

University of Louisville

New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, undergraduate, graduate, and professional programs are to complete this New Academic Program Proposal template. There is a separate template for certificate credentials.

All templates and forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

To avoid unnecessary delays, please ensure that all questions are addressed clearly and completely and that all necessary forms are completed and submitted.

Some questions may seem repetitive, but they reflect CPE questions and must be answered exactly in the format requested. CPE readers won't have access to previous information submitted. Responses to the questions in this template are needed exactly in the format requested in each question.

If the question asks for a description, you must provide a description rather than referencing information provided elsewhere in a different format (such as a table). As well, if you decide to provide additional information in tables (such as assessment rubrics, data, etc.) you must also describe the material. We are unable to copy tables into the CPE online portal.

Questions about the template and process can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

NOTE: All unit approval processes must be completed and documented before submitting this proposal.

Send the following materials, as well as any questions or concerns, to the **Program Approval Service Account** (PROGAPPR@louisville.edu). The program approval process will not begin until all of the above documents are received. Please submit all materials listed below at the same time.

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- Gray Associates Program Evaluation System Regional Scorecard
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

General Program Information	
Program Name:	Curriculum & Instruction
Degree Level:	Ed.S.
Date:	May 24, 2021
Department and Department Chair:	Elementary, Middle & Secondary Teacher Education (EMSTEd) Meg Hancock, Interim Department Chair
School/College:	College of Education and Human Development (CEHD)
Program Director and Contact (if different); (please also include title):	Dr. M. Shelley Thomas, Associate Professor & Assistant Department Chair, EMSTEd shelley.thomas@louisville.edu Dr. Jennifer Bay-Williams, Professor, EMSTEd, j.baywilliams@louisville.edu
CIP Code:	13.0301
Program Type (collaborative, joint, or single institution):	Single Institution
Is this program an advanced practice doctorate:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Number of Credit Hours required:	30
Method of Delivery (online, face-to-face):	Face-to-Face, with some courses online
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	
Proposed Implementation Date (semester and year):	Summer 2022
Anticipated Date for Granting First Degree:	Spring 2024
Have all unit approval processes been completed? Please provide a list of unit approval processes with approval dates:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> LOI Process Department, approved, February 2020 CEHD Planning & Budget, approved, May 2020 Curriculum Committee, approved, May 2020 Dean Review, approved, May 2020 Full Proposal Process Department, approved, April 2021 Curriculum Committee, approved, May 2021

A. Overview

1. Provide a brief description of the program with its estimated date of implementation.

(250 words or less; program's purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.

CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.

The Education Specialist (Ed.S.) Degree in Curriculum and Instruction prepares classroom teachers to become curriculum and instruction specialists so that they are well-prepared to lead within their schools, districts, or region, specific to a particular area of teaching (e.g., Reading Specialist). Potential candidates for the degree are teachers who have completed a master's degree in education (e.g., a Master's in Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.), or related field, and are interested in continuing their educational pursuits, but are not interested in pursuing a Ph.D. in Curriculum and Instruction. The program will provide graduates with expertise needed for strong instructional leadership in schools, including extensive knowledge of:

- Curriculum
- Leadership and coaching
- Data analysis and research methods to support data-driven decision making
- One area of expertise within teaching (e.g., science teaching, elementary mathematics specialist, reading specialist, special education)

An Ed.S. in Curriculum and Instruction is ideal for the teacher who wants to serve as an instructional coach within their school or district, as a curriculum coordinator within their discipline, or many other teacher leader roles that exist within districts, organizations, and companies.

Program Sheet is provided in **Appendix B**.

2. Describe how the new program is consistent with the mission and goals of the institution.

CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.

The proposed program supports the UofL mission in the following ways:

As a metropolitan University, we must be more engaged in supporting the leadership development within Jefferson County Public Schools (JCPS), as well as the Ohio Valley Education Cooperative (OVEC). We currently have degree programs to support those wishing to be principals or superintendents, this is a parallel program to prepare education specialists, such as an Elementary Mathematics Coordinator, or Curriculum Specialist, or Literacy Coach. The Ed.S. is a direct effort to educate the community, specifically experienced teachers with the potential to have a broader impact within their school and district communities. Specifically, the program will advance the preparation of teachers to become teacher leaders and specialists (1); deepen candidates' knowledge of research and how to apply it specific to their specialty (2); and by doing (1) and (2) build capacity within the schools so that they better meet the needs of their diverse student populations (3).

The proposed program supports the UofL strategic plan in the following ways:

Strategic Goal: A Great Place to Learn, Strategy L1: Attract and graduate the most talented, diverse student body through meaningful and structured commitment to student success, guided by the Strategic Enrollment Management Plan, to raise the university's national prominence.

The intended applicants for this program are those outstanding teachers who are emerging as instructional leaders. This population has an enormous impact on the quality of learning experiences in K-12 schools. The entire program includes significant focus on engaged learning to ensure that candidates are supported and graduate with sufficient skills and knowledge to have a positive impact in their communities. This program provides significantly more structure, support, and learning opportunities than the non-degree option (Rank 1) that has been the only post-Master's option for teachers who do not want to pursue a Ph.D. or become counselors or administrators.

The proposed program supports the CEHD strategic plan in the following ways:

Priority: Educational Excellence, Goal: Improve the student learning experience.

Under this priority, initiatives include providing students with opportunities to engage in research. This program prepares graduate students to do research, and engages them in doing research, related to their specialty and in their local setting.

Priority: Educational Excellence, Goal: Promote responsible growth of academic programs.

