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Interim Executive Director

CAAL
10/07/2015
Agenda Item 3

October 7, 2015

MEMORANDUM

TO: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing
FROM: John Lane, DMA, Interim Director of Academic Affairs

Consideration of Request for Initial License to Offer On-ground Courses in Aiken County; M.Ed., Curriculum and Instruction Augusta University, Augusta, GA

Summary

Augusta University (formerly Georgia Regents University) (www.gru.edu) requests approval for an initial license to offer courses in Aiken County, as part of its program leading to the Master of Education degree with a concentration in Curriculum and Instruction (www.gru.edu/colleges/education), to be implemented in January 2016. The program is delivered in traditional, distance, and hybrid formats; the proposal is for the University to conduct classes on the campus of Aiken Elementary School, Aiken, SC.

Founded in 1828, August University is one of four public comprehensive research institutions in Georgia. In 2012, Augusta State University merged with Georgia Health Sciences University, and took the name Georgia Regents University (GRU). In September 2015, the University System of Georgia Board of Regents voted to change the name to Augusta University. The University includes nine colleges and schools with nearly 9,000 students, approximately 1,000 full-time faculty, and nearly 7,000 staff. It houses the nation's ninth-largest, thirteenth oldest medical school, and the state's sole dental college. The Commission on Colleges of the Southern Association of Colleges and Schools accredits Augusta University to offer associate's, bachelor's, master's, education specialist, and doctoral degrees. The National Council for Accreditation of Teacher Education (transitioning to the Council on Accreditation of Educator Preparation (CAEP)) accredits baccalaureate and graduate programs at the University. The Georgia Professional Standards Commission also approves the proposed program.

The following information from the U.S. Department of Education (USDE) shows student loan three-year cohort default rates (CDR) at Augusta University.

Augusta University			
Cohort Default Rates	2011	2010	2009
Default Rate %	6.8%	10%	12.4%
No. in Default	163	195	150
No. in Repay	2,378	1,948	1,207

Beginning in 2015, schools will be subject to loss of Title IV eligibility based on a school's CDR. Schools are subject to loss of eligibility if they have a CDR greater than thirty percent (30%) for three years or if they have a CDR greater than forty percent (40%) for one year.

If a school's FY 2012 official CDR is equal to or greater than thirty percent when the official CDR is published in late September 2015, the school will be required to establish a Default Prevention Task Force and develop a default prevention plan. The plan must be submitted to the USDE. In developing the plan, a school will be required to fulfill the following:

1. Identify the factors causing the default rate to exceed the threshold;
2. Establish measureable objectives and the steps the school will take to improve its cohort default rate; and
3. Specify the actions the school will take to improve student loan repayment, including counseling students on repayment options.

Students enrolled in programs at Augusta University have access to the two Augusta University libraries, Reese Library on the Summerville campus and Greenblatt Library on the Health Sciences campus in Augusta. Augusta University Libraries provide books, e-books, government publications, journals, audiovisuals, databases, historical collections, and more, in support of student and faculty research. Augusta University Libraries provide research assistance in person and electronically and also provide tours and instruction classes for undergraduate, graduate and professional students. Students can request appointments with librarians for more in-depth research needs. Thousands of research journals are available electronically – in person and remotely - through research databases held in GALILEO and elsewhere, with many available full text.

The attached Program Proposal addresses assessment, student borrowing, admissions policies, facilities, classification, purpose, justification, admission criteria, projected enrollment, curriculum, assessment, faculty and staff, equipment, library resources, accreditation, tuition, and teacher education information.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission initial licensure to Augusta University to offer a program leading to the Master of Education degree in Curriculum and Instruction, in Aiken County schools, to be implemented in January 2016.

