STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program
In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Fall 2026

New College of Florida
Institution Submitting Proposal

Proposed Implementation Term

New College of Florida
Name of College(s) or School(s)

Graduate Studies
Name of Department(s)/Division(s)

Educational Leadership
Academic Specialty or Field

Master of Education in Educational Leadership
Complete Name of Degree

13.0401: Ed Admin/Leadership
Proposed CIP Code (2020 CIP)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

April 9, 2025
Date Approved by the University Board of Trustees

[signature] 5/3·/25
President's Signature **Date**

Debra A. Jerks May 30, 2025
Board of Trustees Chair's Signature **Date**

[signature] 5-30-25
Provost's Signature **Date**

I. Overview

A. Briefly describe the proposed program in the following table.

	New College of Florida proposes to offer a Master of Education in Educational Leadership degree program beginning in Fall 2026. This program will complement our existing undergraduate programs by providing a Master's Degree in Educational Leadership. The purpose of this two-year program is to equip students with leadership competencies and proficiency that will propel them into significant leadership roles. Throughout the program, students delve into the purpose and philosophy of education as put forth by great thinkers such as Plato and Aristotle. Throughout the program, students learn high impact practices and then implement them with hands-on training, which will ensure significant improvement in the quality and outcomes of the schools they go on to lead. **Overall Purpose** Nationwide, the education sector has a shortage of well-prepared school leaders who are equipped to found and lead schools that, in partnership with families and the broader community, develop the full potential of their students. This need is evidenced by gaps and declines in student learning outcomes on statewide and national assessments and shortages in the supply of teacher candidates. By placing students at the heart of their learning journey, the mission of New College of Florida offers the opportunity to develop a best-in-class program that will empower future school leaders to excel in their roles, drive positive change within the field of education, and create a model for others to adopt. The New College Master of Education (M.Ed.) in Educational Leadership will prepare future school leaders through a two-year program that instills the knowledge, skills, and mindsets that are key levers in leading excellent schools. Specifically, recipients of the New College M.Ed. in Educational Leadership will be ready to create exceptional school culture, lead highly performing school teams, and build talent that leads to outlier outcomes for students and families. These leaders will both learn and apply their leadership skills to ensure they have mastered the core pillars of leadership before completing the program. **With this end in mind, the guiding principles that framed the development of the program are:** • All students and staff can achieve at a high level through high expectations and rigorous support from strong leadership. • The quality of a teacher is the key variable in ensuring students succeed. • True success in education leads to human flourishing. Education then encompasses intellectual enlightenment, development of character, and citizenship. • Effective leaders make running excellent schools a team sport. • The principal's core role is to ensure highly effective instruction and response to student learning analysis, and create/maintain a strong
Purpose	

	student and staff culture that supports this.
	• Effective teaching practices have largely been codified, thus, school leaders' role is to ensure teachers are mastering key teaching techniques. This happens through instructional coaching.
	• Teachers and leaders grow fastest when they receive bite-sized action steps, create a plan to implement, and practice implementation with feedback.
	• School leaders are responsible for overseeing talent recruitment, rigorous selection, and training/onboarding of new staff.
	• Student character and virtue are as important as student achievement, which is a distinct attribute of the classical liberal arts and its role in driving American exceptionalism. Great schools are stewards of strong character and virtue.
	• School leaders are responsible for building character and endowing virtue in their students, thus, leadership programs need to teach candidates how to do this.
	• Adult learners, especially future leaders, learn from each other's talents, feedback, and esprit de corps. These bonds are the beginning of a professional network that alumni will leverage throughout their careers.
	• Humility as learners and leaders is a shared value for all community members of the NCF M.Ed. in Educational Leadership. This community commits to learning and developing in the unceasing pursuit of knowledge, innovation, and excellence.
Degree Level(s):	Master
Majors, Concentrations, Tracks, or Specializations	The program has no concentrations, tracks, or specializations in its founding years and its goal is to prepare future school leaders.
Total Number of Credit Hours	36
Program Type	**E&G Program** **Market Tuition Rate Program*** **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	New College is working with DOE to meet the standards required to be a state-approved Level 1 Education Leadership Program. Graduates of this program will be equipped with the skills and leadership qualities to serve in positions including Principals, District Administrators, Directors, Supervisors, and Instructional Coordinators at Elementary, Middle, and High Schools.

