II. *RATIONALE AND DEMAND*

A.   Institutional factors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.   Describe how the proposed curricula would more fully utilize existing resources.

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

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

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

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

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

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

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

Students will not be able to transfer into this program.

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

Not applicable.

E. Demand and employment factors

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

Education
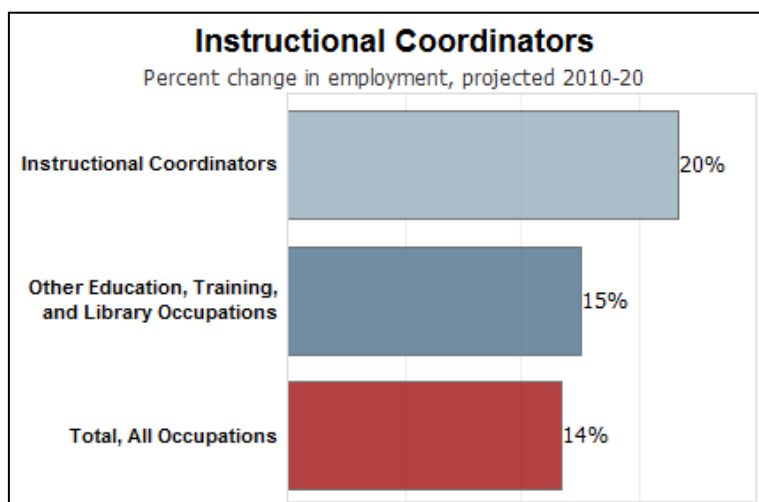## 11.7% of the U.S. market, with a total of 292,63

Degree Type	Degrees Conferred (2010)	% Ch Past Ye
Bachelor of Science in Elementary Education	39,312	-3.
Bachelor of Science in Early Childhood Education	9,636	8.
Bachelor of Science in Special Education	6,659	5.
Master of Education in Educational Leadership	22,005	14
Master of Education in Elementary Education & Teaching	17,030	-3.
Master of Education in C & I/Teacher Leadership	18,680	10
Master of Education in Special Education	14,491	8.
Master of Education in School Counseling	12,342	1.
Master of Arts in Reading Education	9,166	16
Master of Education in Technology	3,960	-2.
Master of Education with Teaching Certificate (MAC; MAT)	-	
Education Specialist (Ed.S.)	-	
Ed.D./Ph.D. in Educational Leadership	3,482	10

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

Job Outlook – Instructional Coordina

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

Instructional Coordinators
Percent change in employment, projected 2010-20

Instructional Coordinators	20%
Other Education, Training, and Library Occupations	15%
Total, All Occupations	14%

Quick Facts: Instructional Coo	
2010 Median Pay	$58,830
Entry-Level Education	Master'
Work Experience in a Related Occupation	More th
On-the-Job Training	None
Number of Jobs, 2010	139,700
Job Outlook, 2010-20	20% (Fa
Employment Change, 2010-20	27,300

Employment projections data for instructional coordinators, 2010-20				Change, 2	
Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Percent	
Instructional Coordinators	25-9031	139,700	166,900	20	

Source: Bureau of Labor Statis

Top Education Degree Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GPA of 2.75

A copy of the applicant's teaching license

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

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

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

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

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

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

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

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

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

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

Year 1	Fall 1 Fall 2 Spring 1 Spring 2 Summer 1	1. EDUC 772 - Understanding Teacher Leadership 2. EDUC 768 – Coaching Teachers 3. EDUC 777 – Fostering Technology Based Collaboration 4. EDUC 774 - Designing Professional Development 5. EDUC 773 - Action Research
Year 2	Fall 1 Fall 2 Spring 1 Spring 2 Summer 1	6. EDUC 776 - Promoting Equitable Schools 7. EDUC 735 – Data Based Decision Making and Assessment 8. EDUC 839 - Topics in K-12 Policy 9. EDUC 775 - Foundational Skills in Common Core State Standards 10. EDUC 622 - The Role of Literacy Across the Content Areas

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

Not Applicable.