PROGRAM PROPOSAL

PROPOSING INSTITUTION: Augusta University

PROPOSED PROGRAMS: Master of Education

CONCENTRATION: Curriculum and Instruction

DATE OF SUBMISSION: September 20, 2015

INSTITUTION OFFICIAL: Dr. Zach Kelehear
Dean
College of Education
2500 Walton Way
Augusta, Georgia 30904
zach.kelehear@gru.edu
706-737-1499

PROGRAM SITE LOCATION: Aiken Elementary School
2050 Pine Log Road
Aiken, South Carolina 29803
803-641-2740

Institutional Profile (One Per Institution)

2. Assessment

- A. A brief explanation of the assessments of student learning outcomes that will be used other than normal grading and testing

<p>The M.Ed. in Curriculum and Instruction assessment of student learning outcomes is through (1) key assessments specific to the program of study and aligned to the Georgia Professional Standards Commission Curriculum and Instruction Standards (Rule 505-3.63 Curriculum and Instruction) and (2) artifacts from coursework and/or classroom teaching.</p> <ul style="list-style-type: none"> • A comprehensive electronic portfolio that includes all key assessments addressing field-specific Curriculum and Instruction Standards. • A minimum of 9 artifacts from coursework and/or classroom teaching are required. These 9 artifacts must align with the College of Education's (COE) Conceptual Framework (Prepared, Able, Responsive) and demonstrate the candidate's knowledge and skills in these areas. • A dispositions assessment of the COE's conceptual framework completed in EDTD 6110 Curriculum in Theory and Practice, EDTD 6491 Advanced Instructional Management, and EDTD 6410 Applied Research in Curriculum and Instruction) • Personal Model of Classroom Management Plan (EDTD 6491 Advanced Instructional Management) • Diversity Equity Case Study (EDTD 6432) Multicultural Education • Advanced Impacting Student Learning Project (EDTD 6410 Applied Research in Curriculum and Instruction)

- B. A detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply)

Standard	Description	Means of Assessments
Standard 1: Knowledge of Curriculum	Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.	Diversity Equity Case Study Personal Model of Classroom Management Plan Electronic Portfolio Candidate Artifacts
Standard 2: Knowledge of Instruction	Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.	Diversity Equity Case Study Personal Model of Classroom Management Plan Dispositions Assessments Electronic Portfolio Candidate Artifacts
Standard 3: Knowledge of Content	Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.	Advanced Impacting Student Learning Project Standardized classroom test data Diversity Equity Case Study Electronic Portfolio

Standard 4: Knowledge of Students	Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.	Diversity Equity Case Study Personal Model of Classroom Management Plan Electronic Portfolio Dispositions Assessments Field Experience Documentation
Standard 5: Knowledge of Research	Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.	Advanced Impacting Student Learning Project Personal Model of Classroom Management Plan Electronic Portfolio NOTE: The program also tracks data on candidate publications and candidate conference presentations
Standard 6: Knowledge of Assessment	Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Electronic Portfolio Advanced Impacting Student Learning Project Dispositions Assessments
Standard 7: Professional Practices	Program completers will demonstrate high standards for professional practice.	Diversity Equity Case Study Field Experience Documentation Dispositions Assessments NOTE: The program also collects candidate employment data and uses exit surveys, and employer surveys.

- C. An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed.

Data from candidate performances on key assessments are summarized, analyzed, and reported at the end of each semester. The program conducts an annual data review to evaluate candidate performance and program effectiveness. A formal report is prepared that addresses data in the areas of (1) content knowledge, (2) professional and pedagogical knowledge, skills, and dispositions, and (3) impacting student learning. Observations from these data as well as data from exit and follow-up surveys guide recommendations for changes in program goals and learning outcomes.

The data and the annual data report are reviewed by the Department Chair of Teacher Education and by the Associate Dean for Graduate Studies.

3. Student Borrowing

A. Institution's most recent three-year cohort default rate:

6.6%

B. Average student loan debt:

\$17,673.48 (based on 2014-2015 loans disbursed)

4. Institution Admissions Policy

A. An outline of the institution's base admissions requirements

Standard Admissions Requirements

Completed Online Application

Application Fee: \$50

GPA: Minimum 2.5 cumulative GPA at the Baccalaureate level.

Minimum Degree Requirement: Minimum of a Bachelor's degree from an accredited program and an accredited college or university. To be used to satisfy degree requirements, evaluation of foreign educational transcripts must show degree earned that is the U.S. equivalency of degree required by the program.

Official Transcripts: Official transcripts are required from all universities and colleges ever attended. Only in the case of transcripts from international colleges/universities will an official course-by-course transcript evaluation be accepted in lieu of an official transcript. Official transcripts should be sent to the Augusta University Office of Academic Admissions. To remain official, all transcripts must remain in the original, unopened, sealed and stamped/signed envelope from the Registrar's office of the issuing institution. Alternatively, Augusta University will accept official electronic transcripts from the registrar's office at your prior institution. Electronic transcripts should be directed to admissions@gru.edu.

