



COASTAL CAROLINA UNIVERSITY™

Office of the Provost

October 31, 2007

Dr. Garrison Walters
Executive Director
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Dr. Walters:

A handwritten signature in cursive script, appearing to read "Garry", written over the text "Dear Dr. Walters:".

Coastal Carolina University is submitting for your consideration the attached Program Planning Summary for a Masters of Education in Instructional Technology (M.Ed).

Thank you for your help in the reviewing process. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Sheehan", written above the typed name.

Dr. Robert Sheehan
Provost and Vice President for Academic Affairs

PROGRAM PLANNING SUMMARY

PROGRAM DESIGNATION:

Institution:	Coastal Carolina University
Academic unit involved:	Spadoni College of Education, Department of Education
Name of proposed program:	<i>Master of Education in Instructional Technology (M.Ed.)</i>
Proposed date of implementation:	Fall 2008
New Program or Modification:	New Program
Number of credit hours:	36

JUSTIFICATION OF NEED

For over a decade, South Carolina legislators have recognized that technological proficiency is essential for students and educators to be successful in the rapidly evolving information-based global economy. Since 1996, the South Carolina School Technology Initiative (STI), a partnership comprised of the State Budget and Control Board, the State Department of Education, South Carolina Educational Television, the State Library, and several private sector telecommunications providers, has provided leadership to guide the integration of technology to promote educational excellence in all South Carolina schools.

More recently, national and state legislation, especially the South Carolina Educational Accountability Act (1998), No Child Left Behind (2001), and the Teacher Technology Proficiency Proviso 1.25 (2003), have resulted in significant changes to how technology progress is measured and who should be accountable. The current State Technology Plan (2003-8), for example, identifies two primary targets – (1) to “[improve] student achievement in the core curriculum through technology proficiency,” and (2) to “[encourage] the effective integration of technology resources and systems through teacher training and curriculum development” (STP, 2003-8). It is this latter part of the vision that is most relevant to the establishment of the proposed M.Ed. program at Coastal Carolina University (CCU)—South Carolina teachers *must* demonstrate technology proficiency every five years:

...the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan...
(S.C. Teacher Technology Proficiency Proviso 1.25, 2003)

The need for technology training has also been formally recognized by various national and international professional organizations that serve the public education industry. For example, the National Council for the Accreditation of Teacher Education (NCATE), which is the professional accrediting organization for colleges of education nationwide, identifies technology as one of the core emphasis strands in its conceptual model. Moreover, NCATE also endorses the NETS (National Educational Technology Standards), which are published by the International Society for Technology in Education (ISTE) to assist public education and teacher training institutions to standardize the integration of technology, curriculum and professional productivity. ISTE also publishes standards specific to technology for program accountability. The S.C. Department of Education also officially endorses the NETS, and requires all districts to develop technology plans (including proficiency assessments) that align to these standards.

Additional justification for the proposed program can be extrapolated from the recent *Pathways to Success* initiative within the South Carolina Education and Economic Development Act (2005), which designates Information Technology as one of 16 clusters of study from which high school students must (by 2009) declare a major. One implication of this new model is the potential for the development of new teacher certification areas and teacher-training programs pertinent to technology. The curriculum of the proposed program will align significantly with many of the objectives for the designated Information Technology cluster and would therefore be well positioned to accommodate future related needs that evolve from the *Pathways to Success* initiative.

ANTICIPATED PROGRAM DEMAND AND PRODUCTIVITY

Coastal Carolina University completed a comprehensive analysis of the potential market for this proposed program in the fall of 2006. Over 800 certified teachers from primarily Horry and Georgetown counties responded to a detailed survey probing their interest in and preferences for a masters program in Instructional Technology. High demand for this program was overwhelmingly evident, with 143 respondents indicating that they would start the program immediately if it were already available, and 369 suggesting they would begin within one year.

The significant interest in the proposed program can be explained in part by data from the survey. Several factors clearly emerged as dominant: 1) a personal interest in technology, 2) a desire for career advancement not necessarily limited to classroom teaching, and 3) a recent partnership between the university and Horry County Schools whereby the district began supporting its teachers financially in the pursuit of certain masters degrees. In fact, CCU's current M.Ed. programs have experienced a 900% increase in admissions (72 active, up from 8 in 2005) since the partnership initiative began in fall, 2006.

Data from the survey also help estimate anticipated program matriculation. The majority of participants (61%) indicated a preference for a two-year completion pace, taking two courses per semester and summer. Thus, given a conservative target of 15 new enrollments per year, total annual enrollment in the proposed program should average 30 students by the beginning of the second year (Fall, 2009), with the initial graduating class receiving conferred degrees by August, 2010.