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan? Programs of Strategic Emphasis List

Yes, it does qualify as a Program of Strategic Emphasis.
No, it does not qualify as a Program of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.
No
Not Applicable

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II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. **The State University System's Strategic Plan goals.**

   The New College M.Ed. in Educational Leadership directly supports the Board of Governors' 2025 Vision by producing outcomes-focused school leaders who will drive our state's schools to be the talent engines of the future. Far too often, school leaders are trained to be functional middle managers, checking on compliance and stewards of the status quo. New College graduates in Education Leadership will break the mold with a focus on driving learning outcomes, creating strong institutional culture, and hiring and developing the team members that will yield breakthrough results for the students of Florida to thrive in a knowledge economy.

   New College school leaders will demonstrate proficiency in leadership competencies that have been proven to produce excellent results. They will have a keen vision for excellence and how to achieve it both instructionally and operationally in a school, how to lead a classroom and a school using data, and to create a mindset of continuous improvement, and lead beyond solely utilitarian outcomes to ensure students develop intellectual and moral virtue. Schools led by such leaders will lead to greater K-12 education attainment, in turn leading to higher success rates in the state's colleges and universities and greater efficiency and productivity related to degrees and community and business engagement.

2. **The institution's strategic plan and goals the program will directly advance.**

   The future of liberal education depends on a well-educated citizenry. New College's goals to innovate in higher education, encourage "Civil Discourse", and strive for excellence will be advanced through the founding of the nation's premier principal development program, the Master's in Educational Leadership. Students across our nation realize their full intellectual potential and character learning from great teachers. Great teachers are developed and retained by great principals. The New College M.Ed. in Educational Leadership alumni will serve as a consistent pipeline of excellent school leaders supporting liberal arts education in schools near and far. These leaders will build strong cultures of excellence, persistence, and continuous improvement to ensure strong character development, improvement in learning outcomes, and teacher effectiveness at their schools.

3. **The university's mission.**

   The New College Master's in Educational Leadership will help address the broken culture of complacency typically associated with undergraduate education

degrees and compliance-driven educational leadership programs. The New College M.Ed. in Educational Leadership will be driven by serving as a new home for education reformers and leading the development of new approaches to educating tomorrow's school leaders. This program will help realize the college's mission to be the best liberal arts college in America. Through providing an unequaled approach to education, the M.Ed. program will foster the New College principles in an innovative master's program, forging a new path to develop talented school leaders for the communities of Florida. This New College Master's seeks to harness the transformative power of a competency-based leadership model built around clinically proven best practices taught by experienced leaders.

4. **The benefit to the university, the local community, and the state.**

   Redefining public education through excellence in principal leadership. There exists a number of master's programs in educational leadership, however, none expressly name the goal to develop exceptional principals. The research on the impact of outlier principals is clear - high-performing principals lead to strong learning outcomes and the nurturing and development of the talents of our children. However, too many principals are not instructional experts but were selected for their competency in operations and the business side of the school. These are important areas to address, yet they are not sufficient to run a good or excellent school. Instructional leadership is at the core of every school, and the schools that hold high the goals of student learning, development of strong character, and the norms of a community that supports growth and character are the schools that succeed and, most importantly, sustain success.

5. **Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents, Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.**

   The pre-proposal was presented to the CVAP on September 13, 2023, and no specific concerns were raised.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as

well as a description of any specific needs for research and service that the program would fulfill.