Transcript/Credential Evaluation of Foreign Transcripts: An official, professional course-by-course evaluation based on official transcripts and documents is required for all foreign educational transcripts and documents from one of the following three credentials evaluation services: Josef Silny & Associates, Inc., World Education Services (WES), Educational Credential Evaluators, Inc. (ECE). Silny and WES are recommended. Official transcript evaluations based on unofficial transcripts, documents or copies will not fulfill this requirement.

References: Recommendations (which include a reference form and letter of recommendation) from three individuals are required. Referees should be professionals qualified to critically assess the applicant's prior academic (usually college professors), employment, research and/or clinical experience (clinical or

research supervisor/ manager) and qualifications (as applicable) as well as the applicant's potential as a graduate student in the field/program selected.

Graduate reference forms and letters of recommendation can be submitted online only. As part of the online application process, applicants provide the names and current email addresses for three individuals they have asked to serve as their referees. Once the online application is submitted, each referee will receive an email notification directing him/ her to the online site where he/she can complete the reference form and submit his/her letter of recommendation. To change a referee after the application has been submitted, the applicant is instructed to log into his/her CollegeNet account and update the name and current email address for the referee. Status updates of your referees' submissions will be provided to you directly from CollegeNet.

Standardized Tests:

- **GRE Requirement:** N/A
- **TOEFL Exam Scores:** Official Test of English as a Foreign Language (TOEFL) test scores are required for applicants whose first language is not English.
 - **Minimum score:** 550 paper-based, 213 computer-based, or 79 internet-based.
 - The institution code for submission of TOEFL scores to GRU is 5406. Please do not select a department code.
 - Exemption from the TOEFL requirement is allowed for graduate students who submit proof of earning a baccalaureate degree from a regionally accredited U.S. college/university where English is the language of instruction. For more information, please visit <http://gru.edu/admissions/international.php>

Proof of Lawful Presence: In accordance with Board of Regents Policy 4.1.6, all applicants for admission to Augusta University are required to provide validation of lawful presence in the United States. Acceptance to Augusta University is conditional until lawful presence is verified. ALL applicants who are U.S. Citizens must submit documentation that verifies his/her lawful presence in the United States at time of application to admissions@gru.edu.

NOTE: While every effort is made to maintain this information as current, it may be subject to change. Please check with the Augusta University Office of Academic Admission for recent updates.

NOTE: Substitutions and/or waivers of minimum requirements must first be supported and approved at the program level and then formally approved by the Dean of The Graduate School.

NOTE: Applications deferred to another semester are subject to all admission requirements and program requirements in effect for the semester to which they are deferred.

Curriculum and Instruction Admissions Requirements

- A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.
- **Background Check:** A clear or expunged criminal background record.
 - Per the Augusta University University **Criminal Background Check Policy** (Policy 4.1.7), final admission and enrollment for all graduate nursing and education programs are conditional on the completion of a criminal background check with results deemed acceptable to the applicable college/program's professional standards.
 - Failure to complete the required background check, provide information necessary to conduct the background check, or provide false or misleading information, may disqualify applicants from final admission and matriculation into the program and University.
 - Instructions for completing criminal background checks will be provided to applicants upon acceptance into these programs. For further information on the policy including the policy statement, reason for the policy, authorization process, process/procedures, and review process, please refer to the **Applicant Criminal Background Check Policy**.
- Liability Insurance

5. Facilities

- A. A description of facilities that will support the proposed programs and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs

Aiken Elementary School (Aiken, SC) will host traditional class meetings for the cohort. The school principal is providing instruction space in the school's Media Center. This space will provide appropriate workspace, seating, and technology for the cohort.

- B. A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities

No additional physical plant requirements or modifications to existing facilities will be required.

