



# South Carolina Commission on Higher Education

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CHE  
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May 26, 2011

## MEMORANDUM

**To:** Mr. Ken Wingate, Chair, and Members, S.C. Commission on Higher Education

**From:**   
Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

**Consideration of Request for Amendment to Existing License to Add New Program: M.Ed. with concentrations in 1) Adult Education and Development, 2) Curriculum, Instruction, and Assessment, 3) Teacher Leadership, and 4) Instructional Technology; Strayer University in Charleston, Columbia, and Greenville**

### Summary

Strayer University ([www.strayer.edu](http://www.strayer.edu)) requests approval of an amendment to its license to offer at its sites in Charleston, Columbia, and Greenville a program leading to the Master of Education degree with concentrations in 1) Adult Education and Development, 2) Curriculum, Instruction, and Assessment, 3) Teacher Leadership, and 4) Instructional Technology to be implemented in October 2011. Students will be able to take courses on-site as well as online.

Strayer University is a private, proprietary entity that is a wholly owned subsidiary of Strayer Education, Inc., a publicly traded corporation. Strayer University offers undergraduate and graduate degree programs in business administration, accounting, information systems, education, criminal justice, health services administration, public administration, international business, economics, human resources management, marketing, acquisition and contract management and general studies to approximately 55,000 working adult students at 91 campuses in 20 states and Washington, D.C., as well as online.

In September 2002, the Commission approved initial licensure for Strayer to establish campuses in Charleston, Columbia, and Greenville and delegated to the staff authority to issue licenses as the sites were developed. The Greenville campus was licensed in March 2004, the Columbia campus in May 2005, and the Charleston campus in September 2006.

The Middle States Commission on Higher Education accredits the institution. Strayer's home institution is in Washington, D.C., and it has received from the District of Columbia Education Licensure Commission permanent licensure to offer degrees.

The following information from the U.S. Department of Education (USDE) shows student loan default rates at Strayer University:

OPE ID	School	Type	Control	PRGMS		FY2008	FY2007	FY2006
001459	Strayer University	Master's Degree or Doctor's Degree	Proprietary	Federal Family Education Loans and Federal Direct Loans (FFEL/FDL)	<b>Default Rate</b>	6.7	6.0	3.8
					<b>No. in Default</b>	758	647	440
					<b>No. in Repay</b>	11,296	10,692	11,297
<b>Students enrolled at any time during the year</b>						47,138	42,434	37,130
<b>Percentage of borrowers entering repayment</b>						24%	25.2%	30.4%

The USDE sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose Federal Family Education Loan, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years. According to Strayer officials, an estimate of the Title IV student loan debt for graduates of graduate programs is \$47,465.

Strayer either owns its campus facilities or leases them on a long-term basis. Instructional support equipment, which is maintained by the campus's learning resource center, includes computer projection devices, mobile computer systems, mobile television and VCR systems and overhead projection equipment. Each campus also contains a full complement of such basic office equipment as copiers, facsimile machines, white marker boards and furniture.

The learning resource center at each campus provides basic resources, computer labs, and audiovisual support. The director of libraries at the Wilkes Library, located at the main campus in Washington, D.C., coordinates library services and collection development for all campus resource centers. A regional librarian, who holds a minimum of a master's degree in library science, is assigned to each region of campuses. An on-campus learning resource center manager reports to the campus dean, as well as to the regional librarian and University librarian. Combined library holdings include approximately 95,000 books available through inter-campus lending, access to 800 periodicals, and 1,900 audio-visuals.

Providing oversight for the program will be the dean of the School of Education and two department chairs who are responsible for oversight of the M.Ed. Program across all campuses of the University. Department chairs have oversight of all faculty in the program and

communicate with faculty regularly by e-mail, teleconference, and Blackboard, as well as annual faculty meetings.