The New College M.Ed. in Educational Leadership program will impact the workforce by addressing the current challenges within the education system. The college will serve as a new home for education reformers, creating strong leaders and ushering in the development of new approaches to school administration. Graduates of this program will be equipped with the skills and leadership qualities to serve in positions including Principals, District Administrators, Directors, Supervisors, and Instructional Coordinators at Elementary, Middle, and High Schools. The education sector currently includes compliance-driven leadership programs that further the status quo, however, there does not exist a master's program that explicitly develops principals who can close the many gaps that plague our nation.

The program will benefit from ongoing research into the effectiveness of its alumni as they go into schools. The leadership of the program will be responsible for collecting student achievement data for the leadership portfolio of its graduates, as well as notable awards and evidence of impact, and potential areas of growth and improvement. Surprisingly rare for education programs, the New College M.Ed. in Educational Leadership will define its success through the outcomes of its alumni. The leadership of the program would then publish via journal article or white paper its findings.

Through the teaching and leadership capstone courses, New College M.Ed. in Educational Leadership candidates will be providing service in the local schools and classrooms in which they are working. This will help to further connect the college with the community and create connections and relationships, leading to stronger talent pipelines for schools, students, and families to benefit.

Job Outlook
Employment of elementary, middle, and high school principals is projected to grow 5 percent from 2021 to 2031, about as fast as the average for all occupations. About 23,500 openings for elementary, middle, and high school principals are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.[1]

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 13.0401

Education Administrators, Kindergarten through Secondary (SOC Code=11.9032)
Education Administrators, Postsecondary (SOC = 11.9033)

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[1]
https://www.bls.gov/ooh/management/elementary-middle-and-high-schoolprincipals.htm#:~:text=in%20May%202021.-,Job%20Outlook,on%20average%2C%20over%20the%20decade

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		2023 Wages		
	Location	Low	Median	High
Education Administrators, Kindergarten through Secondary	United States	$70,050	$103,460	$163,010
	Florida	$62,700	$87,390	$129,380
Education Administrators, Postsecondary	United States	$62,970	$102,610	$209,870
	Florida	$63,010	$90,480	$173,400

Projected Employment for Education Administrators, Kindergarten through Secondary

		Employment #		Percent Change	Projected Annual Job Openings*
	Year	2023	2033		
Education Administrators, Kindergarten through Secondary	United States	316,600	315,000	-1%	**20,800**
	Year	2022	2032		
	Florida	13,650	15,260	12%	**1,110**
Education Administrators, Postsecondary	Year	2023	2033		
	United States	216,400	222,700	3%	**15,200**
	Year	2022	2032		
	Florida	11,670	13,060	12%	**950**

Sources:
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Education%20Administrators,%20Kindergarten%20through%20Secondary&onetcode=11-9032.00&location=Florida