Currently, teachers who have completed a Master's degree and are interested in continued learning have two options – Rank 1 (a non-degree program) or Ph.D. (a terminal degree focused primarily on preparing researchers and University teacher educators). This program responds to this need.

Priority: Educational Excellence, Goal: Recruit and retain students from diverse backgrounds.

We have an excellent opportunity with this program to recruit a diverse group of teachers and prepare them to become instructional leaders in schools, thereby diversifying instructional leadership in schools as well.

Priority: Community Engagement, Goal: Inform, educate, and assist faculty, staff, and students concerning the value of mutually beneficial community-engaged teaching, research, and service.

Each student will complete a study within their school/district community, addressing a critical issue within their specialty. The findings of these studies will support improvements in the community schools.

3. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

4. Does this program have a clinical component? Yes No

If yes, discuss the nature, appropriateness, and availability of clinical sites.

5. Identify where the program will be offered.

- a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

- a. For the foreseeable future, as Education Specialists are likely to be needed for long term support in schools.
- b. Teachers who have already received Master's Degrees, but who are not interested in a Ph.D. or administration/counseling options.
- c. Courses will be a blend of face-to-face, hybrid, and distance education (all online).
- d. The University has a wide array of content and pedagogical courses that will enhance teachers' content knowledge base, their understanding of culture, diversity, and social issues, and their pedagogical knowledge.

6. Describe the rationale and need for the program to include how the institution determined need.

The widespread teacher shortage has led to increasing numbers of uncertified, and alternatively certified teachers concentrated particularly in low-performing and hard to staff schools (Carver-Thomas & Darling-Hammond, 2017; Education Commission of the States, 2016). Those entering the profession without traditional preparation have students who do not perform as well as students in classrooms staffed by certified teachers (Darling-Hammond, 2015; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). The solution, as described by the Learning Policy Institute (a think-tank that conducts and communicates independent research), is to have highly-skilled, well-prepared teachers to mentor these emerging teachers. In other words, school-based discipline specialists. Kentucky has eliminated the Kentucky Teacher Intern Program, increasing the need for Universities to prepare site-based specialists to support new teachers. While teachers who have completed an Ed.S. may be recruited to district leadership positions or other schools, completing such a degree increases teacher efficacy and thus is a retention strategy. In low-performing schools, retaining teachers and growing their expertise is often supported with scholarships and other incentives.

Additional need has been established through actual, regular communications with teachers, saying, in short, "I have a master's degree (this was required in Kentucky), and now want to continue my professional learning and develop more expertise. What options do I have?" The response to this message is (1) a second master's or (2) a Ph.D. Neither are attractive to these prospective students and they go elsewhere. School leaders have regularly asked for us to offer such a program (see **Appendix C** for letters).

Finally, we have many students in a non-degree endorsement program (e.g., Elementary Mathematics Specialists, ESL specialists, Instructional Technology), and they regularly ask what degree they could pursue (they are not interested in a Ph.D.). The large majority select "Rank 1", a non-degree option. As non-degree students, they are not eligible for financial aid, the rank has no meaning outside of the state of Kentucky, and they do not get a title (Education Specialist) upon completion. Hence, these students are very interested in pursuing these endorsements within a degree program.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.

For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum (Choose either Cultural Diversity or Effective Communication)
- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge
- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

The Education Specialist Degree will prepare candidates to:

- (1) Have expertise in a particular content area within curriculum and instruction
- (2) Mentor and coach other teachers within that area of specialty
- (3) Consume and conduct research related to their area of expertise

Competencies are aligned to the Kentucky Teacher Performance Standards (2018), focused on advanced practice. Specific competencies include:

1. Deep understanding of how learners grow and develop within a particular domain or grade level, and skill at implementing developmentally appropriate and challenging learning experiences within that domain.
2. Deep understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Strong content knowledge as it relates to the area of specialty, including connections to other grade-levels and other disciplines.
4. Strong pedagogical content knowledge (PCK) that includes having expert knowledge within the specialty to engage learners in critical thinking, creativity, and collaborative problem solving, and the ability to connect content to authentic local and global issues.
5. Expertise in formative and summative classroom assessments, as well as high stakes assessments, understanding the way that assessments can be used to support learning, but also the risks of overusing assessments to define students.
6. Skill and expertise to collaborate with other educators to support learning.
7. Skill and expertise in coaching others to implement effective Instructional strategies and assessment practices.
8. Disposition to, and knowledge of, avenues for continuous self-reflection and professional growth.
9. Disposition to, and knowledge of, ways to lead within schools, districts, and organizations to advance the profession within their specialization area.

10. Strong research knowledge and skills to research and interpret research focused on improving learning outcomes within specialization area.

8. Describe how each program-level student learning outcome will be assessed.

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.

We first describe program SLOs across the three program goals, and conclude with how they will be assessed.

Goal 1: Have expertise in a particular content area within curriculum and instruction

Related Student Learning Outcomes:

1. Demonstrates a deep understanding of developmentally appropriate and challenging learning experiences within area of specialization.
2. Identifies individual and cultural characteristics and create learning experiences that build on student's experiences and strengths within area of specialization.
3. Articulates appropriate learning progressions for big ideas within one's area (i.e., vertical articulation), and model effective strategies for ensuring every student develops such big ideas appropriate to their grade-levels.
4. Designs formative and summative classroom assessments, and interprets high stakes assessments, to support learning.
5. Demonstrates the ability to connect content to authentic local and global issues, attending to issues of social justice and anti-racism.

