

**New Program Proposal**  
**Master of Education in Learning and Teaching**  
**Specializations in Instructional Technology, Literacy, and**  
**Learning and Teaching in the Early and Elementary Teaching Grades**  
**Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Master of Education degree in Learning and Teaching with specializations in Instructional Technology, Literacy, and Learning and Teaching in the Early and Elementary Teaching Grades, to be implemented in Spring 2010. This program will replace two existing M.Ed. programs (Early Childhood and Elementary Education) which will be terminated with implementation of the new program.

The Program Planning Summary was submitted to the Commission on October 31, 2008. It was considered by the Advisory Committee on Academic Programs on January 15, 2009, and voted on positively with no substantive comments. The Coastal Carolina Board of Trustees approved the proposal on May 7, 2009. The final proposal was received by the Commission on May 12, 2009.

According to the proposal, the purpose of the program is to increase the number of graduate degree options available to certified teachers to develop or extend professional knowledge in high-need areas and better meet the dynamic needs of the local school districts. Candidates in the program will choose one of three specializations: Instructional Technology, Literacy, and Learning and Teaching in the Early and Elementary Teaching Grades. The need for the program, according to the proposal, is based on the results of a survey conducted with teachers in Horry, Georgetown and Williamsburg Counties, where teachers indicated an interest in obtaining a master's degree (58% of 426 respondents) if offered. Respondents were asked to indicate which specialization they would be interested in; 118 indicated an interest in instructional technology, 95 indicated an interest in literacy, and 89 indicated an interest in early and elementary grades. The proposal states that over 2000 (almost 50%) of the total teachers employed in the immediate area do not have graduate degrees. The proposed program is practitioner-oriented and will allow the teachers to focus on improving professional practice to increase student learning. While some of the justification for this program addresses the needs of Coastal's particular geographic area, the program is designed to enhance the preparation of teachers who can work anywhere in the state.

The curriculum of the proposed program consists of a minimum of 30 credit hours of graduate coursework, of which 15 credit hours are in Core Studies and 15 credit hours are in the specialization area. The Instructional Technology specialization will assist teachers in the effective integration of technology resources and systems in their instruction and curriculum development. The Literacy specialization addresses the need to prepare teachers to work with students to improve their reading level and literacy skills. The specialization in Learning and Teaching in the Early and Elementary Grades will provide graduate study for teachers to develop focused areas of study in the early and elementary grades.

Twelve new courses will be added to the institution's catalog and eight current courses will be modified. The focus of the new courses will be on **instructional technology** (Instructional Design and Technology Integration; Technology Planning and Management; Development of Instructional Materials; Instructional Video Production; Teaching and Learning Online; Seminar in Instructional Technology); **literacy** (Research in Reading Methods and Materials; Practicum in Literacy Assessment and Evaluation; Organization, Administration, and Supervision of the School Reading Program; Practicum in the Evaluation of Literacy Instruction and Assessment); **early and elementary grades** (Advanced Study of Early and Elementary Curricula and Programs); and **curriculum and instruction** (Advanced Study of Curriculum and Instruction). Coastal Carolina University anticipates the need to hire one new faculty member in Instructional Technology for the proposed program.

Programs offering similar graduate degree programs for teachers in education are offered at three public institutions in South Carolina. Winthrop University offers an M.Ed. in Curriculum and Instruction, the College of Charleston offers an M.Ed. in Teaching, Learning, and Advocacy, and USC-Columbia offers an M.Ed. in Teaching. Five private institutions (Anderson, Claflin, Columbia International, Columbia College, and Southern Wesleyan) offer similar M.Ed. degree programs.

Enrollment in the proposed degree program is estimated to begin at 21 students (9.3 FTE) in Fall 2010 and increase by one student each year in the second through fifth years of the proposed program, with a total of 26 students (11.4 FTE) by the fifth year of the program. If the enrollment projections are met, the new program will meet the Commission's program productivity standards.