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Education%20Administrators,%20Postsecondary&onetcode=11903300&location=Florida
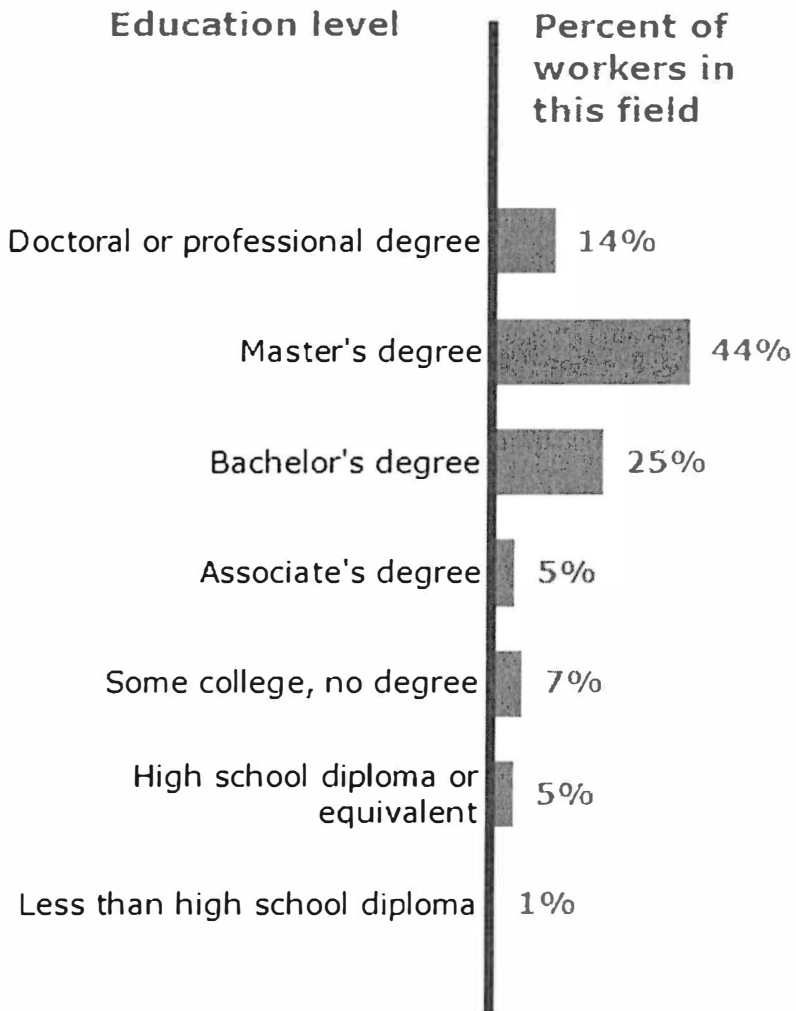Date Retrieved: 03/26/2025

Typical Education for the two SOC code jobs:

Education Administrators, Kindergarten through Secondary (SOC Code=11.9032)

Education Administrators, Postsecondary (SOC = 11.9033)

Typical education

How much education do most people in this career have?

Education level	Percent of workers in this field
Doctoral or professional degree	14%
Master's degree	44%
Bachelor's degree	25%
Associate's degree	5%
Some college, no degree	7%
High school diploma or equivalent	5%
Less than high school diploma	1%

B. **If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.**

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
11.9032	Education Administrators, Kindergarten through Secondary	The SOC code is selected based on the CIP SOC Crosswalk developed by the Bureau of Labor Statistics and the National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56
11.9033	Education Administrators, Postsecondary	The SOC code is selected based on the CIP SOC Crosswalk developed by the Bureau of Labor Statistics and the National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

C. **Describe the student demand for the proposed program. The response should, at a minimum, include the following.**

1. Projected headcount for Year 1 through Year 5.

   Year 1: 15-20 (one cohort)
   Year 2: 30-40 (two cohorts: year 1, one cohort year 2)
   Year 3: 50-80
   Year 4: 50-80
   Year 5: 50-80

2. **Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.**

- New College's CEO Office reports promising interest in the Master's in Educational Leadership program. Currently, 10 undergraduate students are enrolled in the Pathways to Teaching program, with one student having just completed it, demonstrating successful progression. Additionally, there has been expressed enthusiasm from both students and staff, with several learners and a couple of staff members expressing a strong likelihood of pursuing the graduate program in educational leadership.
- As reported by the Athletics Department, a number of graduate assistants have expressed interest in the Master's in Educational Leadership program and plan to apply, further demonstrating the program's appeal to emerging leaders within the institution.
- There have been 96 New College students who have produced past thesis work on a wide range of education topics, underscoring a deep interest in advancing educational leadership and highlighting the need for a master's program to further develop expertise and influence in the field.
  - **NCF Student Education Theses: https://ncf.sobek.ufl.edu/theses/contains/?t=%22Education%22&f=TO**
  - ***Note:** There are currently 96 theses under education. Students have recently started adding key terms and tags to their theses, so this does not accurately reflect all the educational theses. Furthermore, not all of these are fully available online due to copyright and the time needed to digitize.
  - Examples of some projects include:
    Adventure Education (2004)

    American Educational Thought 1900 to Present (1993)

    Backpacks and Education (2008)