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

Not Applicable.

V. *RESOURCES AVAILABLE*

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

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

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

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

Not applicable.

VI. *RESOURCES REQUIRED*

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

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

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

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

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

Please see budget in appendices.

VII. *IMPLEMENTATION AND EVALUATION*

A.   Implementation Plan   D escribe how the curriculum w ill be im plem ented.

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

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

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

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

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

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

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

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

Table 3.0 Assessment Plan

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

VIII. APPENDICES

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

Enrollment and Retention Services

Overview of AP Enrollment Services:

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

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

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

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

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

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

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

University of Delaware Responsibilities:

☐provide staff admissions, advising and financial aid departments to manage the accelerated enrollment

☐provide Academic Partnerships with pertinent program information to answer student inquiries and program questions

☐provide Academic Partnerships with the university contact numbers and email addresses for the admissions, advising, registration, financial aid, student accounts offices, and other pertinent contacts

☐provide Academic Partnerships with daily data feeds from the university SIS to report status of prospective student leads (new and existing) for identified programs and enrollment data

Academic Partnership Marketing Proposal

Overview of AP Marketing Services:

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

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

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

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

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

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

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

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

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

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

Assumptions:

Academic Partnerships Marketing Responsibilities
Responsibilities related to the three components of marketing, Affinity Partnerships, Digital Marketing, and International Marketing, include the detailed lists below. These actions ensure a seamless implementation of the comprehensive marketing phase.
Academic Partnerships Responsibilities
☐development and production of all marketing materials for identified programs, including Academic Partnerships' landing pages and website dedicated to the university programs
☐form and cultivate employer based and affinity relationships in applicable fields

☐development and/or acquisition of prospective student leads

☐promotional and advertising campaigns (including online marketing campaigns and scholarships where applicable)

☐advise the university on individual state requirements/compliance standards for obtaining operating approval

University of Delaware Responsibilities

☐approve marketing materials, including, colors, website and messaging

☐prepare and submit all documentation necessary to obtain state regulatory approvals as agreed upon for program expansion

☐add links to the Academic Partnerships website from current school web pages

☐provide a sub-domain on the university's ".edu" domain to be hosted on Academic Partnerships servers for marketing pages (i.e., degree.university.edu)

☐provide Academic Partnerships with an initial list of prospective students from their Student Information Systems (drops, denied, incomplete file, etc.)

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

University of Delaware
School of Education
Master of Education in Teacher Leadership
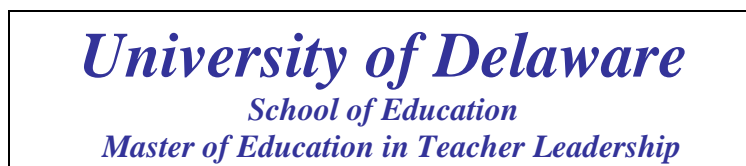
Program Policy Statement

Part I. Program History
    A. Purpose Statement
    B. Origin of the Program
    C. Administration and Faculty
    D. National Standards Alignment

Created November 2012

Part I. Program History
A. Purpose Statement
The MEd in Teacher Leadership is a fully online 30-credit graduate program that prepares certified teachers to gain understanding of school-based teacher leadership roles and responsibilities. The program is aligned to the National Teacher Leadership Standards (NTLS) developed by the Teacher Leadership Exploratory Consortium. Two of the ten courses in the curriculum also address the ideas in the Common Core State Standards that many states are adopting because school-based teacher leaders in these states will be responsible for understanding the Common Core.
Based on the National Teacher Leadership Standards, the objectives of the program are aimed at developing teachers who are able to:
- coach and mentor others
- leverage technology to foster collaboration
- systematically look at classroom-based and school-based data to identify pupils' needs and collaboratively select intervention methods