Faculty for the proposed program will be drawn from existing faculty currently teaching in the university's School of Education. Currently, 16 faculty members (3.5 FTE) will support the program. One new full-time faculty member (1.0 FTE) with expertise in instructional technology will be recruited in the second year of the proposed program. In the third through fifth years of the program, there will be 17 faculty members (4.5 FTE in year 3 and 5.0 FTE in years 4 and 5) for the program.

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 must demonstrate to the Commission on Higher Education 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. The proposed program will utilize seven key assessments that are unique to the program. The proposed assessments are: 1) a curriculum and instructional design project; 2) a culminating program portfolio; 3) a multicultural curriculum and instruction project; 4) analysis and reflection through field-based clinical experiences; 5) a managing and monitoring student learning project; 6) a teaching with technology project; and 7) a research project where candidates will identify an educational problem that has practical significance for classroom educators. State approval from the South Carolina Department of Education (SCDE) is not required for graduate programs in teacher education because teachers are already certified (licensed).

No additional facilities are required within the first five years of implementation. Minimum purchases in technology equipment (\$2,000 per year) will be required for the Instructional Technology concentration. The proposed program will also require new acquisitions of supplies and materials as part of the regular acquisition process.

Library acquisitions to support the proposed program will cost \$5,000 over the first five years of implementation. The Kimbell Library provides print and electronic resources, including the statewide PASCAL databases, Interlibrary Loan, Internet access, and bibliographic instruction. Kimbell Library provides access to 1,582 serial titles in education in online and print formats and owns 3,122 items in the three specializations in the program, with 99 of these considered core titles and 68% being acquired prior to 2000. According to the proposal, circulation statistics show the highest use is among titles catalogued after 2005, which indicates a need to update the collection to meet the research needs of graduate students. The estimated cost for updating the collection is \$2,920 per year for the first five years of implementation. Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions.

New costs for the program are estimated to begin at \$5,920 in year one and include supplies and materials (\$1,000), library resources (\$2,920), and equipment (\$2,000). Estimated new costs increase to \$62,170 in the second year (new faculty hire); \$63,858 in the third year; \$65,596 in the fourth year, and \$67,386 in the fifth year of the program. The total estimated new costs for the program for its first five years will total \$264,930 and include faculty salaries (\$235,330), supplies and

materials (\$5,000), library resources (\$14,600), and equipment (\$10,000). 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.

**Estimated Program Costs and Revenue**

	Estimated Program Costs		Estimated Program Revenue				
	(A) MRR Cost	(B) Other Costs*	(C) Actual State Funding	(D) Tuition	(E) Additional Revenue	(F) Total Revenue (C+D+E)	
<b>Year 1</b>	\$77,182	\$0	N/A	\$64,445	\$0	\$64,445	-\$12,737
<b>Year 2</b>	\$79,963	\$0	\$42,369	\$66,514	\$0	\$108,883	\$28,919
<b>Year 3</b>	\$85,526	\$0	\$43,766	\$70,650	\$0	\$114,416	\$28,890
<b>Year 4</b>	\$89,698	\$0	\$46,560	\$74,097	\$0	\$120,657	\$30,959
<b>Year 5</b>	\$94,913	\$0	\$48,887	\$78,233	\$0	\$127,121	\$32,208

\*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 Coastal Carolina University 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 second year of its implementation and thereafter.

In summary, Coastal Carolina University seeks approval to offer a program leading to the Master of Education in Learning and Teaching with specializations in Instructional Technology, Literacy, and Learning and Teaching in the Early and Elementary Teaching Grades. This program is needed in the Coastal Carolina region as indicated by a survey of teachers in school districts in surrounding counties as well as by the low percentage of teachers identified as having graduate degrees in the area school districts. The proposed program at Coastal Carolina University will contribute to the advanced training of teachers to fill these needs.

## **Recommendation**

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Master of Education degree in Learning and Teaching with specializations in Instructional Technology, Literacy, and Learning and Teaching in the Early and Elementary Teaching Grades at Coastal Carolina University, to be implemented in Spring 2010, provided that no “unique cost” or other special state funding be required or requested and provided further that the M.Ed. programs in Early Childhood and Elementary Education be discontinued by Spring 2010.