Goal 2: Mentor and coach other teachers within that area of specialty

Related Student Learning Outcomes:

1. Describes effective (and ineffective) methods for supporting teaching (i.e., effective professional learning models).
2. Collaborates with other educational experts to support student learning specific to one's area of specialization.
3. Applies effective coaching strategies to support other teachers in enacting effective teaching and assessment practices.
4. Demonstrates continuous self-reflection and professional growth.
5. Provides leadership within schools, districts, and organizations to advance the profession within their specialization area.

Goal 3: Consume and conduct research related to their area of expertise

Related Student Learning Outcomes:

1. Demonstrates the ability to identify, interpret, and critique educational research and policy in their specialization field to inform practice.
2. Demonstrates research skills to be able to investigate relevant research questions that inform teaching and learning practices related to area of specialization.
3. Demonstrates a disposition to cultivate values of humanistic inquiry, including skepticism towards received views and openness to new ideas.

4. Communicates research-based findings in ways that are accessible to teachers and other audiences as a way to advocate for effective practice within one's specialization.
5. Conducts school- or district- level research (i.e., action research) focused on a topic within one's specialization that has a research-based that shows promise for improving student learning.

These SLOS form the basis of course-based Hallmark Assessment Tasks (HATs), required in every advanced program course. HATs assess content specific to the assignment, reflecting course content goals and also assesses general teacher growth as a practitioner using UofL Advanced Program Rubrics.

In addition to course-based HATs, mid-point assessments assess teacher growth in knowledge and dispositions. In the case of an embedded endorsement (e.g., Classroom Reading), additional course-based assessments are in place to ensure Goals 1 and 2 are met.

The final course, EDAP 770 Education Specialist Research, assesses all Goal 3 SLOs, as well as selected SLOs from Goals 1 and 2. Advanced Program Rubrics are also implemented at the end of the program to ensure candidates have met the competencies and related student learning outcomes of the Ed.S. program.

See **Appendix D** for EDAP 770 course syllabus and related assessment.

9. Highlight any distinctive qualities of the proposed program.

CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc.).

1. Provides an opportunity for an advanced teacher degree for candidates who have received an M.A.T., which is an initial certification teacher program, other than pursuing a second Master's.
2. Expands on existing teaching endorsements, which are currently 12-15 hour programs focused primarily on content expertise, to include a strong focus on curriculum, leadership, and research.
3. Prepares teachers for teacher leadership roles at the district-, regional- or state-level, such as curriculum specialists, content coaches, and interventionists.

10. Describe the admission and graduation requirements for the program.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.

(a) Admissions requirements

- Master's degree in Education (or related area) with minimum 3.3 GPA
- Official undergraduate and graduate transcripts
- A written rationale for pursuing the degree, including philosophy of education (limit of one page)
- A current resume or vita
- Three years of full-time K-12 teaching experience
- Two written letters of recommendation attesting to the candidate's skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment. One must be from the current site supervisor.

- Completion of 6 hours of advanced teaching coursework (beyond initial teacher preparation program)
- (b) Retention standards**
- Assigned a faculty advisor who themselves has the specialty in which the person is pursuing.
 - No grade lower than a C
 - Mid-point program checks: Successful completion of 15 credit hours; scored exemplary or target on advanced program rubrics (by instructor); acceptable dispositions rubric (scored by advisor). Minimum 3.3 GPA.
- (c) Exit requirements**
- Successful completion of all required coursework
 - Research project
 - Minimum 3.3 GPA with no grade lower than C

11. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
Classroom Reading	30	3	15	12	0
Elementary Math Specialist	30	3	15	12	0
Diversity Literacy	30	3	15	12	0
ESL	30	3	12-15	12-15	0
Instructional Technology	30	3	12-15	12-15	0
Content Area Teaching (e.g., Science Educ.)	30	3	12-15	12-15	0
Special Education	30	3	12-15	12-15	0

12. Describe administrative oversight to ensure the quality of the program.

Who will oversee the program and how do their credentials/qualifications align with that role?
 How does program oversight include curriculum review and approval to ensure program integrity and rigor?

This program will have a coordinator who is on graduate faculty. The program will be among other advanced programs (the M.Ed. and Ph.D. options) and decisions for continuous improvement are facilitated by Curriculum & Instruction Advanced Program Committee, which is overseen by the Associate Dean for Student Success and Academic Affairs.

13. For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

Compressed courses include:

- Early access to reading and other assignments
- Increased office hours/access to faculty teaching the course
- Longer sessions, including breaks
- Attention to active learning
- Project due dates beyond the final day of class sessions

14. Please answer the following:

a) Will this be a 100% distance learning program? Yes No

CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

NOTE: If you check "yes" to this question, you must check at least one of the items listed below.

Distance Learning

Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

Technology-enhanced instruction

Evening/weekend/early morning classes

Accelerated courses

Instruction at nontraditional locations, such as employer worksite

Courses with multiple entry, exit, and reentry points

Courses with "rolling" entrance and completion times, based on self-pacing

Modularized courses

15. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

16. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

Support from other programs:

1. The research course options are shared across numerous advanced programs.
2. Diversity courses are offered from various departments within CEHD and in other UofL colleges.
3. Within an area of specialization (e.g., social studies teaching specialist), advanced coursework can be pursued in relevant Arts & Sciences departments.

