Licensure (SLL) that documents clinical hours and notes the activities completed during the course.	30%
PADEPP Planning Project*	This project will require the student to participate in the PADEPP process as noted on the SCDE website.	30%
Seminars	Participants will be required to meet with their supervisor to discuss current events in the clinical placement and possible solutions.	10%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%

Grade	Percentage Range
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure (“SLL”)

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner’s accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 608: Educational Finance and Human Resources

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system and during scheduled online seminars.

Course Description

The course provides an introduction to school personnel, administration, labor relations, and finance. Topics include recruitment, retention, orientation, induction, and teacher support as part of personnel evaluation. Various finance procedures, practices, and scenarios will be analyzed while applying social considerations and practical applications to a school/district budget.

Prerequisite/Corequisite:

Corequisite: EDUC 613: Educational Leadership Internship II

Textbook:

Baker, B. (2018). *Educational inequality and school finance: Why money matters for America's students*. Harvard Educational Press; MA. ISBN#s: 978-1682532423 or 1682532429.

Student Learning and Licensure (SLL) is required for this course.

Course Objectives

Students will:
Demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

Demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
Demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.
Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
Use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts to align resources with the district vision.
Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
Creatively seek new resources to facilitate learning
Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
Demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
Demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district
Demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
Demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
Candidate Leadership Project (Part III)*	A leadership activity developing, revising, and reconciling a budget. This must include collaborating principal/finance director oversight and verification. A copy	25%

	of the budget with analysis of development must be included for evaluation.	
Needs Assessment Project	Students will develop a school needs assessment and administer it to stakeholders. Students will analyze data from the survey and determine ways to align resources.	20%
Finance Director Interview	Students will interview the district finance director and summarize how the district develops and uses budgets, funding formulas that are implemented, how schools are allotted money for operations and capital projects. This interview is intended to help with the Candidate Leadership Project (Part III).	15%
Human Resource Paper	Students are to investigate how the school/district: ● Recruits and retains talent ● Onboards new hires ● Supports new and continuing contract teachers and staff members ● Initiates support for unsuccessful employees ● Initiates termination Students will research and critique best practices for working with and supporting employees in an educational setting.	20%
Discussion Board (4 @ 5 each)	Students will respond to questions about school finance and human resources via the Blackboard discussion board. Topics may include: teacher induction, ADEPT implementation, human resource law, and lines of communication.	20%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure (“SLL”)

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason

faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 609: Education Law and Ethics

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location:

Course Description

This course examines the legalities of school administration related to students, teachers, and the district. Case law methods will be analyzed to study the interaction of the school with local, state, and federal governing bodies. Students will learn how an educational leader applies the law proactively to make school-based decisions. This course includes information on the Safe Schools Climate Act and the NASDTEC Model Code of Ethics for Educators.

Prerequisite/Corequisite:

Acceptance into the program.

Textbook:

Dayton, J. (2018). *School law for everyone*. CreateSpace. ISBN#s: 171710388X or 978-1717103888

McDaniel, T. (2022). *School law for South Carolina educators*. Independently Published.

ISBN#s: 979-8841272533.

Student Learning and Licensure (SLL) is required for this course.

Course Objectives

Students will:
Analyze the roles of federal, state, and local levels in the governance of education.
Apply legal principles to educational issues, cases, statutes, regulations, and case law as they relate to the school and district..
Access and apply legal documentation to educational issues.
Evaluate ethical principles as they pertain to educational issues.
Summarize and analyze the South Carolina Safe Schools Climate Act.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
NASDTEC Model Code of Ethics for Educators (Code) Assignment	Students will review, analyze and summarize the Code and review state certification cases where the Code applies.	10%
Candidate Legal Case Study Project*	To better understand the legalities associated with being a school administrator, students in the Master of Education in Educational Leadership program will write a Case Study Analysis about a decided legal case.	20%
Safe Schools Climate Act (SSCA) Project	Candidates will review the SSCA and write or revise the safe schools plan for the school where their clinical placement is being completed.	20%
Case Reviews (10 @ 5% each)	Students will be asked to review and analyze at least 10 supreme court cases that deal with:	50%

	● Search and seizure ● Freedom of religion ● Use of electronic communication ● Educator ethics ● Separation of church and state ● Freedom of speech ● Civil rights issues ● State issues ● Freedom of expression ● School employee rights	
--	--	--

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor

Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure ("SLL")

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 613: Educational Leadership Internship II

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system and during scheduled online seminars.

