

**New Program Proposal  
 Master of Education in Higher Education Leadership  
 The Citadel**

**Summary**

The Citadel requests approval to offer a program leading to the Master of Education in Higher Education Leadership to be implemented in Fall 2019. The proposed program is to be offered through distance instruction (100 percent online). The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	10/1/18	Not Applicable
Comments and suggestions from CHE staff sent to the institution	11/7/18	Staff requested revisions to the proposal to adequately address program questions.
Revised Program Proposal Received	11/13/18	A revised proposal was submitted for ACAP consideration.
ACAP Consideration	11/29/18	<p>Representatives from The Citadel introduced the need for the Master of Education in Higher Education Leadership program and stated the proposed program provides a route for many different higher education career pathways while decreasing the time for program completion. The program’s core curriculum is reduced from 48 to 36 credit hours with two optional 12-credit hour certificates in Higher Education and Student Affairs Leadership. The representatives stated that the proposed program is a more cost-effective pathway and creates a faster timeline to employment.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. Representatives from University of South Carolina (USC) Aiken and Coastal Carolina expressed support of the program but asked that all education related programs are listed for similar programs. USC Beaufort representatives inquired about the capacity for growth, foreseeing great interest in the program, and representatives from Greenville Technical College asked about plans for additional concentrations.</p> <p>In response, The Citadel representatives agreed to add additional institutions to the list of similar programs. They affirmed the capacity to accommodate growth in response to an increased interest in the program and the potential to consider</p>

Stages of Consideration	Date	Comments
		additional concentrations.  After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments and suggestions from CHE staff sent to the institution	12/5/18	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• List occupational data related to the state and local need;</li> <li>• Provide a comprehensive list of similar programs in-state and provide details about the similarities and differences;</li> <li>• Explain impact to staffing structure and costs;</li> <li>• Clarify plans to assess student learning outcomes; and</li> <li>• Discuss any plans for accreditation.</li> </ul>
Revised Program Proposal Received	01/11/18	The revised proposal satisfactorily addressed the requested revisions.

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Master of Education in Higher Education Leadership to be implemented in Fall 2019.

**The Citadel Student and Program Data**

<b>Graduate In-/Out-of-State Enrollment, Fall 2017</b>	752 (85.45%) / 128 (14.55%)
<b>Number of Approved Programs in 10 Yrs. (FY 2009-2018)</b>	18
<b>Number of Terminated Programs in 10 Yrs. (FY 2009-2018)</b>	2

**Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026\***

<b>Occupational Field<sup>1</sup></b>	<b>2016 Median Income<sup>2</sup></b>	<b>2016 Estimated Employment<sup>3</sup></b>	<b>2026 Projected Employment</b>	<b>Total 2016-2026 Employment Change</b>	<b>2016-2026 Annual Avg. Percent Change</b>	<b>Total Percent Change</b>
Education, Training, and Library	\$45,440	114,248	126,874	12,626	1.05%	11.05%

<sup>1</sup> “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

<sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

\* Data downloaded October 8, 2018; Most recent data available.

### NEW PROGRAM PROPOSAL FORM

Name of Institution: The Citadel, Military College of South Carolina

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Education in Higher Education Leadership

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input checked="" type="checkbox"/> Master's Degree                                  |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 130406

Delivery Site(s): The Citadel- Main Campus and Online

Delivery Mode:

- |  |   |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education                  |
|  | <input checked="" type="checkbox"/> 100% online                         |
|  | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|  | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|  | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Dr. Guy Ilagan, Associate Professor of Education, (843) 953-5326, [gilagan@citadel.edu](mailto:gilagan@citadel.edu)  
Dr. Larry G. Daniel, Dean and Professor, Zucker Family School of Education, (843) 953-5871, [ldaniel@citadel.edu](mailto:ldaniel@citadel.edu)

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Approved by President and Board of Visitors 9/28/2018  
Approved by Provost 9/21/2018  
Approved by Faculty Senate 9/21/2018  
Approved by Citadel Graduate College Committee 9/18/2018  
Approved by the Zucker Family School of Education Curriculum Committee 08/31/2018

### **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Master of Education in Higher Education Leadership degree features a 36-hour program of study designed to prepare professionals to assume leadership roles in post-secondary educational settings (e.g., colleges, universities, adult technical or trade schools). Depending on prior experience and student's selection of placements for field experiences, graduates will be suited for roles within a wide array of higher education units and programs, including, but not limited to academic advising, Title IX compliance, diversity and inclusion offices, student conduct, student activities, athletics, finance and auxiliaries, residence life, Greek life, international student services, admissions, marketing, public relations, and institutional advancement.

