

**New Program
Master of Education
Teaching and Learning
with Concentrations in Diverse Learners, Exercise and Sports Studies, and
Instructional Technology
Lander University**

Summary

Lander University requests approval to offer a program leading to the Master of Education degree in Teaching and Learning with concentrations in Diverse Learners, Exercise and Sports Studies, and Instructional Technology Education to be implemented Spring 2012. The program will be offered through blended delivery on the campus of Lander University and online.

The Program Planning Summary was submitted by Lander University to the Commission on Higher Education on April 30, 2010. It was reviewed and voted upon favorably without substantive comment by the Advisory Committee on Academic Programs (ACAP) on July 14, 2010. Lander's Board of Trustees approved the proposal on March 8, 2011. The final proposal was received by the Commission on May 15, 2011. After initial staff review, Lander resubmitted a revised proposal to the Commission on August 12, 2011.

This proposed program is designed to provide professionals involved in education in the workplace and current teachers who are interested in increasing their skill set with the knowledge and skills to teach and communicate with diverse populations across multiple media platforms and to interact with local, regional, and global communities. Students in the proposed program will be challenged to apply higher level thinking skills to the meaningful use of technology, research, and assessment data. The proposed program will afford opportunities for linkages with school districts, technical schools and businesses in Lander's service area. The proposed program will allow for two tracks for students. The first track (concentrations in Diverse Learners, Exercise and Sports Studies, and Instructional Technology) will be for teachers who are certified to teach in South Carolina who are interested in pursuing a Master's degree that will better prepare them to provide multi-media based learning experiences that address the diverse populations characterizing their classrooms. The second track (Exercise and Sports Studies and Instructional Technology) will be for students who are currently working or seeking employment in a business, agency or post-secondary institution that utilize multi-media platforms for personnel training, professional development, and other work related activities.

There are four public institutions (Clemson, Coastal Carolina, College of Charleston, and USC-Columbia, and Winthrop) and two independent institutions (Columbia College and Columbia International University) in the state that offer similar masters degree programs in teacher education. The proposed program will replace the existing program leading to the M.Ed. in Elementary Education at Lander University. The proposal states that the proposed program is unique to the state because of the dual track for certified teachers and non-certified individuals in the business community (Instructional Technology and Exercise and Sports Studies). The proposed degree program will be housed on-site in the College of Education and courses will be delivered on campus and online.

The institution anticipates that there will be 16 new students (6.0 FTE) at Lander in the proposed program's first year, increasing to 26 students (19.5 FTE) in the second year, and

decreasing to 20 students (15.0 FTE) in the third through fifth years of the new program. According to the proposal, these estimates are based on current requests for the program, completed surveys from area school districts and businesses, and the blended delivery format. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

Admission to the proposed degree program will require certified teachers to have a baccalaureate degree in their certification area from a regionally accredited university and be granted admission to the Lander Graduate School and the M.Ed. program. In addition, all students must have a GPA of 2.75 or higher, GRE score of at least 800 or a Miller's Analogy Test score of at least 380, three letters of recommendation, and complete an interview with the Director of Graduate Studies to determine readiness to pursue the desired concentration. The curriculum for the proposed degree program is composed of three elements: common (foundational) core coursework (15 credit hours), concentration areas (12 credit hours), and related studies to support or complement concentration areas (3-9 credit hours). Seventeen (10 education and 7 physical education/exercise science) new courses will be added to the catalog as listed below:

- *Communications in Technology*
- *Professional Seminar*
- *Effective Design and Facilitation of Online Courses*
- *Tools for Developing and Using Technology-based Resources*
- *Instructional Assessment through Technology*
- *Management of Technology Resources*
- *Integration of Technology and Instruction*
- *Principles for Teaching Linguistically and Culturally Diverse Learners*
- *Teaching Reading and Writing to Limited English Proficient (LEP) Learners*
- *Linguistics*
- *Fitness and Conditioning Principles*
- *Supervision and Assessment in Physical Education*
- *Study of the Teaching of Physical Education*
- *Sports Psychology*
- *Advanced Motor Development and Motor Learning*
- *Curriculum Development in Physical Education*
- *Special Topics in Exercise and Sports Studies*

Extensive ongoing student assessment is required by the National Council for Accreditation of Teacher Education (NCATE). According to the proposal, the assessment system is aligned with NCATE and National Board of Professional Teaching Standards (NBPTS) and data will be collected through three common assessments for the core requirements and two to three additional concentration specific assessments to measure student mastery of identified outcomes in terms of professional knowledge, practice, inquiry, and leadership. State approval from the South Carolina Department of Education (SCDE) is not required for graduate programs in teacher education unless the advanced degree will lead to licensure.

