

Proposal for New Program: Master of Science in Instructional Leadership
Emporia State University

Basic Program Information

1. Proposing institution: Emporia State University
2. Title of proposed program: Master of Science in Instructional Leadership
3. Degree to be offered: Master of Science
4. Anticipated date of implementation: August 2010
5. Responsible department: School Leadership/Middle & Secondary Teacher Education and The Teachers College
6. Center for Education Statistics (CIP) code associated with program: 13.0404

Program Need and Student Characteristics

1. Is the program central to the mission of the institution?

Emporia State University's mission is "fostering student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment." The Teachers College mission is "to develop skilled practitioners who are prepared with essential knowledge and applications in their fields of specialty." Initially, Kansas State Normal, then Kansas State Teachers College, and now Emporia State University for over 145 years has been developing skilled practitioners who pursue professional fulfillment through educating the preschool, elementary, and secondary students of Kansas. In addition, various graduate programs are offered to help graduate students advance lifelong learning skills, obtain leadership skills, impart society's cultural heritage, and prepare for both the professions and advanced study. This program definitely meets the mission to better prepare professionals for roles within school leadership settings and become more successful as teachers and leaders.

In response to the state's need for instructional leaders, Emporia State University and members of the Olathe USD developed during the 2008-2009 academic year the course work for the Master of Science in Instructional Leadership program. This program is specifically designed for individuals who have obtained a Bachelor's degree in teaching and wish to pursue graduate work in the area of teacher leadership. The Master of Science in Instructional Leadership degree includes graduate courses that address the Kansas Teacher Leader standards plus additional graduate coursework designed to make the student more effective in the area of leadership at the Pre-K-12 levels. The program degree is most certainly central to the university's mission, i.e., educator preparation, while addressing the KSDE teacher leader licensure requirements. Finally, the Teacher Leader licensure endorsement is new and no other academic institutions are offering this program within the Kansas City area or as an online program.

2. What is the student demand for the program?

The demand for the Instructional Leadership program (the program's required 23 hours form the core of the proposed degree) is perceived to be very high. At present, the Olathe district would like to establish a 20-25 student cohort within their district. In addition, several neighboring districts have indicated an interest in participating if Olathe does not take all of the available

cohort seats during the initial implementation phase. Based on the KSDE perceived need for teacher leaders (e.g., instructional coaches) within Kansas school districts, KSDE personnel developed the teacher leader standards. With the creation and approval of these standards, numerous teachers from various Kansas school districts have voiced an interest in this type of a graduate program. As such the master's program will be opened to all teachers in Kansas and within the United States through online availability. This interest has been generating with no marketing, but simply by word-of-mouth.

3. What is the demand for the participants of this program?

Last year, the Kansas Department of Education (KSDE) established 'teacher leader standards' and approved a 'teacher leader license' due to a perceived need for instructional leaders within Kansas schools. Institutions of higher education have been encouraged to develop teacher leader graduate programs that address the KSDE teacher leader standards. As such, KSDE clearly identified a need, took action to approve standards and a license, and encouraged higher education agencies to develop academic programs to address this need. The collaborative actions of Emporia State University, the representatives from the Olathe School District, and faculty members from within the Department of School Leadership/Middle & Secondary Teacher Education were taken to address the needs identified by KSDE.

4. What are the locational and comparative advantages of this program?

This particular master's program will follow both the Curriculum & Instruction (C & I) and Building Level Administration (EA) master programs, which have been very successful in both Kansas and across the nation with 200 plus active participants within each program. This provides a tremendous word-of-mouth market for the Instructional Leadership master's program. In addition, the Olathe Curriculum & Instruction master program partnership has been very successful and once again, the Olathe USD administration has requested that ESU provide the Instructional Leadership masters program as a partnership within their district. Again both the C & I and EA online programs have been very successful within the state and across the fifty states. As with those programs, the Instructional Leadership master's coursework will be offered online, at ESU, at the Overland Park Metro Center, and in partnership with Olathe. This means that students can live anywhere in Kansas or the United States and still have accessibility to the online courses in this degree program, fulfilling the university's mission of bringing quality lifelong learning and training to be leaders within their area of expertise. As with the C & I students, the practicum will be completed within their school and supervision will be done through visits when possible, teleconferencing, email, and Blackboard activities/contacts. Currently no other institution in either Kansas or Missouri offers this degree. ESU will be one of the first in the nation to offer this degree and Kansas licensure program.

5. What are the characteristics of the students who will participate in this proposed program?

Students enrolling in this program will be those individuals wishing to pursue a program that will prepare them in instructional leadership roles and qualify them for the KSDE teacher leader license. All candidates will hold a bachelor degree in teaching with majors in PreK-12 education and possess the initial license. Students taking these classes will have a wide range of opportunities to engage in group discussion or group activities via Blackboard Discussion Board activities, web cam, email, and internet venues.

Admission requirements are a bachelor's degree, a current teaching license, a minimum undergraduate GPA of 2.5 overall on the last 60 undergraduate hours, completion of the Miller Analogies Test, completion of the departmental application which includes a scored writing sample, three letters of recommendation, and completion of a comprehensive exam at the end of the program.