Strayer faculty who teach in the M.Ed. program must meet the South Carolina Commission on Higher Education licensing requirement that graduate faculty members shall hold a terminal degree, usually an earned doctorate, in the field in which they teach. Additionally, Strayer requires that all earned degrees be from a regionally accredited institution and that faculty demonstrate professional competence in the area of instruction.

Applicants for graduate programs must hold a bachelor degree from a regionally accredited college or university. Additionally, applicants must either complete the Graduate Management Admission Test (GMAT) with a minimum acceptable cumulative score of 450; or complete the Graduate Record Examination (GRE) with a minimum acceptable cumulative score of 1000; or earned a 2.75 undergraduate grade point average in a 4.0 score (this requirement may be calculated by using the cumulative undergraduate GPA or the last 22 courses completed toward the bachelor degree); or provide evidence of graduate potential. In addition to the above, special considerations may be given to applicants who show graduate potential and have a minimum of three years of professional or business experience. In such a case, a personal interview with the Campus Dean is required.

For graduate programs, tuition is \$2,175 per course. Total tuition for the 54 quarter credit hour program is \$26,100.

Strayer officials project enrolling 53 students during the first year of the program at its on-ground campuses in South Carolina.

**M.Ed. with concentrations in 1) Adult Education and Development, 2) Curriculum, Instruction, and Assessment, 3) Teacher Leadership, and 4) Instructional Technology**

The program leading to the Master in Education (M.Ed.) degree is designed to make graduate studies accessible to adult learners who seek to further their knowledge and skills for both professional and personal development. Concentrations are offered in Adult Education and Development; Curriculum, Instruction, and Assessment; Teacher Leadership; and Instructional Technology. Upon completion of the M.Ed. degree program, K-12 and postsecondary educators, adult training and development professionals, instructional technology professionals, and other educational practitioners will have increased abilities to create more effective learning environments or assume leadership roles in academic institutions, educational agencies, nonprofit associations, their communities, government, and the private sector. This academic program is structured for individuals who want to upgrade their skills and acquire new knowledge for career enhancement. The program does not lead to initial teacher or administrator certification or to add-on certification.

The curricula for the programs leading to the M.Ed. degree with concentrations in 1) Adult Education and Development; 2) Curriculum, Instruction, and Assessment; 3) Teacher Leadership; and 4) Instructional Technology are shown below:

M.Ed. with concentration in Adult Education and Development	
Courses	Quarter Credit Hours
<b>Core Component</b>	
Fundamentals of Adult Education	4.5
Adult Learning Theory	4.5
Diversity in Adult Education	4.5
Principles of Training and Development	4.5
Fundamentals of e-learning	4.5
Research Methods	4.5
Curriculum Design and Development	4.5
Managing the Training Function	4.5
Directed Research Project	4.5
<b>OR</b> Adult Education Capstone	
<b>Component Total</b>	<b>40.5</b>
<b>Area of Concentration</b>	
Leadership and Organizational Behavior	4.5
Methods of Teaching in Adult Education	4.5
Assessing Adult Learners	4.5
<b>Area of Concentration Total</b>	<b>13.5</b>
<b>Total</b>	<b>54</b>

M.Ed. with concentration in Curriculum, Instruction, and Assessment	
Courses	Quarter Credit Hours
<b>Core Component</b>	
EDU 508 Educational Research Methods	4.5
EDU 501 Learning Theories (K-12)	4.5
EDU 512 Diversity in K-12 Education	4.5
EDU 533 Instructional Design and Development	4.5
EDU 505 Contemporary Issues in Education	4.5
EDU 510 Educational Assessment	4.5
EDU 522 Theory and Practice of e-Learning	4.5
EDU 540 Evaluating Educational Technology	4.5
<b>OR</b> EDU 542 Integrating Technology in Education	
EDU 599 Education Capstone	4.5
<b>Component Total</b>	<b>40.5</b>
<b>Area of Concentration</b>	
EDU 555 K-12: Curriculum Design and Development	4.5
EDU 571 Evaluating School Programs	4.5
EDU 573 Instructional Methods	4.5
<b>Area of Concentration Total</b>	<b>13.5</b>
<b>Total</b>	<b>54</b>