The program will replace The Citadel's current student affairs track within the Master of Education program in Counseling. The existing degree consists of 48 hours which is prohibitive for many students and extends the time to full employment for many students. Additionally, although the existing degree is well purposed to prepare students for roles as student affairs professionals or college counselors, the focus is overly narrow for those students who wish to explore a broader set of career possibilities within higher education.

The proposed new degree is promising in that it has broader appeal for many different higher education career pathways and is considerably shorter. The proposed program reduces the curriculum from 48 to 36 credit hours, accompanied by the option of two 12 credit hour certificates in Higher Education Leadership or Student Affairs Leadership, both of which have already been approved by the South Carolina Commission on Higher Education. The optional graduate certificates can be combined with existing program electives to create a more cost-effective pathway for students, in addition to creating a faster timeline to employment. Additionally, practicum and internship hours may be utilized for any of a number of placements to give students flexibility in the direction they wish to take their career. Finally, students who wish to do so may successfully complete two additional courses and be eligible to sit for the Licensed Professional Counselor Exam.

An initial cohort of 20 students will be recruited followed by the second cohort of 20 students who will start two semesters later. The goal will be to move students through the cohort in 5 semesters. Allowances will be made for students who wish to progress through the program at a quicker or slower rate.

The Citadel intends to submit a notice of termination and teach out plan for the student affairs concentration within the M.Ed. in Counselor Education upon approval of this new program proposal.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

According to the Bureau of Labor Statistics (2018), the demand for Postsecondary Education Administrators is projected to grow 10% by 2026. By 2026, the Bureau of Labor Statistics estimates the country will add 18,200 additional jobs. The median pay for these positions is \$92,260. This growth is also projected for the State of South Carolina, with 2580 new positions estimated by 2026 (Bureau of Labor Statistics, 2018).

Charleston recently became the most populous city in the state of South Carolina, and the tri-county metropolitan statistical area surrounding is home to more than 700,000 people. The growing population of the area is complemented by the growth of high-tech industry, real estate development, tourism, and a diversifying economy. All this adds up to the need for a well-educated populace. Like other industries, higher education is thriving in the Charleston area. Large numbers of young adults and the growing sophistication of the employment markets mean concomitant growth for the area's institutions of higher learning. According to HigherEducationJobs.com, there were 198 open higher education positions in South Carolina in the first week of January 2019. In the Charleston area, there were 108 open staff positions advertised on local university websites in the first week of January.

The Charleston peninsula is home to three state institutions of higher education (i.e., The Citadel, the College of Charleston, and the Medical University of South Carolina) as well as a campus of Trident Technical College (TTC) and the Charleston School of Law. Neighboring North Charleston is home to TTC's main campus as well as Charleston Southern University. The growing higher education sector currently needs and will continue to need leaders for most every aspect of their operations. The proposed new degree in Higher Education Leadership is an excellent way to assure that emerging professionals in the Charleston area gain the educational preparation they need to fill these roles.

The Citadel's graduate programs are of high value to the region, and its current track in student affairs within the Counselor Education degree has been popular for those students interested in careers in higher education. However, the length of the program (48 hours) has limited its appeal to students wanting to keep overall college costs low and to complete a graduate degree in a shorter amount of time. Hence, this new Higher Education Leadership degree is very important to the Charleston area.

### **Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

N/A

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Postsecondary Education Administrators	2500	10%	18,200	10%	Bureau of Labor Statistics

#### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

According to the Bureau of Labor Statistics (2018), the demand for Postsecondary Education Administrators is projected to grow 10% by 2026. It is estimated that jobs in South Carolina will grow by 2580 in this professional area. The South Carolina median income is 94,390 (Bureau of Labor Statistics, 2018). According to HigherEducationJobs.com, there were 198 open higher education positions in South Carolina in the first week of January 2019. In the Charleston area, there were 108 open staff positions advertised on local university websites in the first week of January.

#### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	20	20	20
2020-2021	40	40	40
2021-2022	40	40	40
2022-2023	40	40	40
2023-2024	40	40	40

Explain how the enrollment projections were calculated.

Enrollment projections were calculated based upon the current enrollment in the student affairs concentration within the M.Ed. Counselor Education program, student affairs certificate program, and expressed student interest in a shorter and broader degree in terms of career application. The institution also expects that previous graduates from the student affairs certificate program may pursue an additional certificate in Higher Education Leadership to gain additional professional development in higher education finance, strategic planning, and assessment.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

## Curriculum

### New Courses

List and provide course descriptions for new courses.