- apply understanding about diverse schools when developing culturally relevant professional development
- use the knowledge, skills, and dispositions of a teacher leader to enable them to lead from the classroom

B. Origin of the Program

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

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

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

C. Administration and Faculty

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

The SOE is committed to the recruitment, support, and retention of full-time faculty members. Faculty members who teach graduate courses and advise graduate students in the School of Education must have a doctorate or equivalent. In some instances, faculty members with a master's degree and special expertise in an area of Education as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching in a specialized area of education, proven scholarly ability, and the endorsement of the full-time faculty and the Director of the School of Education.

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

D. National Standards Alignment

The MEd is aligned with the National Teacher Leadership Standards for degree granting programs (The standards were developed by the Teacher Leadership Exploratory Consortium). These standards require that teacher leadership programs cover seven major functions of leadership: (1) Fostering a Collaborative Culture to Support Educator Development and Student Learning; (2) Accessing and Using Research to Improve Practice and Student Learning; (3)

Promoting Professional Learning for Continuous Improvement; (4) Facilitating Improvements in Instruction and Student Learning; (5) Promoting the Use of Assessments and Data for School and District Improvement; (6) Improving Outreach and Collaboration with Families and Community; and (7) Advocating for Student Learning and the Profession.

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

Part II. Admission

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

B. University Admission Procedures
Admission decisions in this program are made Fall1, Fall2, Spring 1, Spring 2, and Summer1. Admission application forms are available from the Office of Graduate Studies, from the departments, and online). (http://www.udel.edu/gradoffice/apply)
Applicants must submit all of the following items to the Office of Graduate Studies before admission can be considered. Incomplete applications are automatically rejected on the first business day after the deadline; however, applicants may reapply for a future term by beginning the application process again.

H. A nonrefundable application fee must be submitted with the application. Checks must be made payable to the University of Delaware. Applications received without the application fee will not be processed. Foreign students may utilize either a check or an International Postal Money Order to remit payment in U.S. currency.

I. An official transcript of all previous college records must be sent directly from the institution to the Office of Graduate Studies. Students who have attended the University of Delaware need not supply a transcript from Delaware. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

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

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

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

M. It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226.

C. Specific Requirements for Admission into the Master of Education in Teacher Leadership
Admission decisions are made by the full-time faculty in the School of Education.
Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum entrance requirements.

D. Baccalaureate degree from an accredited college or university.

E. On a 4.0 scale, a GPA of 2.75 or higher for undergraduate work

F. A copy of the candidate's teaching license

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

H. A written statement of goals and objectives that should (a) clearly describe why the applicant wishes to pursue an MEd in Teacher Leadership and (b) indicate and explain any current or future opportunities to engage in a school leadership role.

I. Writing sample responding to the following prompt: The M.Ed. in Teacher Leadership at the University of Delaware is offered online. In a 500 word essay, describe (1) your technology skills and experiences with technology.

D. Admission Status

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

This program does not offer provisional admission.

Part III. Degree Requirements for the Master of Instruction

A. Course Requirements

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

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

B. Non-Registered Degree Requirements

Technology requirements: Technology plays a vital role in the MEd in Teacher Leadership. Candidates will use technology to communicate with instructors, collaborate with peers, document school-based instruction, and submit assignments. Given the importance of technology to this program, candidates are responsible for ensuring access to the following:

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

Requirements may be revised in response to changing technologies.

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

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

Part V. General Information

A. Financial Assistance

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

B. Application for Advanced Degree

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

C. Graduate Grade Point Average
Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.
D. Time Limits for the Completion of Degree Requirements
Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.
E. Extension of the Time Limit
An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the Director of the School of Education. The Director/Associate Director will forward the request to the Office of Graduate Studies. The Office of

Graduate Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

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

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

G. Transfer of Credit from Another Institution

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

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

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

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

Candidates cannot transfer in undergraduate credits.