Course Description

The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in a middle or secondary public-school setting.

Prerequisite/Corequisite:

Prerequisite: EDUC 606: Educational Leadership Internship I Corequisite: EDUC 613: Educational Leadership Internship II

Textbook/Materials:

Student Learning and Licensure (SLL) must be purchased for the course.

Course Objectives

Students will:
Assist school administrators with the development of school action plans.
Develop and participate in activities to improve school-community relations.
Assist with classroom school/discipline measures.
Participate in teacher observation/evaluation and mentoring.
Observe and critique school personnel services and personnel administration.
Analyze physical plant and facilities for needed improvements.
Participate in developing school professional development.
Assess school programs related to diversity and service to all students.
Assist with the development and implementation of professional development activities.
Participate in the review and revision of the school's accountability and improvement plans.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
-------------	-------------	--------

Candidate Leadership Project (Part II)*	A project consisting of four clinically based activities. These include activities related to: • Programmatic actions • LEA activities • School activities (i.e., staff actions) • Budget development and reconciliation	30%
Daily Clinical Log with Commentary	The candidate will keep a log in Students Learning and Licensure (SLL) that documents clinical hours and notes the activities completed during the course.	30%
PADEPP Planning Project*	This project will require the student to participate in the PADEPP process as noted on the SCDE website.	30%
Seminars	Participants will be required to meet with their supervisor to discuss current events in the clinical placement and possible solutions.	10%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%

Grade	Percentage Range
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure (“SLL”)

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner’s accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 617: Administration of Instructional Programs

Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: Online (asynchronous) through the Blackboard learning management system and during scheduled online seminars.

Course Description

This course will focus on how an educational leader administers a school, district, or other program/project. Topics include writing a program proposal, reviewing and applying program data, day-to-day operations, and reporting program results to appropriate entities.

Prerequisite/Corequisite:

None.

Textbook:

Pankake, A., Abrego, J. & Abrego, M. (2022). *The administration and supervision of special programs in education*. Kendall Hunt Publishing, 5th Edition. ISBN#s: 1792479468 or 978-1792479465.

Course Objectives

Students will:
Reflect upon personal growth and leadership development in administering special programs.
Understand current legal issues relevant to special programs and ways to influence through leadership.

Students will:
Describe what it means to support teachers and provide collaborative structures for leadership opportunities.
Understand the dynamics of change from the perspective of an educational leader.
Recognize and define the program characteristics that focus on student achievement.
Recognize the importance of expectations among both teachers and students.
Recognize the need to monitor multiple data points to evaluate progress toward special program goals.
Understand the importance of aligning special program resources to the school priorities and goals.

Course Assessments

The course will include the following assessments:

Assessments	Description	Weight
Special Program Evaluation	In this assignment students will choose a special program (afterschool, tutoring, grant supported, special education, daycare, etc.) and review the program: • Mission and vision • Goals and initiatives • Budget • Data points • Personnel and job descriptions Then, students will determine if the program meets the needs of those that are served by the program. Students will provide a program summary and recommendations.	25%
Job Shadowing	Students must job shadow a special program director for one day and write a report on the events, barriers, and challenges of the program director.	25%
Quizzes (10 @ 5 each)	Quizzes cover material from the text.	50%

*This assignment must be submitted in SLL.

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system is summarized in the following table:

Grade	Percentage Range
A	90% - 100%
B+	85%- 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70 %

Course Policies

- Attendance: The FMU Attendance Policy will be enforced.
- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class.
- You are required to use SLL for entering identified assessments.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the FMU Catalog.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions section in Blackboard.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays**.

Student Learning and Licensure ("SLL")

If you are a degree seeking education student, you must purchase Student Learning and Licensure. Non-degree or students from programs other than education are not required to make this purchase.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

Department of Education, Online Graduate Course

Course Number: EDUC 611

Course Title: Solving Instructional Problems Using Technology

Credit Hours: 3

Semester and Year: Summer 1 2025

Start and End dates: May 27- June 30

Course Instructor Dr. Daljit Kaur

Email: dkaur@fmarion.edu

Francis Marion University School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology
- II. Caring teachers possess

Professional Dispositions

The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude.
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
3. Upholding ethical and professional standards
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

Required Textbook: None

Prerequisites

Students are expected to know how to access documents online, follow instructions, troubleshoot, use basic features of the latest version of Microsoft Office or Google Docs and search online for help related to technical issues. If you prefer to use iDevices you are responsible for technical issues that may arise due to compatibility issues should you come across any.