    Barriers and Enablers to Program Impact (2003)

    Does Participation in Extracurricular Activities Increase Test Scores? (2006)

    The Effects of a Recycling/Resource Management Curriculum on Elementary School Students (1998)

    Evaluation of Sarasota County's Early Childhood Music Project (2001)

    Field Trips and Informal Education (2012)

    Four Workshops in Activities for Early Childhood Education (1973), Implementing Self-Directed Learning in the Latter Years of Formal Schooling (2003)

    Introducing "Mathematics" (2010)

    Matching Teaching Curricula to Student Learning Preferences by Incorporating Informal Learning Resources into the Formal Learning Classroom (2005)

    The Redistributive Effect of Higher Education in the United States (1975)

The Role of Educational Philosophy in School Choice (2007)
Science Outreach for Students (2007)
A Study of Selected Aspects of Education for Exceptional Children in Sarasota County
Teaching to Cultivate
Tension Within Education
War on Education: A Sociological & Political Approach

IV. Duplication of Existing Programs

A. **If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.**

Based on thorough research within each of the ten institutions sharing CIP codes, we have concluded that there is no program where 60 percent of the coursework is comparable. We looked specifically at the modality of the program (in-person, hybrid, or remote) and the course titles, descriptions, and, when available, syllabi. While some programs offer master's degrees in education leadership, the approach to the knowledge, skills, competencies, and ongoing development of master's candidates varies widely from the vision of NCF's program. For further information, please see Appendix H.

B. **If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.**

The NCF M.Ed. in Educational Leadership is distinct from the FAMU program in both the program goals, target student population, and approach. While both programs are in the realm of educational leadership, NCF's program explicitly prepares best-in-class future principals with the latest research in cognitive science, performance management, and the long tradition of classical liberal arts education. NCF will also accept recent undergraduate degree recipients who will spend their summers building their classroom teaching expertise.[2]

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[2] https://www.famu.edu/academics/all-programs/coe/educational-leadership-ms.php

V. Curriculum

A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites			Appendix C
Exception to 120 Credits			Appendix D
Specialized Admissions			Appendix E

B. Describe the admissions criteria and graduation requirements for the program.

Candidates are required to have completed an undergraduate degree with evidence of academic achievement, demonstrated through narrative evaluations, competency-based assessments, or other alternative forms of academic recognition. Candidates must also show a commitment to service and leadership in education. Ideal candidates will demonstrate a strong work ethic through sustained academic engagement, growth, and involvement in leadership roles within educational environments, including coaching, mentoring, and teaching. A commitment to collaborating with teams of teachers and children, self-awareness, humility, and alignment with the guiding principles of the program are also essential. Any transfer students who have obtained a GPA from another institution must have earned an undergraduate degree with a GPA of 3.0 or higher.

Must meet NCF Admission and English Proficiency requirements as well as requirements for admission to the major, listed below.

- Professional Resume
- Letter of Intent outlining experience and goals for the degree (1-2 pages).
- Two letters of professional recommendation from persons knowledgeable about the applicant's academic and professional competence, addressing the applicant's instructional expertise and leadership potential. At least one of the two recommendations must be from the applicant's current or recent direct supervisor.

Additional Application Materials:

Note for applicants pursuing state licensure via the K-12 Public School Leadership Concentration, the following may be required as part of the preparation for licensure:

- A State of Florida Level I Educational Leadership Certification (a valid Florida Professional Educator's Certificate)
- Documentation of two years of full-time teaching experience
- Documentation of successful demonstration of the core standards for effective educators outlined in the Florida Educator Accomplished Practices (FEAPs) and a documented track record of achieving student gains. Candidates not employed by a Florida public school district may provide equivalent documentation of two years of effective instruction with a record of learning gains.
- Proof of English for Speakers of Other Languages (ESOL) training

For graduation requirements, please describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).
N/A

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in <u>State Board of Education Rule 6A-10.024.</u> List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