M.Ed. with concentration in Teacher Leadership		
Courses		Quarter Credit Hours
<b>Core Component</b>		
EDU 508	Educational Research Methods	4.5
EDU 501	Learning Theories (K-12)	4.5
EDU 512	Diversity in K-12 Education	4.5
EDU 541	Technology Tools to Manage Learning	4.5
EDU 533	Instructional Design and Development	4.5
EDU 505	Contemporary Issues in Education	4.5
EDU 510	Educational Assessment	4.5
EDU 520	Education and the Law	4.5
EDU 599	Education Capstone	4.5
<b>Component Total</b>		<b>40.5</b>
<b>Area of Concentration</b>		
EDU 558	Seminar in Teacher Leadership	4.5
EDU 562	Leadership in Global Education	4.5
EDU 564	Curriculum Policy and Leadership	4.5
<b>Area of Concentration Total</b>		<b>13.5</b>
<b>Total</b>		<b>54</b>

M.Ed. with concentration in Instructional Technology		
Courses		Quarter Credit Hours
<b>Core Component</b>		
EDU 508	Educational Research Methods	4.5
EDU 500	Adult Learning Theory	4.5
<b>OR</b>		
EDU 501	Learning Theories (K-12)	
EDU 505	Contemporary Issues in Education	4.5
EDU 510	Educational Assessment	4.5
<b>OR</b>		
EDU 529	Assessing Adult Learners	
EDU 522	Theory and Practice of e-Learning	4.5
EDU 550	Adult Learning: Curriculum Design and Development	4.5
<b>OR</b>		
EDU 555	K-12: Curriculum Design and Development	
EDU 512	Diversity in K-12 Education	4.5
<b>OR</b>		
EDU 526	Diversity in Adult Education	
EDU 599	Education Capstone	4.5
<b>Component Total</b>		<b>36</b>
<b>Area of Concentration</b>		
EDU 540	Evaluating Educational Technology	4.5
EDU 542	Integrating Technology into Education	4.5
EDU 541	Technology Tools to Manage Learning	4.5
EDU 543	Designing Engaging e-Learning Experiences	4.5
<b>Area of Concentration Total</b>		<b>18</b>
<b>Total</b>		<b>54</b>

The National Council for Accreditation of Teacher Education (NCATE) accredits teacher education programs; however, because the proposed programs do not lead to teacher certification, Strayer will not seek NCATE accreditation.

According to the U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook (OOH)*, employment of teachers is expected to grow about as fast as the average for all other occupations. Many students enrolling in the M.Ed. program will be certified teachers pursuing a graduate degree for salary upgrade or professional development for renewal of certification.

The following table shows other institutions in the State that offer degree programs similar to the proposed program:

Institution	Degree	Program Name
<i>Curriculum, Instruction, and Assessment</i>		
Clemson	M.Ed.	Teaching and Learning
Clemson	M.Ed.	Curriculum and Instruction
Columbia International U.	M.Ed.	Curriculum and Instruction
Furman U.	M.A.	Curriculum and Instruction
Winthrop	M.Ed.	Curriculum and Instruction
<i>Teacher Leadership</i>		
College of Charleston	M.Ed.	Teaching, Learning, and Advocacy
Southern Wesleyan	M.Ed.	Classroom Leadership
<i>Instructional Technology</i>		
Coastal Carolina	M.Ed.	Instructional Technology
USC/USC-Aiken	M.Ed.	Educational Technology

This program is not available through the Academic Common Market.

### **Recommendation**

The Committee on Academic Affairs and Licensing commends favorably to the Commission an amendment to the licenses of Strayer University to offer a program leading to the Master of Education degree with concentrations in 1) Adult Education and Development, 2) Curriculum, Instruction, and Assessment, 3) Teacher Leadership, and 4) Instructional Technology to be implemented in October 2011.