Course Description

This course will enable students to develop skills in using technology in instructional settings and to determine appropriate technological tools for enhancing and extending learning. Competencies developed in this course will be utilized in other courses in the program.

Course Objectives

The objectives of this course are aligned with the components of the National Educational Technology Standards for Students and Performance Indicators. This course is designed to **introduce students to different computer applications that they can use both as students and as teachers.**

Course Goals

In this course, practicing or pre-service graduate teacher candidates will **learn how to explore and use new technologies.**

6.

7. Teaching Strategies

8. This is a Blackboard Learning System enhanced class project-based learning course and consists of projects to be created using **FREE web-based technology**. This class will be using student centered learning. **Students are responsible for learning many new apps.**

Projects, Discussions, Reflection, and Technology Portfolio

The assignments in this course include **4 projects, 2 discussions, a reflection and a technology portfolio.**

Course Policies

This is an asynchronous completely online course and **you are responsible for ensuring** that you have the **appropriate technology to complete and submit all projects on time**. No special accommodations will be made. **Projects and discussions are due by 11:59 pm** on the day they are due. **3 points will be deducted for each day they are late**. If you would like to turn in the assignments before the due date feel free to do so but I might not be able to grade them before the due date. Should you have any questions regarding the assignments, ask them well in advance so that you can complete them on time. You are required to check your **email** and the **“Announcements”** section in bb frequently for any new or updated information related to the course. Your emails will be replied within **24 to 48 hours**.

Assignments submitted for this class are expected to comply with Academic Honesty policy outlined on in the FMU Student Handbook, which can be found in the “Student Resources” section located under the “Current Students” tab at the following link: <https://www.fmarion.edu/>

Incompletes and Withdrawals

If you have not contacted the professor or completed the **Syllabus Acknowledgment Survey** by the due date noted in the course calendar, you will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Affirmation Form

The last page of this syllabus is the affirmation form. Please fill out the electronic **Syllabus Acknowledgment Survey** located in Bb to confirm that you have read the syllabus, understand the course policies and will abide by the things listed on the affirmation page. If you don't fill out the survey you will be dropped from this course.

Assignments due dates and points

Assignments	Points	Due Dates
Syllabus Survey & Introductions	2+3 (5)	5/31/25
Discussion 1 (Artificial Intelligence Module)	5	6/04/25
Project 1 (ChatGPT Module)	15	6/08/25
Discussion 2 (Online Teaching and Learning Module)	5	6/11/25
Project 2 (Technology Models Module)	15	6/15/25
Project 3 (21 st Century Learners Module)	15	6/18/25
Project 4 (Digital Citizenship Module)	15	6/22/25
Technology Portfolio with <u>ALL</u> components complete.	20	6/30/25
Reflection (Overall Course Reflection)	5	6/30/25

Grades will be determined using the following grading scale:

Letter Grade	Scale	Points per Semester Hour
A	90 or above	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
F	Below 70	0.0 (no credit)

[Student Learning and Licensure/Live Text](#)

Only students in a program that leads to initial licensure are required to purchase Student Learning and Licensure/Live Text. Click on the link for more details.

[News and Announcements](#)

Please check the News and Announcements section of the FMU site to stay up to date with the information from the SOE. It is here that you will find very important information in terms of dates and deadlines.

[Learner Responsibilities](#)

Students are responsible for the proper completion of their academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. They are responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

[Academic Dishonesty](#)

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Americans with Disabilities Act (ADA)

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

Technical Problems

This is a technology course and troubleshooting is a part of the learning process. Most of the programs used for this course are web-based and free. **There is a possibility that you will come across some technical problems in using some of the programs. Technical problems will not get you an extension on a due date.** Plan ahead. Some of our worse frustrations are waiting until the last minute and having technical difficulties.

If you are having trouble with any of the projects, here are some reasons why you might be having a problem:

- You might not have adobe flash player.
- Your JavaScript might be turned off.
- Your antivirus might not be allowing the image and video files to upload.
- Your firewall, pop-up blockers, and security settings might be interfering.
- Your computer settings might not be supporting image and video files.
- Your browser might not be supporting image and video files.
- Your slow internet speed might be the reason.

If you come across a technical problem, here are some suggestions:

- Take a look at the above reasons and check your computer settings.
- Try to "Google" the problem.
- Look at the FAQ's section of the program that you are using.
- Try using another computer.
- Try to reload the images/videos.
- Try refreshing the page.
- Try using another browser (Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge).