<b>Course Name</b>	<b>Description</b>
EDUC 530 Strategic Planning and Assessment in Higher Education	An examination of the fundamentals of assessment of learning outcomes and institutional effectiveness. Assessment is presented as an instrument to inform strategic planning and decision making in higher education.
EDUC 533 Higher Education Finance	An analysis of private, state, federal, and other revenue sources in higher education. Students will engage in the application of strategic planning processes, budgeting systems, and financial processes.
EDUC 534 Advanced Leadership in Higher Education	An overview of best practices in higher education leadership, including a survey of leadership models, application of leadership models in staff development, policy, and financial practices.
EDUC 560 Applied Group and Organizational Theories	An applied review of research-based organizational theories for use in higher education, including systems, institutional, cultural, cognitive, and environmental. Students will apply theories to enhance their leadership within higher education.
EDUC 635 Practicum in Higher Education Student Affairs	Supervised field experienced in an approved student affairs setting for a minimum of 100 clock hours.
EDUC 658 Internship in Higher Education Student Affairs	This supervised experience includes the student serving as a student affairs specialist in a higher education institutional setting for a minimum of 300 clock hours.

Total Credit Hours Required:

<b>Curriculum by Category*</b>					
<b>COMMON</b>		<b>ELECTIVES (Select 2)</b>		<b>FIELD BASED (Select 1)</b>	
EDUC 539 Higher Education Administration	3	**EDUC 530 Strategic Planning and Assessment in Higher Education	3	EDUC 634 Practicum in Higher Education Administration	3
EDUC 537 Student Development Services in Higher Education	3	**EDUC 533 Higher Education Finance	3	**EDUC 635 Practicum in Higher Education Student Affairs	3
EDUC 624 Basic Counseling Skills	3	**EDUC 534 Advanced Leadership in Higher Education	3	EDUC 655 Internship in Higher Education Administration	3
EDUC 562 Legal and Ethical Leadership Issues in Education	3	EDUC 538 Theories of Student Development in Higher Education	3	**EDUC 658 Internship in Higher Education Student Affairs	3
EDUC 622 Critical Multicultural Issues in Higher Education	3	EDUC 560 Applied Group and Organizational Theories	3		
EDUC 512 Data Collection and Analysis	3				
EDUC 613 Foundations of American Higher Education	3				
EDUC 551 Counseling Theories and Practice	3				
EDUC 550 Career Counseling and Development	3				
<b>TOTALS</b>	<b>27</b>		<b>6</b>		<b>3</b>
<b>**Proposed New Course with Suggested Number</b>					

Total Credit Hours Required: 36

Graduate Certificates will be available in the following two areas:

Graduate Certificate in Higher Education Leadership (12 hours)

- EDUC 539 Higher Education Administration
- \*\*EDUC 530 Strategic Planning and Assessment in Higher Education
- \*\*EDUC 533 Higher Education Finance
- \*\*EDUC 534 Advanced Leadership in Higher Education

Graduate Certificate in Student Affairs Leadership (12 hours)

- EDUC 537 Student Development Services in Higher Education
- EDUC 538 Theories of Student Development in Higher Education
- EDUC 539 Higher Education Administration, \*\*EDUC 560 Applied Group and Organizational Theories

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Master of Education in Counselor Education— Student Affairs Practice	131101	Clemson University	In general, both programs are designed to prepare professionals for roles in higher education.	The Clemson program is focused somewhat narrowly on Student Affairs Practice whereas the Proposed Citadel degree focuses more broadly on leadership roles in education.  The Clemson program is 43 hours in length whereas the proposed Citadel degree requires only 36 hours.
Master of Education in Higher Education and Student Affairs	131102	University of South Carolina	Both programs prepare graduates for leadership roles in higher education.  Both degrees have provisions for students to specialize their studies in either Higher Education Leadership or Student Affairs.	The USC program is 39 hours in length whereas the proposed Citadel degree requires only 36 hours.
Master of Education in Educational Leadership	130401	Coastal Carolina University	Both programs include finance and ethics coursework.	The Coastal program is designed for K-12 leadership.