Support for/from other Advanced teacher programs:

CEHD currently has three options for advanced practice in Curriculum and Instruction: M.Ed. in Teacher Leader, Rank 1 (non-degree, state designation), and Ph.D. We have developed a strong transition plan to support teachers who wish to change their degree pursuit. For example, a person may be in the Ph.D. program and decide they do not want to be a University researcher, but instead a district curriculum specialist. Students wishing to pursue advanced degrees beyond the M.Ed. will now have a third option beyond the Rank 1 (non-degree) and Ph.D. The Ed.S. will fulfill a need for students who either want a recognized degree (not a state designation) or who find the Ph.D. does not meet their career goals.

Similarly, we have a plan for shared coursework with Rank 1 and Ed.S., and a plan for students to move between these two options.

Importantly, we recognize that some Ed.S. candidates will have an M.A.T. (initial preparation) and some will have an M.Ed. (advanced preparation). The course options have been designed to meet the needs of both populations.

This program lends itself to significant collaboration with other colleges, as developing a specialty in a particular teaching field requires content expertise as well as teaching expertise. For example, when a social studies teacher decides to pursue an Education Specialist in Curriculum and Instruction, they may want to take graduate courses in history, geography, political science, and so on. Dual credit instructors, who are required to have 18 credit hours in the content (for example, Pan African Studies and English) in order to be eligible as an adjunct instructor, can complete the additional coursework from the CEHD to earn the degree (see <https://louisville.edu/admissions/apply/requirements/participating-instructors>) Additionally, the specialty-focused research projects provide an opportunity for collaboration with faculty in content disciplines to consider ways in which content is being taught and/or learned in a school setting.

17. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

Initially, we anticipate the need for part-time instructors. Through the University approval process, these numbers were submitted, with a budget, and approved. That data is provided in the budget form.

18. a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Library resources are the same as those already available to support students in the existing Ph.D. program in Curriculum and Instruction.

(See **Appendix E** for the support letter from the UofL Libraries.)

b. Describe the physical facilities and instructional equipment available to support this program.

Physical facilities and instructional equipment must be adequate to support a high-quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The College of Education has technology-enhanced classrooms, including several classrooms that are considered 'Active Student Learning' classrooms, equipped with additional small group access to computers, white boards, and furniture that lends to small group interactions. Additionally, there are at least four computer classrooms, and laptops available for student and classroom use. The College also has purchased research software, word processing programs, the University Adobe suite, and various options for online classrooms (e.g., Microsoft Teams). Materials that are commonly used in K-12 classrooms, such as manipulatives, maps, books, and science equipment are all readily available within classrooms.

C. Demand

Student Demand

19.a. Provide evidence of student demand.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable. Please use the [PES+](#) platform from Gray Associates in your response.

CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.

1. Through school collaborations, leaders have communicated the need to build leadership capacity (see letters in **Appendix C**).
2. Between 2015 and 2020, inquiries to the University have been logged, and there are at least 10 inquiries per year asking about the possibility of pursuing an advanced degree along with Rank I.
3. Teachers enrolled in non-degree programs (endorsement and/or Rank 1) were surveyed (n = 15, response rate 100%), and approximately 50% expressed that they would prefer an Ed.S. over the Rank 1 option.

4. We currently have **20** candidates in our various Rank 1 programs. In addition, we have received several inquiries over the last few months from Master teachers who are interested in pursuing a Rank I/Ed.S. combination. It is estimated that many of these current and potential candidates would be interested in pursuing the Ed.S.

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2022-2023	0	10
2023-2024	5	15
2024-2025	10	20
2025-2026	10	20
2026-2027	10	20

Employer Demand

20. If the program is designed for students to enter the workforce immediately, please complete Appendix A.

Appendix A is included at the end of this document.

Academic Disciplinary Needs

21. If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

N/A

D. Cost and Funding

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

22. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years.

No non-personnel resources needed (see #17 for personnel estimated expenses)

23. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

This program will not impact resources or faculty/staff, as it falls within the Curriculum & Instruction advanced programs. It may impact existing programs in these ways:

1. Students who have not completed the Ph.D. and find the Ed.S. better meets their needs may transfer into that program.
2. Students in the non-degree Rank 1 program may opt to apply to the Ed.S.
3. Students in the M.Ed., but who already have an M.A.T., may wish to transfer into this program.

24. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.

This program should increase enrollment in the graduate programs in the College of Education and Human Development, as there are regularly inquiries about whether we offer such a program in teacher education. School districts throughout the state are regularly seeking curriculum specialists and school-based or district-based instructional coaches as well as dual credit teachers. In these post-pandemic years, such leadership will be increasingly important as districts work to ensure students learn what they need to be college and career ready, despite having more than a year of non-typical learning.

25.a. Complete the New Program Budget Spreadsheet.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student's home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student's home academic program.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

The New Program Budget Spreadsheet is included as an attachment to this document.

25.b. Please provide contingency plans in the event that required resources do not materialize.

The expenses in this program are funds to cover three courses per year taught by part-time faculty. Should that money not be available, workplans will be adjusted and full-time faculty will cover the courses or the courses will be offered less frequently.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

26. Provide a brief description of institutional assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university's mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals.

The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost's office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process.

27. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

When a new program is created, an "Academic Alert" is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO

reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

28. What are the plans to evaluate students' post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.

Through alumni surveys we will assess candidates' success, defined as

- (1) success in the classroom (should they continue as a classroom teacher); and/or
- (2) success in obtaining a leadership position.

Additional data will be gathered through the Administrator/Principal surveys that are given annually.