PLEASE COMPLETE THE ONLINE SYLLABUS ACKNOWLEDGMENT SURVEY IN BB

THIS VERSION IS ONLY FOR YOUR REFERENCE

FRANCIS MARION UNIVERSITY

Department of Education

Student Affirmation Form

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my

capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (On-line).

___ I will agree to have personal information sent to me via email.

___I understand the social networking policy and violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

EDUC 626

Concepts and Methods in Education

School of Education

Francis Marion University

COURSE SYLLABUS

	<u>Instructor:</u>	<u>Term:</u>	XXXX
	<u>Office:</u>	<u>Class Meeting Days:</u>	online
	<u>Phone:</u>	<u>Class Meeting Hours:</u>	online
	<u>E-Mail:</u>	<u>Class Location:</u>	Online in Blackboard
		<u>Office Hours:</u>	By email or appointment.

Welcome to EDUC 626 Concepts and Methods in Education. This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

Conceptual Framework: *The School of Education prepares competent and caring teachers.*

(The School of Education Conceptual Framework is posted in the course shell in Blackboard.)

Course Materials:

The following materials are REQUIRED for this course:

- Textbook: *Curriculum: Foundations, Principals and Issue*: 7th edition (ISBN: 9780134290201) eTextbook is acceptable. See Blackboard for more information.
- BlackBoard Account: You must be able to access course materials, assignments and send emails through BlackBoard.
- Supplemental readings will be provided by your instructor.

Course Attendance

- **Francis Marion Attendance Policy:**
 - This is an online class, therefore attendance is virtual. There will be assignments and learning modules that you must participate in and complete. It is VERY important that you log in to the class on Blackboard and into your fmarion email account each day to check for updated messages and due dates.

Course Schedule (Subject to change...check your fmarion email daily)

Complete each of required Modules and Assignments in Blackboard each week. See the left hand menu of Blackboard and click on "Modules". You should do this every Monday throughout the semester. The first module will be available on August 23,2022. Modules will be available each week on Monday and Assignments for each module will be due on the following Sunday by midnight. See schedule below...

Weeks	Tasks
Week of August 23	Complete Module 1 by August 28
Week of August 29	Complete Module 2 by September 4
Week of September 5	Complete Module 3 by September 11
Week of September 12	Complete Module 4 by September 18
Week of September 19	Complete Module 5 by September 25
Week of September 26	Complete Module 6 by October 2
Week of October 3	Complete Module 7 by October 9
Week of October 10	FALL BREAK....no module this week "Module 8" Nothing due.

Week of October 17	Complete Module 9 by October 23
Week of October 24	Complete Module 10 by October 30
Week of October 31	Complete Module 11 by November 6
Week of November 7	Complete Module 12 and 13 by November 22
Week of November 23	Thanksgiving Week...no module this week.
Week of November 28	Complete Module 14 by December 4

Course Assignments

Assignments	Weight (point value)
Modules (13 of them) (See Course Schedule)	100 points each
Total Points Possible	1300

- All assignments are to be completed and submitted on time. A 25% deduction will occur for EACH DAY an assignment is late up to 5 days. No late assignments will be accepted after 5 days and failure to submit an assignment will result in a grade of F for the course.
- Graded work will be kept and maintained by the professor. Grades for students will be posted on Blackboard. If a student has a question concerning his/her grade, s/he is expected to contact the professor within one week of receiving the grade to discuss his/her questions/concerns.
- Assignments submitted for this class are expected to comply with FMU Honor Code.

Course Evaluation

Letter Grade	Grade Percentages	Quality Points per Semester Hour	Points need for each level. (Total of 1300 possible)
A	90 or above	4.0	1170 - 1300
B+	85-89	3.5	1105 - 1169
B	80-84	3.0	1040 - 1104
C+	75-79	2.5	975 - 1039

C	70-74	2.0	910 - 974
F	Below 70	0.0 (no credit)	Below 910

Department of Education, Online Graduate Course

Course Number: EDUC 648

Course Title: Educational Research

Credit Hours: 3

Semester and Year: SSI 2024

Course Duration: May 28 – June 30

Course Instructor Dr. Daljit Kaur

Course Description

This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

Course Objectives

After completion this course the students will be able to:

- Apply quantitative and qualitative research methods
- Access online research databases
- Understand methods to collect and analyze data
- Use APA guidelines
- Understand ethical issues in conducting research
- Review, interpret, and critique research studies
- Prepare literature reviews
- Analyze qualitative and quantitative data

Topics to be covered include:

1. Introduction to Research
2. Sampling and Ethical Issues
3. Literature review
4. Data Collection in Qualitative Research
5. Qualitative Data Analysis
6. Communicating, Evaluating, and Judging Qualitative Research
7. Descriptive and Inferential Statistics

●

Course Policies

This is an asynchronous completely online course and **you are responsible for ensuring** that you have the **appropriate technology to complete and submit all projects on time**. No special accommodations will be made. **Assignments are due by 11:59 pm** on the day they are due. **3 points will be deducted for each day the assignment is late**. If you would like to turn in the assignments before the due date feel free to do so but I might not be able to grade them before the

due date. Should you have any questions regarding the assignments, ask them well in advance so that you can complete them on time. You are required to check your **email** and the “**Announcements**” section in bb frequently for any new or updated information related to the course. Your emails will be replied within **24 to 48 hours**.

Assignments submitted for this class are expected to comply with Academic Honesty policy outlined on in the FMU Student Handbook, which can be found in the “Student Resources” section located under the “Current Students” tab at the following link: <https://www.fmarion.edu/>

Incompletes and Withdrawals

If you have not contacted the professor by the end of the drop/add period, you will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Required Textbooks None

Off Campus Library Access

You need to make sure you have access to FMU off campus library databases ASAP. **Issues, if any, regarding access to the library database should be resolved as soon as possible and cannot be used as excuse for not being able to submit course projects on time.** More details are available in “Syllabus...” folder in blackboard.

APA Format

Assignments in this course must follow APA formatting guidelines wherever applicable.

Projects and Final Exam

This course has four projects and a final exam.

Power Points and Practice Quizzes

There are **seven PowerPoints** and each PowerPoint has a **practice quiz to help you prepare** for the **final exam**. The practice quizzes are not graded individually. However, I encourage you to complete the quizzes because they will help you with the final exam. PowerPoints are also accompanied with a video version.

Final Exam

The final exam consists of **15 multiple-choice** questions related to the PowerPoints posted in bb. Prepare really well for the exam because you will not have enough time to look through the PPTs as you are taking the exam. **The test is timed. You will have 30 minutes to complete 15 questions. The final exam will not be available after midnight on the last day of class and so please don't wait until the last minute to start on the exam.** Most of the questions for the final exam will be from the practice quizzes. **However, there will be some questions from the PowerPoints as well.**

Projects	Points	Due Dates
Syllabus Survey		6/3/24
Article Review	10	6/6/24
Literature Review	25	6/13/24
Data Analysis	25	6/20/24
Pre Post Video	25	6/27/24
Final Exam	15	6/30/24
TOTAL	100	

Grade is determined as follows

Letter Grade	Scale	Points per Semester Hour
A	90 or above	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5

C	70-74	2.0
F	Below 70	0.0 (no credit)

[Live Text](#)

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

[News and Announcements](#)

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites.

Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, **is not appropriate on social networking sites**. Violations of this policy will **result in dismissal** from the program for lack of maintaining professional standards.

[Learner Responsibilities](#)

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

[Academic Dishonesty](#)

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

It is a requirement that online education students have access to his/her own personal computer and high speed internet connection. The minimum configuration should include access to the Internet and support the latest version of Microsoft Office. The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the **prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes**. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

Francis Marion University School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- III. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology
- IV. Caring teachers possess

Professional Dispositions

- A. Exhibits professional attributes
- B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

- 9. Professional attributes such as promptness, adequate preparation and good attitude.
- 10. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
- 11. Upholding ethical and professional standards
- 12. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect.
- 13. Demonstration of respect for colleagues, P-12 students, faculty and staff.

FRANCIS MARION UNIVERSITY

Department of Education --- Student Affirmation Form

I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

I will not allow any other student access to any of my paperwork for the purpose of copyright.

I have /will read the current edition *Francis Marion University Student Handbook and Catalog* (On-line).

I have/will read the current edition of the *Department of Education Graduate Student Handbook* (Live text, On-line).

I will agree to have personal information sent to me via email.

**South Carolina Department of Education
Office of Educator Services
Educator Preparation**

Statement of Intent to Submit a New or Modified Educator Preparation Program

This form is for currently approved providers to notify the South Carolina Department of Education (SCDE) of the intent to submit a new or modified program proposal.