The course framework is 36 credit hours built over four semesters: Year 1, fall and spring, and Year 2, fall and spring. Candidates take three 3-credit hour courses each semester. In the spring of each year, one of these courses is a capstone course where candidates get the opportunity to implement and further hone the development of their skill set in a school environment with frequent coaching and feedback.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
Pre-Orientation				
Pre-Orientation Reading • *The Paideia Principle*, Mortimer Adler • Classic Texts and the Nature of Authority, Dan Cowan • The Knowledge Deficit, E.D. Hirsch • Good to Great, Jim Collins • Norms and Nobility, David Hicks				
Year 1 - Fall				
	Champion Instruction -	Required	3	Develop the skills to

	Pedagogical Methods that Lead to Outlier Outcomes			model and identify excellent outcome-driven instructional practices and teach them to teachers. Coursework includes best practices in developing a strong classroom culture and pedagogical techniques that support the mastery of rigorous learning objectives. Teach Like a Champion, 3.0, Doug Lemov The Skillful Teacher, Jon Safier
	Philosophy and Content: Curriculum, Content, and Assessment through Leadership Lens	Required	3	Develop a deep understanding of the purpose of education, rigorous K-12 content, research on content-specific pedagogy and assessment, and leadership best practices to support excellence in this realm. Nicomachean Ethics, Aristotle "The Talented Tenth," W.E.B. Du Bois "The Abolition of Man," C.S. Lewis The New Art and Science of Teaching, Robert Marzano Data-Driven Instruction, Paul Bambrick Why Don't Students Like School? Daniel Willingham The Knowledge Deficit, E.D. Hirsch
	Leadership: Emotional Intelligence, Presence,	Required	3	Develop deep awareness of talents, strengths, and

	and Communication			growth areas as leaders and how to leverage these for high-impact communication and communication through the use of working style/talent inventory and one-on-one coaching to create a development plan.
				Emotional Intelligence, Daniel Goleman
				Founder's Mentality, Chris Zook
				Made to Stick/Power of Moments: Chip and Dan Heath
				Drive, Daniel Pink
Year 1 - Spring				
	Philosophy, Instructional Leadership, and the Coaching Model	Required	3	Understanding leadership as a liberal art helps us prepare to lead schools and teams of teachers. Learn models of effective coaching to deliver high-quality, high-leverage, bite-sized feedback and have teachers plan and practice implementing the new skill or technique. Add the use of video for teaching, coaching, and leadership coaching. "To an Uneducated Leader" Plutarch

				"Meditations" Marcus Aurelius "Teaching the Work of Management," Drucker Get Better Faster 2.0, Paul Bambrick Leadership Is an Art, Max De Pree
	Data-Driven Instruction	Required	3	Analyze and identify trends in achievement data and student work samples across grades and disciplines to create strategic interventions to improve learning outcomes. Includes analysis of the Florida assessments and leadership moves to reach exemplary status as evaluated by the state. Data-Driven Instruction, Paul Bambrick Why Don't Students Like School? Daniel Willingham Florida School Report Card Blueprint
	Excellence in Teaching Capstone	Required	3	Develop proficiency in planning and teaching core content areas through teaching class(es) at local schools with high-touch instructional coaching. Daily lesson practice, real-time feedback, and self-analysis using video footage will support growth. Excellence in Teaching

				Rubric Get Better Faster Scope and Sequence
Year 1 - Summer				
	Excellence in Teaching Practicum (for students without 2 years of classroom experience)	Paid/required	3.0	For candidates who have not taught in a classroom setting, they will teach summer school with expert coaching and support.
	Excellence in Coaching Practicum	Paid/required	3.0	All candidates have the opportunity to join the summer practicum to sharpen their teaching skills.
Year 2 - Fall				
	Managing High-Performing Teams and Executive Leadership in Schools	Required	3	Apply best practices in leading and managing high-performing teams and leadership teams through school-based case studies. Develop a vision and plan for performance goals, structure, leadership, and overall school culture to meet the goals. Build mastery around crisis management skills. Leverage Leadership 2.0 Paul Bambrick First Break All the Rules Better: A Surgeon's Notes on Performance Atul Gawande The Five Dysfunctions of a Team Patrick Lencioni
	Science of Learning, Cognitive Science, Positive Psychology	Required	3	Develop deep and practical mastery of key science related to the development of early and late literacy skills, conceptual understandings, and fluency in mathematics,