FORMAT FOR NEW PROGRAM PROPOSALS (ONE PER PROPOSED PROGRAM)

1. Classification

A.	Program title, level of degree, and total number of credit hours	Master of Education in Curriculum and Instruction; M.Ed. 36 credit hours
B.	Concentrations, options, and tracks	There are no specific concentrations or tracks in the program.
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs	13030100
D.	Proposed date of implementation	January 11, 2016
E.	Site	Aiken Elementary School
F.	Delivery mode (traditional, distance education, and/or blended)	Traditional, online, and blended
G.	Area of certification for programs that prepare teachers and other school professionals	Curriculum and Instruction relevant for advanced certification at the elementary, middle, and secondary levels
H.	Steps of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval	M.Ed. in Curriculum and Instruction is an approved program in the College of Education. The program was reviewed during the College's most recent NACTE (2011-2012) re-accreditation review. Curriculum modifications were made to the program in May 2012 to align the coursework with standards for Curriculum and Instruction. The Georgia Professional Standards Commission approved the program in 2013.
I.	Program director contact information.	Dr. Rebecca Harper Phone 706-729-2455 E-mail rharper7@gru.edu

2. Purpose

- A. A statement of the purpose and objectives of the program

The purpose of the M.Ed. in Curriculum and Instruction program is to improve P12 teaching and learning by providing educators with deeper and broader knowledge of curriculum, pedagogy, and assessment. The program prepares curriculum and instruction professionals to positively impact learning for every student and to advocate for and contribute to the field of education.

3. Justification

- A. A discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. Include student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the Department of Education and Workforce, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data. Programs that prepare teachers and other school professionals must cite the most recent data published by the Center for Educator Recruitment, Retention, and Advancement (CERRA).

NOTE: Student demand or interest may be cited in this section but, unsupported, does not constitute evidence of need. If student demand survey data is included, a copy of the survey (and basic survey methodology) must be provided.

According to the Center for Educator Recruitment, Retention, and Advancement (CERRA) Teacher/Administrator Supply and Demand report, the number of teaching positions in South Carolina has been on the rise since 2009. In addition, the number of vacancies that remained unfilled in the state increased since the year 2011. According to the South Carolina Higher Education Statistical Abstract (2013), the number of master's degrees awarded from South Carolina institutions increased from 2008-2012. Although there were numerous South Carolina institutions listed that awarded said degrees, only one research institution, the University of South Carolina-Aiken (USCA), is located in a neighboring geographic area. The only master's degree offered at USCA is in Educational Technology.

- B. A discussion of the relationship of the proposed program to other related programs within the institution.

The M.Ed. in Curriculum and Instruction is one of six master's programs offered in the College of Education at Augusta University. In addition, Augusta University also offers an Educational Specialist degree in Curriculum and Instruction.

- C. If the program is offered at other campuses, provide graduation and placement rates for the program for each site.

N/A

- D. A comprehensive list of similar programs in the state (not required for institutions applying for licensure to recruit in the State for out-of-state courses)

N/A

4. Admission Criteria

- A. A description of the admission criteria specific to the program

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|---|
| <ul style="list-style-type: none"> • A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate. • Background Check: A clear or expunged criminal background record. <ul style="list-style-type: none"> ○ Per the Augusta University Criminal Background Check Policy (Policy 4.1.7), final admission and enrollment for all graduate nursing and education programs are conditional on the completion of a criminal background check with results deemed acceptable to the applicable college/program's professional standards. ○ Failure to complete the required background check, provide information necessary to conduct the background check, or provide false or misleading information, may disqualify applicants from final admission and matriculation into the program and University. ○ Instructions for completing criminal background checks will be provided to applicants upon acceptance into these programs. For further information on the policy including the policy statement, reason for the policy, authorization process, process/procedures, and review process, please refer to the Applicant Criminal Background Check Policy. • Liability Insurance |
|---|

5. Enrollment

- A. Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs or five years for all other degree programs; for institutions recruiting SC residents to out-of-state institutions, provide the number of SC residents the institution anticipates enrolling into the program.

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016			10	6	10	6
2016-2017	10	6	20	6	20	6
2017-2017	20	6	30	6	30	6
2018-2019	30	6	30	6	30	6
2019-2020	30	6	30	6	30	6

6. Curriculum

- A. A curriculum outline that lists the course numbers, titles, and credit hours

EDTD 6110 Curriculum and Theory in Practice (3 credit hours)
EDTD 6432 Multicultural Education (3 credit hours)
EDUC 6021 Introduction to Research (3 credit hours)
EDTD 6491 Advanced Instructional Management (3 credit hours)
EDTD 6381 Assessment and Data Driven Instruction (3 credit hours)
EDTD 6410 Applied Research in Curriculum and Instruction (3 credit hours)
EDTD 6100 Research in Content Area Instruction (3 credit hours)
EDTD 6224 Literacy in the Content Area (3 credit hours)
Electives (12 semester hours in an area of specialization. These may include ESOL, gifted, reading, writing, or content area coursework.)