- Providers must have approval from applicable entities (e.g., institutional, Commission on Higher Education, etc.) to propose or modify a program.
- Providers seeking to make changes in eighteen semester hours or less of coursework should contact the SCDE for instructions on submitting a Notification of Change.
- Providers seeking to add a new program should complete this form. New programs are those that add additional certification areas to the provider's offerings, make a change in program structure, or change more than fifty percent of a currently approved program's curriculum.
- Providers seeking to modify currently approved programs should complete this form if there is a change in program or certification area including the addition or deletion of nineteen semester hours or more.
- Providers submitting this form should be aware that the SCDE calculates course hour additions and deletions for new and modified programs cumulatively.
- Providers may not implement a new or modified program without approval from the State Board of Education.

This form must be submitted to the SCDE, Office of Educator Services, a minimum of 60 days before the full program proposal will be submitted. Detailed information on the submission process can be found at the following [link](#).

I. Provider and Program Details

Name of Provider: Francis Marion University

Name of Primary Contact: Erik Lowry, Ph.D Email: elowry@fmarion.edu

Name of Proposed Program:
Master of Education in Educational Leadership

Submission Type:
☒ New Program
☐ Modified Program

Intended Degree:
☐ Bachelor's
☒ Master's
☐ Education Specialist
☐ Doctorate
☐ Post-baccalaureate/Certification Track only

Date of Proposal Submission to CHE (if CHE approval is required): 12/22/2025

Intended Submission Date to the SCDE: 6/1/2026

Anticipated Program Start Date: 1/1/2027

Certification Field(s) to be Recommended Upon Candidate Program Completion:

SC Educator Certification- Principal: PK-12)

II. Intent

As part of this Statement of Intent, provide a brief program summary and description of the target audience (250 word maximum).

The proposed Master of Education in Educational Leadership (SC Educator Certification- Principal: PK-12) Program addresses the need for principals in the Pee Dee Region and across the state of South Carolina. Frequent requests from districts for competent and innovative school leaders show an ongoing demand to meet school and district needs. This unique graduate program will attract certified teachers/educators from the Pee Dee region and across the state without a master's degree.

The new program ensures that candidates meet all the requirements related to National Educational Leadership Preparation Program (NELP) Program Recognition Standards and the Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) principal effectiveness system utilized by the state of South Carolina.

III. Program Approval Information

- The provider cannot offer any educator preparation program leading to a South Carolina credential until approval is granted by the institution (college or university), the Commission on Higher Education (CHE) if required, and the SCDE.
- The educator preparation provider must not represent to students, candidates, prospective candidates, members of the public or others that any coursework or programs currently offered leads to a South Carolina teaching credential, certificate, or authorization until approval has been granted by the institution, the CHE (if a public provider), and the SCDE.
- The SCDE is not authorized to issue an educator certificate to program completers until the program has been approved by the SBE.

Signature:  Date: 12/22/2025



LATTA SCHOOL DISTRICT

*Dillon County No. 3
205 King Street
Latta, South Carolina 29565*

CAAL Meeting
April 16, 2026
Agenda Item: 6.e.

OFFICE OF THE SUPERINTENDENT
TELEPHONE 843-752-7101
FAX 843-752-2081
Web Site: www.dillon3.k12.sc.us

November 19, 2025

To the South Carolina Commission on High Education,

I am writing to express my strong support for the proposed Master of Education in Educational Leadership program. The need for highly qualified, visionary school leaders has never been more urgent in the Pee Dee Region and throughout the state of South Carolina. This program will play a critical role in preparing the next generation of principals and assistant principals who can guide our schools toward improved academic outcomes, stronger community partnerships, and equitable learning opportunities for all students.

Across South Carolina—particularly in rural and underserved communities—districts continue to face persistent challenges in recruiting and retaining effective school leaders. The Pee Dee Region experiences these shortages acutely due to geographic, economic, and workforce disparities that limit access to advanced professional preparation. Many aspiring leaders are place-bound and require local, flexible, high-quality graduate programs to advance into administrative roles. The proposed M.Ed. in Educational Leadership directly addresses this need by creating a sustainable pipeline of certified, well-trained leaders prepared to serve schools across the region.