ASSESSMENT OF EXTENT TO WHICH THE PROPOSED PROGRAM DUPLICATES EXISTING PROGRAMS IN THE STATE

Currently only one NCATE-accredited instructional technology program exists in South Carolina, a joint venture between USC Columbia and USC Aiken. A key difference from the USC program is that the proposed program will admit only certified teachers, whereas the USC program accommodates professionals from all career fields. Yet because both programs are grounded in the fundamental discipline of instructional design, the two curricula are nearly identical: (1) coursework focuses primarily on the analysis, design, development, implementation, management and evaluation of instructional technology systems, and (2) assessment strategies rely heavily on field-based projects and portfolios.

Alternative non-NCATE accredited programs from national online institutions such as Lesley University and Nova Southeastern University have been available since 2001. Although enrollment data in these programs are highly proprietary, anecdotal evidence suggests that the Lesley program has been particularly popular in this region, especially for teachers in Horry County. Although the proposed program will differ in that the curriculum will be offered using a blended framework that delivers the majority of instruction in a traditional campus classroom and some instruction online, data gathered from the needs analysis indicate that 27% of the respondents preferred a completely online web-based distance learning format. Clearly this is another potential market that could be served by the program in the future.

Compared to other states in the southeast region, South Carolina has far fewer programs of this type. According to the Association for Educational Communications and Technology (AECT), as of Fall 2007, five similar programs were being offered at universities in Virginia, four in North Carolina, two in Georgia, four in Florida, and only one in South Carolina. With this apparent dearth of competition in South Carolina, CCU is uniquely positioned to offer this program to certified teachers in Horry, Georgetown and other neighboring counties.

RELATIONSHIP OF THE PROPOSED PROGRAM TO EXISTING PROGRAMS AT THE PROPOSING INSTITUTION

Graduate programs offered in the Spadoni College of Education include the Master of Education in Early Childhood, Elementary, or Secondary Education, and the Master of Arts in Teaching in art, English, mathematics, music, science and social studies. Currently, all M.Ed. programs in the Spadoni College share a common core sequence in foundational educational disciplines, such as learning theory,

behavioral management, and diverse populations. The curriculum for the proposed program will incorporate courses from this shared educational core, plus advanced specialization and elective coursework in Instructional Technology. This integrated framework is very common for graduate programs of this type that target the professional development of previously certified teachers. Given the inter-disciplinary nature of the field of Instructional Technology, select courses in the proposed program curriculum may be available for co-listing in other programs, both within and outside the Spadoni College. This potential collaboration will be encouraged to accommodate the needs and growth of existing and future programs.

RELATIONSHIP OF THE PROPOSED PROGRAM TO OTHER INSTITUTIONS VIA INTER-INSTITUTIONAL COOPERATION

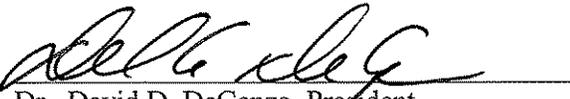
CCU is interested in developing a cooperative relationship with any other institution in the state that would like to collaborate in the advanced study of instructional technology applications for certified teachers. Such cooperation could include sharing personnel or curricular resources via face-to-face or electronic modalities.

TOTAL NEW COSTS ASSOCIATED WITH IMPLEMENTING THE PROPOSED PROGRAM

Currently, the Spadoni College has two full-time tenure-track faculty dedicated to Instructional Technology at the undergraduate level. One new additional tenure-track position will be needed the second year that the program is initiated in order to cover both undergraduate and graduate courses.

The Spadoni College of Education houses two existing state-of-the-art computer labs where the majority of program courses will be taught. Costs associated with maintaining these labs are already covered by an annual operating budget generated by designated undergraduate tuition fees. Replacement costs are covered by other existing funds rotated among colleges on a three-year duty cycle. The program will require only limited additional startup resources, primarily peripheral device hardware and software more advanced than what is currently utilized for teaching undergraduates. Much of the library resources are already in place, with minimal cost to expand holdings over five years expected.

Thus, the primary new costs associated with implementing the proposed program will be salary monies for one new faculty hire the second year the program is initiated (estimated at \$50,000 - \$65,000 annually). Secondary costs will include technology resources (estimated at \$10,000), and library materials (estimated at \$5,000). Total estimated costs for the M.Ed. in Instructional Technology: \$65,000 - \$80,000. Costs for this new program are expected to be paid for by tuition generated by the program. No additional funds for this program are expected to be requested from the state.



Dr. David D. DeCenzo, President
Coastal Carolina University

October, 2007