7. Faculty and Staff

- A. The minimum educational and teaching qualifications for instructors

All instructors have terminal degrees from accredited universities and meet the Southern Association of Colleges and Schools Commission on Colleges Comprehensive Standard 3.7.1 and the SACSCOC Faculty Credential Guidelines.

- B. Confirmation that at least one full-time faculty member will be employed for the program

Dr. Rebecca G. Harper will serve as the coordinator for the Aiken cohort. Dr. Rebecca G. Harper holds a Bachelors degree in Elementary Education, a master's degree in Educational Technology, and a Doctor of Philosophy in Language and Literacy.

- C. A description of the oversight for the program; provide the organizational structure of program and of the program's relation to the institution's organizational structure

The M.Ed. in Curriculum and Instruction resides in the Department of Teacher Education in the College of Education at Augusta University. The Department Chair has immediate responsibility for the program and engages a faculty member to serve as Program Coordinator. The Associate Dean for Research and Graduate Programs in the College of Education works directly with the Department Chair and the Program Coordinator. In addition to reporting to the Dean of the College of Education, the Associate Dean for Research and Graduate Programs works directly with The Graduate School at Augusta University, as the M.Ed. in Curriculum and Instruction is part of The Graduate School.

D. A description of additional student support services for the program

Additional student support services include, but are not limited to,

- Student Technology Helpdesk is available to students 24 x 7 x 365 at 706-721-4000 or by submitting a request through our web portal support.ucern.com
- Library Learning resources are provided at Augusta University by the University Libraries (Reese Library and Greenblatt Library), the Educational and Collaborative Technology Center (ECTC), and the College of Education's Instructional Resource Center. The University's learning management system, Desire2Learn, is a primary delivery method for organizing and providing access to learning resources for students. For the M.Ed. in Curriculum and Instruction, students will have access to all library resources (physical and electronic). Reese Library provides full-text access to over 91,000 print or online journals through journal packages and databases. Of these, about 5,000 are related to education. In addition to these titles, Reese Library currently subscribes to 85 print and electronic journals specifically requested by the College of Education to support their pedagogical goals. Noteworthy for educators and for students of education are ERIC in various forms, EBSCO's Education Full Text (formerly H.W. Wilson), ProQuest, JSTOR, and EBSCO's Professional Development Collection.
- Augusta University abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). Testing and Disability Services is located in Galloway Hall; 706-737-1469; <http://www.gru.edu/admin/tds/>
- Student Health Services provides quality basic health and preventive services to the students of Augusta University. Through a wide range of services, Student Health can assist students in maintaining their maximum physical and emotional health, so that all students realize to their fullest the educational opportunities afforded by the university. Contact Student Health Services at 1465 Laney-Walker Blvd, AF-1040. Telephone (706) 721-3448 or e-mail at studenthealth@gru.edu.

8. Equipment

- A. A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs or five years for all other degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.

In order for the program to be successful, the instructors will need:

- A laptop computer for course content
- A projector to display presentations
- A document camera to display student work samples

The College of Education provides this equipment for faculty use when teaching offsite.

9. Library Resources

- A. Information that the institution will provide to enrolled students showing library resources, including local libraries, designating in some recognizable way those libraries with which the institution has a current formal agreement. The document should also include resources that are available to the students through the institution's main-campus and in-state libraries and the process for using those resources. (Not required for institutions applying for licensure to recruit in the State for out-of-state courses.)

Reese Library, which is the primary library for Education students, is physically accessible for a total of 85.5 hours per week. The Information Desk is also staffed 85.5 hours per week with experienced paraprofessionals and library faculty members. The Library's online services are accessible to Augusta University faculty, students, and staff at any time via any computer connected to the Internet. Faculty also utilize Desire2Learn, the university's learning management system, to provide access to the content of information resources provided by the libraries.

The Library provides a website, social media, flyers, and brochures to help library users navigate the building and library services.