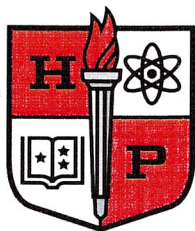
The program's emphasis on practical leadership skills, data-informed decision making, culturally responsive practices, and improvement science aligns with the current demands of South Carolina's educational landscape. Graduates will be ready not only to meet state certification requirements but also to take on the complex responsibilities associated with leading 21st-century schools—improving teacher retention, supporting student mental health, strengthening instructional practice, and fostering safe and inclusive learning environments.

By establishing this program, Francis Marion University will significantly contribute to strengthening educational capacity across the Pee Dee Region. School districts will benefit from a reliable pool of locally trained administrators who understand the unique needs of the rural communities they serve and the challenges these communities face. Ultimately, this program will help ensure that every school—regardless of zip code—has access to competent and committed leadership.

For these reasons, I offer my full endorsement of the proposed Master of Education in Educational Leadership. I am confident that it will make an immediate and lasting impact on the quality of education throughout our region and our state. Please feel free to contact me (stephanie.ard@lattavikings.com) if I may provide additional information or support.

Sincerely,

Stephanie Ard
Superintendent



Florence County School District Two

2121 South Pamplico Highway • Pamplico, SC 29583
843.493.2502 Phone • 843.493.1912 Fax
www.fsd2.org

December 2, 2025

To Whom It May Concern:

I am writing to offer our full support for Francis Marion University's (FMU) proposed Master of Education in Educational Leadership (SC Educator Certification - Principal: PK-12). This program represents a much-needed investment in preparing school administrators for the Pee Dee region and the state.

Districts across our region consistently face challenges in recruiting and retaining qualified, innovative, and student-centered school and district leaders. As expectations for school administrators continue to grow, encompassing instructional leadership, data-informed decision-making, school culture, safety, and community engagement, the need for high-quality preparation programs has never been more critical.

FMU's proposed program directly addresses these needs. It provides an accessible and rigorous pathway for talented teachers who could become exceptional leaders. The program's focused efforts on developing capable, caring, and effective leaders will strengthen our pipeline of future school administrators and support the long-term success of districts like ours.

In Florence County School District Two, we value educational leaders who can inspire excellence, build strong relationships, and guide schools with professionalism and integrity. A graduate leadership program within our region will strengthen our capacity to develop our own leaders and ensure that our schools continue to benefit from educators who understand both the opportunities and challenges of serving diverse student populations in the Pee Dee.

We fully support FMU's proposal and believe this degree program will positively impact educational outcomes across the Pee Dee region and state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Neal Vincent'.

Neal Vincent, Ed.D.
Superintendent



Post Office Drawer 1389 · 125 South Blanding Street
Lake City, South Carolina 29560
Telephone: (843) 374-8652 · FAX: (843) 374-2946

November 13, 2025

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Letter of Support for the Master of Education in Educational Leadership (SC Educator Certification–Principal: PK–12) Program Proposal from Francis Marion University

Dear Members of the Commission on Higher Education:

On behalf of Florence School District 3, I am pleased to offer my full support for the proposed Master of Education in Educational Leadership (SC Educator Certification–Principal: PK–12) program. This initiative will play a vital role in addressing the ongoing need for qualified, visionary school leaders across the Pee Dee region and the state of South Carolina.

Districts such as ours consistently face the challenge of identifying and developing strong instructional leaders who are prepared to meet the diverse academic and social-emotional needs of our students. The proposed program offers a valuable opportunity for dedicated educators within our schools to advance their professional growth and earn the necessary certification to serve as principals and assistant principals.

By providing access to a high-quality, locally focused graduate program, this initiative will expand the leadership pipeline for Florence School District 3 and surrounding districts. It will help ensure that future school leaders are not only knowledgeable in best practices but also deeply connected to the unique needs of our communities.

We are confident that this program will strengthen the educational landscape of our region and contribute to the continued improvement of schools across South Carolina. Florence School District 3 fully supports this proposal and looks forward to collaborating with our higher education partners in preparing the next generation of school leaders.

Sincerely,

A handwritten signature in black ink that reads "Kasey Miles Feagin".

Kasey Miles Feagin
Interim Superintendent
Florence School District 3

Ensuring Our Students are College and/or Career Ready



FLORENCE SCHOOL DISTRICT FIVE
Home of the Flashes

11/13/2025

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Dear Members of the Commission,

I am writing in support of Francis Marion University's proposal to offer an Educational Leadership degree. As districts across our region continue to face growing demands, the need for capable, well-trained school leaders is more urgent than ever. High-quality leadership is essential for strong schools and expanding access to a reputable preparation program is a meaningful step toward meeting that need.