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
Instructional Coordinators (Directors)	Director: + 7 days of salary Academic Coach: + 3 days of salary	Director-2 Academic Coaches-25+	No data	\$61,457	2368	.78	\$66,290	181,600	6%
Elementary School Teachers, except special ed	Scale Range: 49K-79K with Masters; +7,000 for Ed.S./Rank1	+100*	.7	\$53,082	13,565	.52	\$59,420**	1,569,000	3%
Middle School Teachers, except special ed & CTE	Scale Range: 49K-79K with Masters; +7,000 for Ed.S./Rank1	+50	.7	\$53,650	8,067	.53	\$59,660**	615,700	3%
Secondary School Teachers, except special ed & CTE	Scale Range: 49K-79K with Masters; +7,000 for Ed.S./Rank1	+100	.7	\$54,956	8,826	.53	\$61,660**	1,072,500	4%

*Hires are seasonal, so this is a conservative number for hires in one year.

**With Bachelor’s Degree.

Kentucky projections based on: KENTUCKY OCCUPATIONAL OUTLOOK TO 2026 A LABOR MARKET INFORMATION PUBLICATION BY: KENTUCKY CENTER FOR STATISTICS (KYSTATS), September 2018. Accessed at <https://kystats.ky.gov/Content/Reports/2016-2026%20KY%20Occupational%20Outlook.pdf>

National data accessed from the U.S. Bureau of Labor Statistics Occupational Outlook Handbook. For example: <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>

APPENDIX B: PROPOSED PROGRAM SHEET

University of Louisville
 College of Education and Human Development
 Ed.S. in Curriculum and Instruction

Name _____
 Address _____
 _____ Zip _____
 Phone # _____ Other Phone # _____
 Student ID# _____
 Email address _____
 Advisor _____

College of Education and
 Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-5597

Admission Requirements: Master's degree in Education (or related field) with minimum 3.3 GPA; Official transcripts; Three years of full-time teaching experience; Philosophy of Education; Resume; Two Letters of Recommendation; Completion of six credit hours of advanced teaching coursework (beyond initial teacher preparation).

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
SPECIALIST COURSEWORK (12-15 credit hours) Specialist Area: _____						
Endorsement Options: EMS, ESL, Ed. Technology, Classroom Reading						
Non-Endorsement Options: Content Area Teaching, Special Education, etc.						
RESEARCH METHODS (6-9 credit hours) [At least one quantitative and one qualitative course] Recommended courses include:						
Quantitative: LEAD 601 Applied Research Methods LEAD 701 Intermediate Statistics LEAD 702 Applied Multiple Regression						
Qualitative LEAD 704 Qualitative Field Research Methods LEAD 705 Qualitative Data Analysis and Representation						
Midpoint Requirements: Successful completion of 15 credit hours; scored exemplary or target on advanced program rubrics (by instructor); acceptable dispositions rubric (scored by advisor). Minimum 3.3 GPA.						
LEADERSHIP (6 hours)						
Recommended courses include:						
EDAP 624 Curriculum Theory						
EDAP 677 Developing Collaborative Groups, Facilitating, Coaching, and Mentoring						
LEAD 605 Leadership Org Dev (or other leadership course in consultation with advisor)						
PROJECT (3 credit hours)						
EDAP	770	Education Specialist Research				

Minimum total hours: 30

- Exit requirements: Successful completion of all required coursework and research project; Minimum 3.3 GPA with no grade lower than "C."
Notes:
1. Minimum of 15 credit hours in 600 level courses is required.
 2. Transfer credit must be officially accepted by the advisor (maximum 6 credit hours) and approved by Graduate School.
 3. Maximum of 9 credit hours of course work completed in non-degree status can be applied toward a degree (upon advisor approval).
 4. All courses must be completed within six years of admission to the program.
 5. Upon completion of this program, and a total of 60 graduate credit hours, individuals may be recommended for Rank 1.
 - 6.

Student _____ Date _____ Advisor _____ Date _____

APPENDIX C: LETTERS OF SUPPORT FROM SCHOOL LEADERS

August 31, 2020

Dr. Margaret Hancock, CEHD Associate Dean for Student Success and Academic Affairs
and the University of Louisville Provost Program Proposal Review Committee

Dear University of Louisville Partners,

I write this letter in strong support of the development of an Education Specialist (Ed.S.) degree program at the University of Louisville. There are a number of reasons this program would benefit K-12 schools. I will focus specifically on my role within Jefferson County Public Schools as the Chief Equity Officer where I oversee the Division of Diversity, Equity and Poverty. I address how an Ed.S. degree program, specifically in Teaching and Learning, will contribute to capacity building, professional growth, and impact on student learning in JCPS by connecting the Ed.S. to the JCPS Teacher C.A.R.D.S. (Competency, Awareness, and Responsiveness to Diverse Students) Program.

The JCPS Teacher C.A.R.D.S. Program offers certified employees currently teaching in teacher-of-record positions in JCPS Priority Schools an opportunity to grow professionally in their capacities to meet the needs of underserved students. Currently, this program provides JCPS teachers with tuition assistance to earn a master's degree in teacher leadership at UofL with a graduate certificate in diversity literacy. In the six years since its inception, we have had to turn away qualified applicants or teachers have elected not to apply because a) they already hold a master's degree or b) they have completed a substantial part of the coursework in the teacher leadership program.

JCPS Teacher C.A.R.D.S. make direct impacts on k-12 student learning, on their individual school's capacity to meet students' needs, and on the district's ability to address longstanding educational disparities. The program is named on page 8 of JCPS's Racial Equity Plan as an action to support professional development (see <https://www.jefferson.kyschools.us/sites/default/files/Racial%20Education%20Equity%20Plan.pdf>).