				developing a culture of error and motivation with a growth mindset. Grit Angela Duckworth Proust and the Squid: Maryanne Wolf Language at the Speed of Sight Mark Seidenberg iGen Jean Twenge Why Don't Students Like School Daniel Willingham Mindset Carol Dweck Atomic Habits James Clear Article: https://nymag.com/news/features/27840/
	Talent Recruitment, Selection, Onboarding, and Retention	Required	3	Learn from top schools/organizations how to recruit, select, and onboard for key competencies and mission alignment. Develop an effective plan for staff retention and longevity. Talent Code, Daniel Coyle Who: The A Method for Hiring, Randy Street
Year 2 - Spring				
	Philosophy/History of Education/Ed Law	Required	3	Develop a deep understanding of the history of education in the United States, its classical liberal arts foundations, its role in our democracy, and the

				educational philosophy that supports striving for excellence. • The Art of Teaching, Highet • The Making of Americans, E.D. Hirsch • The Identity Trap, Yascha Mounk • The Coddling of the American Mind, Lukianoff and Haidt • Florida Ed Law 101
	Leading Special Education with High Expectations and Innovative Support	Required	3	Understanding the legal frameworks for serving students with individual education plans and moving beyond just meeting compliance to support strong growth and outcomes for these learners. • Exceptional Learners: An Introduction to Special Education, Daniel Hallihan, James Kauffman
	Leading in Florida Metrics, Law, and Budgeting	Required	3	Case study-focused course that puts MEDL candidates into realistic scenarios and helps them build and adopt strong intellectual frameworks for strategic, proactive, and reactive decisions related to these areas.
	Excellence in Instructional Leadership Capstone	Required	3	Develop core leadership skills of coaching new/novice teachers by leading observation feedback meetings, real-time coaching, student work analysis, and planning meetings.

				• Excellence in Instructional Leadership Rubric

E. **Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?**

Yes - we will build this as we launch the program.
No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

Working from detailed analyses produced by Stanford's Hoover Institute, the Florida Charter Institute, nationwide studies of school effectiveness, and top school leaders in the state of Florida, the need for effective principals is at an all-time high. Principals for many generations, principals have been trained in compliance, operations, and finance. They have overseen organized labor, which has left them to be figureheads, leading communication with the community, planning and officiating at a high level, but without experience managing performance, accountability, clear focus on outcomes, and instructional leadership. Over the past decade, there has been a groundswell of analysis and research showing that our best schools are led by principals with a different set of competencies. These leaders are outcomes-focused and data-driven and create strong supportive cultures around these efforts. They root all members of the team in the shared goal of student success and are willing and able to roll up their sleeves to model-teach, lead PD, and demonstrate effective executive leadership with parents, teachers, staff, and the community. They are developers of talent and stewards of career growth. They lead teams of coaches and teachers through weekly team meetings and data stepbacks. They look at student work data and analyze progress and stagnation continuously to ensure all students are growing. New College's new master's degree will provide the sector with a new cohort of leaders each year, ready to lead with these competencies not only developed but mastered.

The New College will convene an advisory council composed of top school leaders in Florida, leaders of statewide education policy, and national groups who have developed expertise in this area. The council will inform the ongoing planning and stewardship of the program. This group will help the college assess the success of each cohort.

F. **Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?**

We will immerse our M.Ed.L candidates in case study experiences with the best competency-based tools to help develop their skill and proficiency in teaching excellence, instructional leadership excellence, leadership surveys, organizational health surveys, and school culture tools. Case studies will be built with input from Florida principals and superintendents to ensure alignment and relevance. Once the program is launched, we will engage the advisory council to analyze a sample of student summative assessments to get feedback and adjust expectations and instruction.