The Library's online catalog, GILFind, provides bibliographic access to the library's collections and contains links to various online resources. Full text products, bibliographic databases, and other links provided by Augusta University are merged into GALILEO, the University System of Georgia's virtual library, for a more seamless access to resources.

Reese Library supports the information and research needs of both graduate and undergraduate students in their various majors, including counseling, music, art, mathematics, history, language arts, social sciences, physical sciences, and instructional technology. The Library also has current holdings in disciplines such as anthropology, business, economics, psychology, and sociology. The university has curricular offerings in all these disciplines and learning resources to support each one.

All physical materials available in Reese Library, including books, journals, media, and other learning resources, are accessible through our online catalog, GILFind. Access to materials in the other University System of Georgia (USG) libraries is available through the GILFind Universal Catalog and an interlibrary lending/borrowing system called GIL Express. For items not available through GIL Express, Reese Library provides ILLiad, an electronic request/delivery system for books and journal articles. Access to the full text of thousands of journal articles and other digital information is available via GALILEO.

- **Books (or monographs):**

Reese Library's collection presently comprises over 480,000 volumes that support the information and research needs of students and faculty. Within the College of Education, the Library currently provides over 15,300 books in the Education (L) Library of Congress classification range with many more education materials classified under the subject specialties. Between 2007 and the present time, there have been 13,010 circulations of books within this Education classification.

As the College of Education moves to provide more classes and the option to achieve full degrees in a completely online setting, Reese Library has recognized the importance of providing electronic materials that are accessible to students who are not on the physical campus. Thus, the library has begun investing in electronic

books. Presently there are over 2,800 e-books available through E-books on EBSCOHost in the Education (L) Library of Congress classification range. An additional 1,100 education titles are available through Springer. The Library also provides subscription access to an Ebrary subject collection in Education consisting of an additional 3,700 titles.

Reese Library provides full-text access to over 91,000 print or online journals through journal packages and databases. Of these, about 5,000 are related to education. In addition to these titles, Reese Library currently subscribes to 85 print and electronic journals specifically requested by the College of Education to support their pedagogical goals.

10. Accreditation, Approval, Licensure, or Certification

- A. If the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a projected timeline of when accreditation or approval may be reasonably expected.

The program is NCATE accredited and Georgia Professional Standards Commission Program approved

- B. If licensure or certification is required for employment by any public or private agency, a brief description of the licensure or certification eligibility requirements and process and of the ways in which the proposed program will ensure that graduates can reasonably expect to achieve such certification or licensure.

The College of Education Certification Office assists graduates with filing certification upgrades when a candidate completes a program. Graduate programs in the College of Education are recognized by CAEP (formerly NCATE) and the Georgia Professional Standards Commission.

- C. For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.

The M.Ed. in Curriculum and Instruction addresses the core propositions of the National Board for Professional Teaching Standards by aligning the program (its coursework, content, assessment, and field experiences) to the Georgia Professional Standards Commission Standards for Curriculum and Instruction.

Master’s degree completers possess understandings of curriculum, instruction, assessment, students, and professional practices in the context of a certificate field that will allow the application of the developed understandings to new instructional situations.

Specifically, completers are able to implement and evaluate curriculum along with instructional and assessment approaches that lead to student learning in the context of a certificate field. Completers’ efforts at implementation and evaluation are informed by understandings of culturally and linguistically diverse students, research about how students learn and research in their certificate field. Completers will become informed consumers and/or practitioners of research.

11. Tuition and fees

- A. A statement of tuition costs and fees by credit hour or term and total for program

Aiken County educators will pay in-state tuition (\$215 per credit hour) and university fees (\$845 per semester). Tuition for program of 36 graduate hours is \$7,740 and fees for completion of the degree over six semesters is \$5070. Total projected cost: \$12,810. <http://www.gru.edu/tuition/program.php?id=173>

12. Programs for Teachers and Other School Professionals (only)

- A. Compliance with South Carolina Department of Education requirements

The proposed program does not lead to initial licensure. The SC Department of Education accepts credentials from regionally-accredited institutions for teacher pay advancement.

- B. SPA or other national specialized and/or professional association standards

Programs in the College of Education are CAEP (NCATE) accredited and approved by the Georgia Professional Standards Commission.