In closing, I would like to add that JCPS and College of Education and Human Development leaders are working collaboratively to expand the C.A.R.D.S. program to include teachers at all JCPS schools. To that end, an Ed.S. program that develops teacher leadership will better support the educational goals of more individuals across the district.

Sincerely,



John D. Marshall D. Ed.D.
Chief Equity Officer
Jefferson County Public Schools



August 29, 2020

Dr. Margaret Hancock, CEHD Associate Dean for Student Success and Academic Affairs and the University of Louisville Provost Program Proposal Review Committee

Dear University of Louisville Partners,

I write this letter in strong support of the development of an Education Specialist (Ed.S.) degree program at the University of Louisville. There are a number of reasons this program would benefit K-12 schools. I will focus specifically on my role within Jefferson County Public Schools, which is to oversee all elementary mathematics teaching, learning, professional learning, and curriculum. I address capacity building, professional growth, and impact on student learning.

Elementary schools need mathematics specialists. Recently, ten candidates completed the University of Louisville Mathematics Leaders (UL-ML) Scholars program. It was during this time that I began my leadership role in the district, which is currently the 29th largest district in the United States with 96 elementary schools. These elementary mathematics specialists are filling critical needs in our district, serving as math coaches within their buildings, serving as PLC math leads in school and district activities, supporting and advocating for stronger curriculum, and preparing professional learning for teachers. Truly these EMS are having a positive impact on our district, and yet we need more. These teachers earned a Kentucky endorsement as an EMS, but many had to study in non-degree status at the University of Louisville because they already had master's degrees. An Ed.S. option would have enabled them to choose a degree program, one with a title and possibility of more leadership opportunities (Education Specialist) that reflects the expertise they bring to the district.

Professional growth is a career-long endeavor in K-12 schools. Implementing more effective teaching practices aligned with deeper learning are critical to the success of our district. In Kentucky *many* teachers are certified through a Master's program. We know that teachers with advanced degrees and continuous professional learning are more effective in the classroom. At UofL, the degree options for these MAT completers are: a second Master's or a PhD. An Ed.S. degree would meet the needs of more teachers pursuing instructional leadership. Many teachers earned their Master's degrees early into what may be a 25-year profession are looking for other options to advance their learning. Their only option is a PhD, which may not fit their learning needs.

Imagine the impact we could have if we had more teachers pursuing specialist degrees (and related endorsements). I know we need such expertise in elementary mathematics, and I am sure the parallel need exists across content areas. I have had the great fortune of collaborating with Dr. Jennifer Bay-Williams as she has been a partner building teacher capacity and leadership in mathematics across our district. I also have the good fortune of working with a few of the recent Math Specialists graduates. Several of the recent Elementary Math Specialists are vital to our efforts to empower every child to learn math at high levels. Several have indicated to me their hope to complete an Ed.S. program, and would likely try to apply their specialty courses to such a program if it were created. Thank you for considering. Sincerely,

Andrea Higdon, ED.S.

Elementary Math Instructional Lead
Jefferson County Public Schools



P.O. Box 1249
100 Alpine Drive
Shelbyville, KY 40066
502-647-3533
FAX 502-647-3581
<http://www.ovec.org>

Leon Mooneyhan, Ph.D.
Chief Executive Officer

Kelley Ransdell, Chair
Board of Directors

Buddy Berry, Vice Chair
Board of Directors

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August 31, 2020

Dr. Amy Lingo
College of Education and Human Development
1905 South 1st Street
Louisville, KY 40292

Dear Dr. Lingo:

The purpose of this letter is to share my full support for the creation and implementation of an Education Specialist program at the University of Louisville. As a retired superintendent and currently serving as the Chief Academic Officer for the Ohio Valley Education Cooperative (OVEC), I have seen and continue to see the need for specialists for all levels K-12. The possibility of the University of Louisville implementing an Ed.S. program is very exciting, especially when I think of the impact this program could potentially have on the 155,000 students we serve in the OVEC region.

I believe giving teachers the option of pursuing an Ed.S. has been a continual need in the OVEC region. As you are keenly aware, there are few options beyond a Ph.D. or an Ed.D. for teachers to pursue once they attained their Master's. For those who desire to complete their career as a teacher, many do not see the benefit of an Ed.D. or a Ph.D. beyond possibly pursuing an administrative position. As we know, many teachers have no intention of becoming an administrator, and hence cease their educational enhancement once they attain their Master's degree. By providing the option of delving into a teaching area of their specialty, such as science, math, reading, etc., this would give teachers the opportunity to enhance their content knowledge along with the specific content's pedagogy in an area for which they are passionate.

Currently, teachers do not have the option of pursuing a deep dive into their area of concentration, whether it be an elementary reading specialist or a high school science teacher. Given the scarcity of teachers, implementing an Ed.S. program would be an additional avenue to retain teachers and not lose them to administrative positions. Additionally, with an opportunity to delve into an area of passion, this would also benefit others in the same field. An Ed.S. would also provide an opportunity for the teachers who choose this option to become

Providing Professional Learning, Advocacy and Services that Support, Lead and Inspire

a specialist for their teaching colleagues. With their advance knowledge and skills, these teachers could provide relevant on-going professional learning for others in the same field. Finding qualified and engaging presenters for educators continues to be a difficult tasks in many areas. With teachers immersing themselves into a specialty area, they can easily become content specialist who will be an invaluable resource for their peers.

