

New Program Proposal
Masters of Education in Teaching, Learning and Advocacy
Concentrations in Teaching Children and Youth in the Contemporary Context
and Teacher as Change Agent
College of Charleston

Summary

The College of Charleston requests approval to offer a program leading to the Master of Education degree in Teaching, Learning and Advocacy with concentrations in Teaching Children and Youth in the Contemporary Context and Teacher as Change Agent and to offer the program at both the College of Charleston and the Lowcountry Graduate Center through blended delivery, with implementation in Fall 2009. This program will replace four existing M.Ed. programs (Early Childhood, Elementary Education, Middle Level Education and Special Education) which will be discontinued with implementation of the new program.

The proposal was approved by College of Charleston's Board of Trustees on October 17, 2008. It was submitted to the Commission on November 25, 2008. The proposal was reviewed by the Committee on Academic Affairs and Licensing on February 5, 2009.

According to the proposal, the purpose of the program is to advance the knowledge of teachers who are seeking to improve their teaching effectiveness and serve as change agents in the school and/or district. Candidates in the program will choose one of two specializations: Teaching Children and Youth in the Contemporary Context or Teachers as Change Agents. The need for the program, according to the proposal, is based on the results of a survey conducted with teachers in Berkeley, Charleston, and Dorchester counties, where teachers indicated an interest in obtaining a master's degree (47% of 371 respondents). The 2007 Report Cards for Lowcountry districts show that 48% of teachers do not have advanced degrees. The proposed program will allow teachers to focus on the students they teach or on themselves as teachers and members of the teaching profession.

The curriculum of the proposed program consists of a minimum of 33 credit hours of graduate coursework in core courses and a choice of two specializations. Seven new courses will be added to the catalog of the institution, and six current courses will be modified. The College of Charleston does not anticipate the need to hire new faculty or staff for the proposed program.

Similar M.Ed. programs in education are offered at The Citadel and Charleston Southern University in the Lowcountry. There is one public institution (Winthrop – Curriculum and Instruction) and five private institutions (Anderson, Columbia International, Columbia College, Claflin, and Southern Wesleyan) that offer similar M.Ed. programs in education in South Carolina.

Enrollment in the proposed degree program is estimated to begin at 20 students (20 FTE) in Fall 2009 and increase by 20 students in the second through fourth year, with a total of 60 students (60 FTE) by the fifth year of the program. According to the proposal, the College of Charleston does not anticipate enrollment from students currently enrolled in other graduate programs because students currently enrolled in the M.Ed. in Early Childhood, Elementary, Middle and Special Education will have completed their course of study by Fall 2009. If the enrollment projections are met, the new program will meet the current CHE program productivity standards.

The School of Education currently has eighteen faculty with expertise in education. There will be no new administration, faculty, or staff required for the proposed program since the proposed program constitutes a consolidation of four existing programs that will be terminated. Administrative duties will be assigned to a faculty member for the proposed program once it is approved.

The proposed program will be subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE). The program will have to demonstrate to the Commission on Higher Education discipline-specific outcomes as articulated in the review of advanced programs, including the National Board of Professional Teaching Standards (NBPTS) as part of the review of Master's degree programs for the NCATE review.

No additional facilities are required within the first five years of implementation. Modest equipment update requirements exist for the proposed program in Teaching, Learning, and Advocacy within the first five years of implementation. The proposed program will also require new acquisitions for the library as well as supplies and materials as part of the regular acquisition process. The Marlene and Nathan Addlestone Library provides print and electronic resources, including the statewide PASCAL databases, Interlibrary Loan, Internet access, bibliographic instruction, and a variety of class-specific user education programs.

New costs for the program are estimated to begin at \$28,460 in year one and include program administration (\$10,300); a graduate assistant (\$12,400); supplies and materials (\$200); library resources (\$1,000); and recruitment, distance learning training and travel to schools (\$3,000). Estimated new costs increase to \$28,560 in the second year, and to \$28,760 in the third year through the fifth years of the program. The total estimated new costs for the program for its first five years will total

\$143,300. No “unique cost” or other special state appropriations will be required or requested.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded through the MRR but which are associated with implementation of the proposed program for its first five years. Also shown are estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

	(A) MRR Cost	(B) Other Costs*	(C) Actual State Funding	(D) Tuition	(E) Additional Revenue	(F) Total Revenue (C+D+E)	(G) Total Revenue - Total Costs (F-(A+B))
Year 1	\$125,160	\$0	N/A	\$144,963	\$0	\$144,963	\$19,803
Year 2	\$250,320	\$0	\$93,686	\$289,926	\$0	\$383,612	\$133,292
Year 3	\$250,320	\$0	\$187,373	\$289,926	\$0	\$477,299	\$226,979
Year 4	\$250,320	\$0	\$187,373	\$289,926	\$0	\$477,299	\$226,979
Year 5	\$375,480	\$0	\$187,373	\$434,889	\$0	\$622,262	\$246,782

*Includes costs of an extraordinary nature not otherwise included in the MRR cost calculation (e.g., costs for a new building required to support a program).

These data demonstrate that if the College of Charleston can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with revenues it generates in the first year of its implementation and thereafter.

In discussions at the meeting of the Committee on Academic Affairs and Licensing on February 5, 2009, members voiced concern about the nomenclature of the program and concentrations, questioning the marketability and recognition of the degree. Members of the Committee recommended that the College of Charleston rethink the title of the degree program and the concentrations and develop titles that will communicate more effectively degree content to prospective students and potential employers. Representatives from the College of Charleston state that they do not intend to change the nomenclature of the program at this time. Additional discussions centered on the duplication of this program with programs at The Citadel and Charleston Southern University. The Citadel offers an M.Ed. in Literacy Education and Charleston Southern offers an M.Ed. in Elementary Education and an M.Ed. in Secondary Education. The College of Charleston does offer an undergraduate degree

with a double major in Secondary Education and the content area, as does The Citadel. However, the undergraduate courses at The Citadel are only offered to the Corps of Cadets. Representatives from the College of Charleston stated the proposed program would be offered at the College of Charleston and the Lowcountry Graduate Center through blended delivery. Members of the Committee also asked for clarification about the review of this program by CHE. CHE's policy in the *Policies and Procedures for New Academic Program Approval and Program Termination* states that all Masters programs for advanced training of teachers in education are expected to incorporate the core principles of the National Board for Professional Teaching Standards (NBPTS). The purpose of this alignment is to assist teachers with the completion of the National Board certificate. This program will be reviewed by external consultants hired by CHE as part of the National Council for Accreditation of Teacher Education Board of Examiners site visit because it is an advanced program for the preparation of teachers.

In summary, the College of Charleston seeks approval to offer a program leading to the Master of Education in Teaching, Learning, and Advocacy with concentrations in Teaching Children and Youth in the Contemporary Context and Teacher as Change Agent. This program is needed in South Carolina as indicated by a survey of teachers and administrators in the Lowcountry as well as by the small percentage of teachers identified as having advanced degrees based on the 2007 Report Cards. The proposed program at the College of Charleston will contribute to the advanced training of teachers.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Master's of Education degree in Teaching, Learning and Advocacy with concentrations in Teaching Children and Youth in the Contemporary Context and Teacher as Change Agent to be offered at the College of Charleston and the Lowcountry Graduate Center through blended delivery, to be implemented in Fall 2009, provided that no "unique cost" or other special state funding be required or requested and provided further that the four M.Ed. programs in Early Childhood, Elementary Education, Middle Level Education, and Special Education be discontinued by August, 2009.