Faculty for the proposed master's degree will be drawn from existing education faculty currently teaching in the undergraduate and graduate programs. No new full-time faculty members will be hired in the first five years of the proposed degree program's operation. According to the proposal, an available core of highly-qualified adjuncts who hold terminal degrees or advanced degrees coupled with extraordinary expertise in the area of teaching will be

used. In the first five years, there will be eight faculty members (2.0 FTE) teaching in the proposed master's degree program at the institution. Lander University received a \$233,000 grant from the Self Foundation to support the proposed program and has \$40,200 earmarked for faculty support (professional development, adjunct faculty, and research funds).

The proposal states that no new space or facilities are needed for the proposed concentration. The proposal also notes that existing instructional equipment will be sufficient for delivery of the proposed degree program. Faculty already have access to Blackboard and currently own laptops which are updated on a tri-annual basis. According to the proposal, there is an anticipated need to maintain and add to technology support through video cameras, IPADs, and other innovative pieces of equipment for the Instructional Technology concentration. In addition, minimal purchases of technology software may be required for the Instructional Technology concentration and approximately \$9,500 will be needed for equipment purchases over the next five years. According to the proposal, Lander University faculty members have been in communication with the new SimsLab housed at the University Center in Greenville as a potential supplementary lab site for access to more expensive equipment related to virtual technology. The proposal states that the proposed degree program will not require additional library resources.

The proposed program will be subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE). The program must demonstrate to the South Carolina Department of Education (SCDE) discipline-specific outcomes as articulated in the review of graduate programs, including the National Board of Professional Teaching Standards (NBPTS), as part of the review of Master's degree programs for the NCATE review.

Costs and sources of financing identified by the institution for the proposed program are shown below.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$17,030	\$17,030	\$17,030	\$17,030	\$17,030	\$ 85,150
Faculty Salaries = one course per eight faculty members per year	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$600,000
Graduate Assistants	-	-	-	-	-	-
Clerical/Support Personnel	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$ 75,000
Supplies and Materials	\$500	\$500	\$600	\$600	\$700	\$ 2,900
Library Resources	-	-	-	-	-	-
Equipment	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500	\$ 14,500
Facilities	-	-	-	-	-	-
Other (Identify): Public Relations/Advertising	\$1,500	\$1,500	\$2,000	\$2,000	\$2,500	\$ 9,500
TOTALS	\$156,530	\$156,530	\$157,630	\$157,630	\$158,730	\$787,050

SOURCES OF FINANCING BY YEAR						
Tuition Funding (new students only) avg. \$450/cr hr	\$64,800	\$210,600	\$205,200	\$162,000	\$162,000	\$804,600
Program-specific Fees	-	-	-	-	-	-
State Funding	-	-	-	-	-	-
Reallocation of Existing Funds* Partial Faculty and Graduate Program Coordinator salaries	\$127,030	\$127,030	\$127,030	\$127,030	\$127,030	\$635,150
Federal Funding	-	-	-	-	-	-
Other Funding (Specify) SELF Foundation Grant	\$ 60,000	\$ 60,000	\$ 40,000	\$ 40,000	\$ 33,000	\$233,000
TOTALS	\$251,830	\$397,630	\$372,230	\$329,030	\$322,030	\$1,672,750

These data show that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the proposed program will be able to cover costs beginning in the first year and thereafter. In an effort to deal with reductions in appropriations to the state, funds to support the proposed program will come from three sources: 1) tuition, 2) reallocation of existing funds, and 3) grant money.

In summary, Lander University seeks approval to offer a program leading to the Master of Education in Teaching and Learning with concentrations in Diverse Learners, Exercise and Sports Studies, and Instructional Technology Education through blended delivery. This program is needed to provide advanced degrees for certified teachers in South Carolina and individuals employed in business. The proposed program will replace the current program leading to the M.Ed. in Elementary Education at Lander University. The proposed program will have two tracks: one for certified teachers and one for individuals currently employed or seeking employment in businesses, agencies or post-secondary institutions that use multi-media platforms for personnel training, professional development, and other work-related activities that involve the dynamic use of technology.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to a Master of Education degree in Teaching and Learning with concentrations in Diverse Learners, Exercise and Sports Studies, and Instructional Technology Education at Lander University, to be implemented in Spring 2012 and offered on the Lander campus through a blended delivery, provided that no "unique cost" or other special state funding be required or requested, and provided further that the program leading to the M.Ed. in Elementary Education be discontinued by Spring 2012.