In considering the teaching staff of any school, there are always teachers who are not comfortable with various contents whether they be an experienced teacher or one who is beginning his/her career. Throughout my career I had the opportunity to visit a large number of classrooms from pre-school through grade 12, and I can attest the content knowledge and pedagogy of teachers vary drastically. With all my visits I observed very few teachers who wanted to be less than their best. For many struggling teachers their inabilities were not due to a lack of effort, but was often due to their lack of knowledge, experience, etc. Many of these teachers could and would improve if we could expand the number of teachers who had a specialist degree and ultimately could serve as a coach and mentor for their peers.

Ultimately, by expanding the opportunity for teachers to seek an Ed.S. degree, not only would the students in their classrooms benefit, but their teacher colleagues would benefit from their advance knowledge and practices. As a former principal and superintendent, I always had concerns about teachers not continuing to be learners, that once they completed their Master's degrees, their professional learning often stopped. I do believe many teachers did not continue with their learning due to the lack of programs such as the Ed.S.

In closing, I fully support the University of Louisville School of Education in the development and implementation of an Ed.S. program for educators in the Ohio Valley Education Cooperative region. This opportunity, as stated above, would benefit the students who had the opportunity to experience a teacher with an advance specialist degree, along with teaching colleagues who would be provided support and mentoring. If there is anything OVEC can do to enhance the possibility of this proposal becoming a reality, please do not hesitate to reach out.

Sincerely,



Chrissy Jones
Ohio Valley Educational Cooperative
Chief Academic Officer/Deputy CEO



College of Education & Human Development

EDAP 770-21: Education Specialist Research

Professor: TBD

Telephone :

Email:

Office Hours:

Catalog Description

This is the final course within the Education Specialist degree in Curriculum and Instruction. The focus is on designing, implementing and disseminating research related to one's selected specialization.

Course Purpose

The purpose of this course is to design, implement, and disseminate research in one's area of specialization that provides insights into how to better support student learning within this content area.

Required Readings, Text

Efron, S., & Ravid, R. (2020). *Action research in education: A practical guide*. The Guilford Press.

Research Articles related to topic of study

Recommended Readings

Galvan, J. L. & Galvan, M.C. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (7th ed.). Routledge Publishers. ISBN-10: 0415315743

For current, best options, go to: <https://sites.google.com/site/aeaarsig/Home/action-research-books>

Course Objectives

At the conclusion of this course, students will:

6. Demonstrate a deep understanding of developmentally appropriate and challenging learning experiences within area of specialization.
7. Demonstrate the ability to identify, interpret, and critique educational research and policy in their specialization field to inform practice.
8. Demonstrate research skills to be able to investigate relevant research questions that inform teaching and learning practices related to area of specialization.
9. Demonstrate a disposition to cultivate values of humanistic inquiry, including skepticism towards received views and openness to new ideas.
10. Communicate research-based findings in ways that are accessible to teachers and other audiences as a way to advocate for effective practice within one's specialization.
11. Conduct school- or district- level research (i.e., action research) focused on a topic within one's specialization that has a research-based indicating it shows promise for improving student learning.
12. Demonstrate continuous self-reflection and professional growth.
13. Provide leadership within schools, districts, and organizations to advance the profession within their specialization area.

Relevant Professional Standards Met by Course:

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard #10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- a. Take responsibility for student learning;
- b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- c. Advance the profession.

Conceptual Framework: *Shaping Tomorrow-Ideas to Action*

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

Relationship to Conceptual Framework

The focus of this course is to support candidates as they implement research within their schools or districts related to their content area specialization. Under the construct of ***Inquiry***, candidates will develop the knowledge, skills, and dispositions to become critical thinkers and to support others in becoming critical thinkers through learning about how to conduct quality, ethical research and in the literature review for their study. Under the construct of ***Action***, candidates will develop the knowledge, skills, and dispositions to become problem solvers and to support others as they design and implement their studies. Under the construct of ***Advocacy***,

candidates will develop the knowledge, skills, and dispositions to become professional leaders and to support others as they disseminate their research findings through presentation(s) and article(s).

Course Requirements

- 1. Reading Reflections and Activities** – Candidates will read and reflect on chapters in the Action Research Text. (KTS 4)
- 2. Literature Review** – Candidates will find, read, and synthesize research on a topic within their specialization. (KTS 4)
- 3. Research Design** – Candidates will propose a study, following guidelines for high quality action research. (KTS 4, 5, 9)
- 4. Final Research and Paper Presentation (HAT)**- Candidates will present their final projects to a group of graduate faculty and graduate students. Their written study will be provided to the group prior to the presentation. (KTS 4, 5, 9, 10)

Bibliography

Guillion, J. S., & Tilton, A. (2020). *Researching with: A decolonizing approach to community-based action research*. Brill. <https://brill.com/view/title/57030?language=en>

Manfra, M. M. (2020). *Action research for classrooms, schools, and communities*. Sage.

McDonagh, C., Roche, M., Sullivan, B., & Glenn, M. (2020). *Enhancing practice through classroom research: A teacher's guide to professional development (second edition)*. Routledge.

Mertler, C. A. (2019). *The Wiley handbook of action research in education*. Wiley.

Tobin, W., & Feit, V. *student research for community change: Tools to develop ethical thinking and analytical problem solving*. Teacher College Press.

Tschannen-Moran, M. (2014). *Trust Matters: Leadership for Successful Schools (2nd ed.)*. San Francisco, CA: Jossey-Bass.