Curriculum of the Proposed Program

1. What is the curriculum of the proposed program?

The 35 hour program includes the following coursework intended for individuals who teach or lead programs in grades K through 12. The Educational Leadership Masters Degree provides flexibility through electives that may be taken in specific areas to enhance the candidate's area of concentration. This is a 35 hour masters program which will provide candidates with opportunities to demonstrate specific knowledge, skills and dispositions:

- demonstrate understanding the adult learner
- demonstrate professional performance that reflects current practice and research
- implement non-biased techniques for meeting the needs of diverse learners
- apply appropriate technology to enhance instruction
- analyze concepts and clinical practices while evaluating innovative practices
- gain essential concepts of planning/assessment/instruction
- understand legal and ethical issues/practices within education
- integrate and use concepts from general and professional studies within the teaching environment
- identify important aspects of mentoring/coaching
- provide effective professional development/effective cultural awareness
- compare and contrast formative and summative assessments
- define validity and reliability as they pertain to the construction and use of criterion-referenced tests
- interpret and apply research
- gain insights into human relations and group processes
- develop skills in effective leadership as an educator

Candidates will also engage in a variety of activities within the three-hour practicum which will have each person apply that which has been learned/taught within specific core classes.

Satisfactory completion of admission requirements, the comprehensive examination (completed in one of the final two semesters), and all course work are required to be eligible for graduation.

ED 818	Professional Development and the Adult Learner	3 credit hours
ED 819	Mentoring and Coaching	3 credit hours
ED 535	Cultural Awareness for Educators	3 credit hours
ED 820	Curriculum Leadership: Models and Strategies	3 credit hours
ED 887	Developing Authentic Assessments	3 credit hours
ED 895	Practicum/Action Research (to be taken last semester)	3 credit hours
EA 885	Human Relations and Group Processes	2 credit hours
ER 752	Analysis of Research	3 credit hours

23 credit hrs

Electives (must take 12 hours with advisor approval)

EA811 EA849 EA773 ED833 ED837 ED865 ED886 EL721 or EL821
IT727 or IT743 PE740 or PE745 SC815 or SD864 PY743 or PY860

Course Titles and number of Credit Hours:

EA811 Supervision and Evaluation (3hrs)
EA849 Educational Law and Regulations (3hrs)
EA773 Advanced Ed. Psych. for Teachers & Admin. (3hrs)
ED833 Beliefs, Values & Issues in Education (3hrs)
ED837 Brain Based Learning for Educators (3hrs)
ED865 Advanced Theory & Practice in Teaching (3hrs)
ED886 Designing Instructional Programs (3hrs)
EL721 Reading Theory & Literacy Practices, Elementary (3hrs)
EL821 Curriculum Development & Strategy Instruction in Reading (3hrs)
IT727 Integrating Technology Uses in Education (2 or 3 hrs)
IT743 Technology Management (3hrs)
PE740 Legal Issues in HPER (3hrs)
PE745 Leadership in HPER (3hrs)
PY743 Leadership in Organizations (3hrs)
PY860 Leading Processes to Meet Diverse Student Needs (3 hrs)
SC815 Assessment in Schools (3hrs)
SD864 Creative teaching & Learning (3hrs)

Program Faculty

The 23 hour core of Instructional Leadership masters program is taught by approved graduate faculty within the SL/MSTE department. All but two have full-time responsibilities within the department while two are adjunct, that is, one is a retired from the SL/MSTE department but continues to teach as adjunct, and one is an Olathe USD employee who has taught within the C & I program in past years. All have either EdD or PhD degrees. All faculty teaching courses from the elective list have doctoral degrees and have full-time responsibilities in their respective departments.

Academic Support

Advising procedures are continually updated and discussed to ensure that students can access and receive up-to-date information. The department chair and office assistant will continue to prompt advisors and send email announcements to students about enrollment dates, schedules, graduation information, financial aid availability, etc. In addition, advisee and group email listings will be established to enable faculty and office personnel to facilitate and expedite communication with undergraduate and graduate student candidates. Announcements, draft schedules for future semesters, enrollment data, admittance dates/requirements, graduation requirements/information, and the like, are reviewed during monthly faculty meetings and disbursed via the student email groups. In addition, the SL/MSTE web page is continually updated and revised to provide pertinent information to program candidates. Specific programs, course descriptions, faculty biographies, faculty phone and email information, class schedules,

application forms, MAT and Comprehensive Exam dates, Intent to Graduate deadlines, and student links/information are all available on the website. This consistent and timely flow of information helps to inform and retain students while promoting program completion. These types of personal services strengthen our reputation with both current and prospective students. Also, the department chair and office assistant advise all new candidates until they have been fully admitted or until a permanent advisor has been assigned. This has resulted in providing a personal element and greater consistency for new students. Finally, Program Focus Reviews are held tri-annually to assess student and employer satisfaction and whether appropriate course and program adjustments are made as needed. Additionally, state program review and NCATE standards apply.

The academic support resources (e.g., helpdesk for computer/Blackboard assistance, electronic access to library resources) and physical facilities are already in place for a number of graduates online and various onsite programs both in the department and throughout the college; thus, no additional resources are necessary to establish the proposed Master of Instructional Leadership degree at ESU.

Facilities and Equipment

No additional facilities or equipment is needed. Current facilities at ESU and the Overland Park Metro Learning Center will accommodate the proposed Master of Science in Instructional Leadership degree.

Program Review

The Student Learning Outcomes identified under ‘Curriculum of the Proposed Program’ will be incorporated into the benchmark assessment schedule that applies to all educator preparation programs at ESU. In addition, internal reviews will be held annually with tri-annual focus reviews involving graduates, students within the program, administrators, and faculty. External reviews will occur through Regents’ Program Review, the National Council for Accreditation of Teacher Education (NCATE), and Kansas State Department of Education.

Costs, Financing

The program will not need new funding. Courses in the program are, or will be taught, with faculty within the department as previously described. No additional faculty members are needed and the program will begin with a 20-25 student cohort. Existing resources will be sufficient to support students and program faculty.