For Florence School District Five, this program would create valuable opportunities for our teachers to pursue leadership roles while remaining rooted in the Johnsonville community. Many of our educators have built their careers here, and providing a local, accessible pathway into administration will help us grow our own leaders and strengthen continuity across our schools. The benefits extend beyond our district, supporting the larger Pee Dee region by expanding the pipeline of principals, assistant principals, and instructional leaders equipped to serve rural schools effectively.

Francis Marion University has a long history of preparing educators who understand the unique needs of our area. We believe this program will enhance leadership capacity across the region and directly support the success of our students.

Thank you for your consideration.

Sincerely,

Brian Goins

Superintendent

Florence School District Five

Every Student Every Day!



719 North Main Street • Marion, South Carolina 29571
Telephone: 843.423.1811 • Fax: 843.423.8328
www.marion.k12.sc.us

DR. KANDACE BETHEA
Superintendent

November 18, 2025

South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, South Carolina 29201

Dear South Commission on Higher Education,

I am writing to express my strong support for the proposed **Master of Education in Educational Leadership (SC Educator Certification – Principal: PK–12)** Program. This program represents a vital and timely response to the growing need for highly qualified school leaders within the Pee Dee region and throughout the state of South Carolina.

School districts across the state, especially those in the Pee Dee, continue to express urgent demand for competent, innovative, and forward-thinking principals who are prepared to address evolving instructional, community, and organizational challenges. The shortage of qualified leaders has created a pressing need for programs that not only certify future administrators but also prepare them to serve effectively in diverse school contexts.

The proposed M.Ed. program is uniquely positioned to meet this demand. By providing an accessible pathway for aspiring leaders who do not yet hold a graduate degree, it will attract capable, committed, and service-minded candidates from across the region. Its emphasis on both competence and care aligns with the qualities most needed in today's educational leaders—vision, empathy, cultural responsiveness, and a deep commitment to improving student outcomes.

I am confident that this program will significantly strengthen the educational leadership pipeline in South Carolina. It will support schools in developing the next generation of principals who are well-equipped to guide teachers, support students, and enhance entire school communities.

For these reasons, I endorse the development and implementation of this Master of Education in Educational Leadership program and look forward to the positive impact it will create for districts across the Pee Dee region and the state.

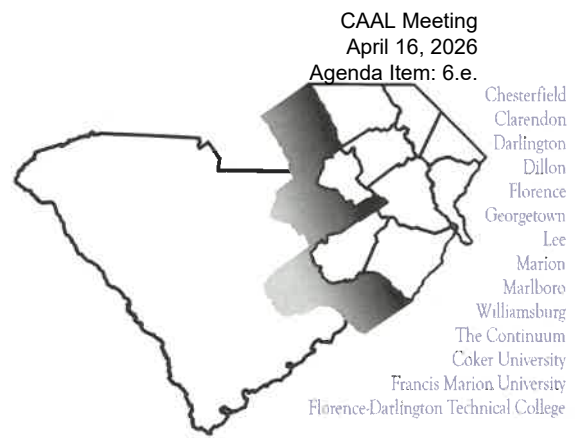
Please do not hesitate to contact me should you need any additional information.

Sincerely,

Kandace Bethea, Ph.D.
Superintendent

PEE DEE EDUCATION CENTER

520 Francis Marion Road
Florence, South Carolina 29506-4701
Telephone: (843) 661-1815
Fax: (843) 669-3393
Website: www.pdec.net



November 18, 2025

South Carolina Commission on Higher Education
1122 Lady Street
Columbia, South Carolina 29201

To Whom It May Concern:

Please accept this letter as my official support of Francis Marion University's efforts to implement a Master's Degree Program in Educational Leadership.

There is currently a tremendous need for quality administrators in the field of education, particularly in the Pee Dee Region, as there has been an overwhelming decline in the availability of qualified candidates in recent years. Ready access to such a program at Francis Marion University is sure to have an immediate positive impact on the applicant pool for the fifteen school districts in the Pee Dee Region, as well as for the entire state of South Carolina.

Francis Marion University already has an excellent Education Department, and I have every confidence that a Master's Degree Program in Educational Leadership will serve to strengthen the department even more, thus producing a broader pool of highly competent and professional administrative candidates.

Please feel free to contact me at the address or phone number on the above letterhead should you require additional information.

Sincerely,

Larry L. Jackson, Executive Director
Pee Dee Education Center