Additional Sources

Gorski, Paul C. (1995-2018). *Teacher Action Research*. Critical Multicultural Pavilion. Retrieved October 6, 2018 from <https://www.edchange.org/multicultural/tar.html>

Riel, M. (2018). *Welcome to the open action research self paced tutorials*. <https://www.actionresearchtutorials.org/tutorials-1-12>

This site is part of the Center for Collaborative Action Research at Pepperdine University. It includes a series of 12 videos ranging from 7-13 minutes on various aspects of action research. The site also includes a link to the *Activity Master Booklet* that you can access and use.

Valencia College. (2016, August 16). *Action research*. Scholarship of Teaching & Learning. https://valenciacollege.edu/faculty/development/tla/actionResearch/ARP_softchalk/index.html

Extensive information on how to develop and implement an action research project.

Digital USD Action Research examples: <https://digital.sandiego.edu/soles-mahel-action/>

While these are focused on higher education, the examples can give insights into research design.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations

Continuing and regular use of e-mail and BlackBoard is expected. All correspondence from the professor of this course will be through student U of L email address accounts. Check your U of L email often. You will need to have access to the Internet to complete some activities for the course. Several computer labs are available on campus if you do not have Internet access at your home.

Foliotek Electronic Assessment System (EAS). Foliotek electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.
- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for each course in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on "Resources" or the "Help" link to find appropriate resources.
- The "Help" menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Plagiarism Statement

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

"Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty" ([UofL Code of Conduct, Section 5](#))

You are responsible to familiarize yourself with the university's policies regarding academic dishonesty, which are located in the Graduate Catalog (*page 43 of the 2014-2015 catalog*):

<http://louisville.edu/undergraduatecatalog/versions/2014-2015-catalog.pdf#pagemode=bookmarks&toolbar=true>

Note: The instructor reserves the right to make changes in the syllabus and/or class calendar if circumstances so dictate. All changes will be reviewed in class.

Prepared by Jennifer Bay-Williams, Spring 2021

Education Specialist Action Research Study (Hallmark Assessment Task)

The Education Specialist Action Research Project involves a collaborative and participatory inquiry to understand an issue specific to your area of specialization that has the potential to positively inform teaching and impact student learning.

For this final project, you will work closely with your advisor at all stages, and present your final research design and findings in an oral presentation to faculty and peers. Your written product will include: an introduction, a literature review, design of your study, findings, and conclusion.

Action research, by definition, is research within your local context that informs your work providing guidance on future action. In general, it looks like this:

- Identify a problem (related to your specialty)
- Determine the scope (school-wide, district-wide, grade bands or courses)
- Review relevant research and theories to inform the work;
- Decide upon a research question;
- Design and conduct research; and
- Write up a paper based on his/her findings and the process as a whole; and present the work

HALLMARK ASSESSMENT TASK Rubric

	Unsatisfactory	Satisfactory	Target	Exemplary
Introduction	Incomplete or does not provide a compelling introduction to the study	Provides context and insights into why the study was selected.	Provides context and builds a compelling case for why the study was selected.	Provides both local and national context and builds a compelling case for why the study was selected.
Literature Review	Review provides some relevant studies, though more are needed to build the case. Synthesis is missing or lacking in quality.	Review includes most/all relevant studies, but the synthesis is weak or missing. research question is stated.	Review is thorough, well organized, and includes synthesis at the end of every section and end of the review.	Review is thorough, well organized, and well-written. It includes synthesis at the end of every section and end of the review. The research question is well supported by the literature reviewed.
Research Design	Design has not been developed in a practical manner or in a manner consistent with quality research design.	A design is presented wherein most research components are addressed, but others have not been addressed or need additional detail.	A realistic, quality design is presented that adheres to quality action research design expectations. Design is lacking related to a research question or some elements are lack detail.	A realistic, high-quality and practical design is presented that adheres to quality action research design expectations. Design is well connected to research questions.
Data Analysis	Data analysis and reflection on future practice and literature on the topic are minimal or not included.	Data analysis may support some but not all findings. Reflection is included but more in-depth details are needed to connect to future practice or literature on the topic.	Data analysis supports some but not all findings. Reflection is included but more detail is needed to connect to one's practice and the related literature on the topic.	Data analysis leads to numerous well-informed findings. Reflection on what these data mean is robust and directly connects the research to the writer's classroom work as well as the literature on the topic.
Summary	The summary revisits ideas for the analysis without drawing inferences or applications	The summary provides some insights into implications and future actions.	Summary provides implications and future actions for all the research questions	Summary provides implications and future actions for all the research questions, connected to teaching, curriculum, and leadership.
Oral Presentation	Presentation includes most required components, and repeats what has been prepared in writing.	Presentation includes all required components, with reasonable time for each.	Presentation complements the written document, highlighting key elements of design and findings.	Presentation is engaging and complements the written document, highlighting key elements of design and findings.



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June 15, 2021

Office of the Dean

Robert Goldstein
Office of the Provost
University of Louisville
Louisville, KY 40292

Bob,

We have been asked to provide a letter of support for the proposed Ed.S. degree in Curriculum & Instruction. We have completed a review of our available resources in this area which indicates that they are adequate to support the proposed program. I am attaching a copy of our review.

Please contact us if you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink that reads "Robert E. Fox, Jr." in a cursive script.

Robert E. Fox, Jr.
Dean, University Libraries

CC: Fannie Cox
Meg Hancock
Bruce Keisling
Katie Niehaus
Claudene Sproles

University of Louisville . Ekstrom Library, Room 203 . Louisville, KY 40292
P: 502.852.6745 F: 502.852.7394 W: Louisville.edu/library