G. **Does the proposed curriculum align with <u>Section 1001.706 (5)(a), Florida Statutes?</u>**
   Yes
   ☐ No

H. **For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in <u>Section 1004.08, Florida Statutes.</u>**

   For teacher preparation programs, identify the courses with the competencies required in <u>Section 1004.04, Florida Statutes.</u>

   Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. **Select the anticipated mode of delivery for the proposed program.**
   Face-to-Face
   Hybrid
   Distance Learning

   If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. **Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses, or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.**
   This program is a full-time graduate program that is self-contained and will have no impact on the other institutional academic programs or departments.

K. **Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.**

   ☐ Not applicable to this program because students are not expected to seek

internship or practicum opportunities as a required curriculum component.

Currently, our undergraduate students have the opportunity to engage in a teaching internship with local schools and we plan to extend this opportunity to the graduate students through extending our MOUs to include the master's program. We have had preliminary conversations with two school districts to host our teaching and leadership practicum experiences each year. Both Sarasota and Manatee school district leadership have expressed strong interest in extending pre-existing MOUs with the New College to the M.Ed.L.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The program will be administered on the main campus of the New College with practicum experiences taking place in partnering local school districts.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations. If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

The program most closely associated with this proposal is our only other graduate degree program, the Master of Science in Applied Data Science. While the Applied Data Science program has not sought specialized accreditation, the program was reviewed by SACSCOC. The SACSCOC committee reviewing the Applied Data Science program recommended New College:
1. Develop a more detailed assessment plan to produce evidence that demonstrates the extent to which students are achieving the learning outcomes.
2. Establish an advisory board for curriculum development and review Faculty within the Applied Data Science program quickly developed a more detailed assessment plan and established an advisory committee, and SACCOC approved the program with no additional requests for information.

The New College M.Ed. in Educational Leadership program proposal was developed with these recommendations in mind:

This proposal includes a detailed assessment plan for the program. The plan, similar to the methods of assessment employed by our Applied Data Science program, includes well-defined student learning outcomes, common definitions of levels of mastery, and assessments embedded within classes.

VI. Faculty

A. **Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty, in the table below. Additionally, provide the curriculum vitae for each identified faculty member.**

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
C	"New Hire"	Program Director	Non-Tenure	Fall 2026
C	"New Hire"	Instructor	Non-Tenure	Fall 2027
C	"New Hire"	Instructor	Non-Tenure	Fall 2028
C	"New Hire"	Instructor	Non-Tenure	Fall 2029

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to the assigned course load	Enterprise Auxiliary Funds

B. **Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).**

N/A, as this is an entirely new department and a program director and faculty will be newly hired.

VII. Estimate of Investment

A. **Provide the tuition rate for the proposed program for resident and non-resident students.**

Resident/Credit Hour	Non-Resident/Credit Hour
$474.33	$1,169.47

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. **Complete the summary table below.**

1. **Provide funding sources for Years 1 and 5 of program operation.**
2. **Provide headcount (HC) estimates of student enrollment for Years 1 through 5.**

Implementation Timeframe	HC	E&G Funds	Contract & Grant Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	15-20	$428,400	0	0	$428,400
Year 2	30-40				
Year 3	50-80				
Year 4	50-80				
Year 5	50-80	$603,700	0	0	$603,700

C. **Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?**

Yes

No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

VIII. Institutional Resources

Describe any additional library resources needed to implement and/or sustain the program through Year 5.
> Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.
> No specialized equipment needed. Office space for the program director, faculty members, and staff will be needed.
>
> Classrooms needed:
> Year 1: 1
> Year 2: 2-3
> Years 3-5: 3-5

Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII. D. below.
> Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

We are able to run the entire program with existing facilities, offices, and campus space.

If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.
> Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.
> Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through the Year