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Associate Professor (full-time)	Overall Program Coordination EDUC 635 Practicum in Higher Education Student Affairs; EDUC 658 Internship in Higher Education Student Affairs; EDUC 551 Counseling Theories and Practice EDUC 550 Career Counseling and Development	Ph.D. Counselor Education	
Professor (full-time)	EDUC 560 Applied Group and Organizational Theories EDUC 624 Basic Counseling Skills; EDUC 634 Practicum in Higher Education Administration	Ph.D. Counselor Education	
Associate Professor (full-time)	EDUC 537 Student Development Services in Higher Education; EDUC 538 Theories of Student Development in Higher Education; EDUC 562 Legal and Ethical Leadership Issues in Education EDUC 622 Critical Multicultural Issues in Higher Education	Ph.D. Higher Education	
Associate Professor (full-time)	EDUC 530 Strategic Planning and Assessment in Higher Education; EDUC 512 Data Collection and Analysis; EDUC 613 Foundations of American Higher Education	Ph.D. Higher Education	
Dean and Professor (full-time)	EDUC 534 Advanced Leadership in Higher Education EDUC 539 Higher Education Administration	Ph. D. in Educational Administration	

Adjunct Instructor (part-time)	EDUC 533 Higher Education Finance; EDUC 655 Internship in Higher Education Administration	Ph.D. Higher Education	
*New Assistant Professor (full-time)	Year 3	Ph.D. Higher Education	

Total FTE needed to support the proposed program: 4.75 existing to start plus graduate assistant/5.5 in year 3 plus graduate assistant  
 Faculty: .75 new FTE in Year 3/4.25 Existing FTE  
 Staff: .25, plus graduate assistant  
 Administration: .25

**Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

A graduate assistant will be needed to provide support to the program administrator. Beginning Year 3, an additional full-time faculty member will be needed.

**Resources**

**Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Daniel Library at The Citadel will offer robust support with its current online resources—both in eBooks and in digital journal access. Currently, the library maintains sufficient subscriptions to academic journals and higher education magazines in its higher education and student affairs collection. It is anticipated that the program will draw upon many of the existing resources that the student affairs concentration utilizes.

**Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The Citadel maintains excellent student support services accessible to undergraduates, veteran students, and graduate students. Those support services can be utilized by potential students in the proposed program. There are no academic support services required for this program beyond the already robust services The Citadel offers to all students and no additional fees are anticipated. The Citadel’s numerous student support programs, services, and activities are highlighted in the academic catalog. These services include The Citadel Career Center, The Citadel Academic Support Center, Academic Advising, Office of Multicultural Student Services, Student Activities, the Krause Center for Leadership and Ethics, and the Study Abroad Office. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

**Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

None. Current instructional equipment and technology will fully support the implementation of this proposed degree program.

**Equipment**

Identify new instructional equipment needed for the proposed program.

Current physical facilities and technology will fully support the implementation of this proposed degree program.

**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

As previously noted, the proposed Higher Education Leadership degree will replace the current student affairs track within the Counselor Education master's degree. The two programs will run parallel for the first year to enable students near completion of the student affairs track degree to graduate without disruption of their program of study. All new students interested in leadership roles in higher education recruited as of the Fall 2019 will be placed in the new program.

**Financial Support**

<b>Sources of Financing for the Program by Year</b>													
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>		
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>									
Tuition Funding	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,944,000	1,944,000
Program-Specific Fees													
Special State Appropriation													
Reallocation of Existing Funds													
Federal, Grant, or Other Funding													
<b>Total</b>	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,944,000	1,944,000
<b>Estimated Costs Associated with Implementing the Program by Year</b>													
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>		
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>									
Program Administration and Faculty/Staff Salaries	56,500	56,500	95,500	95,500	141,500	141,500	141,500	141,500	141,500	141,500	141,500	576,500	576,500
Facilities, Equipment, Supplies, and Materials													
Library Resources	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	20,000	20,000
Other (specify)													
<b>Total</b>	60,500	60,500	99,500	99,500	145,500	145,500	145,500	145,500	145,500	145,500	145,500	596,500	596,500
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	155,500	155,500	332,500	332,500	286,500	286,500	286,500	286,500	286,500	286,500	286,500	1,347,500	1,347,500

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Budget Justification**

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The program is largely supported by existing faculty and staff who serve in the Zucker Family School of Education, especially those delivering instruction in the M.Ed. Counselor Education Student Affairs concentration and the Student Affairs graduate certificate program.

The staffing costs represent an additional .75 FTE for a new faculty member in year 3 (plus fringe) and an average of \$5,000 per course plus fringe was used to calculate the instructional cost. Additionally, 10% of the program coordinators salary and a graduate assistant stipend was attributed to the program cost.

Total FTE needed to support the proposed program: 4.75 existing to start plus graduate assistant/5.5 in year 3 plus graduate assistant  
 Faculty: .75 new FTE in Year 3/4.25 Existing FTE  
 Staff: .25, plus graduate assistant  
 Administration: .25

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
The primary program objective is to equip students with the knowledge, skills, and dispositions to be principled higher education leaders who are knowledgeable, reflective, and ethical and who are committed to providing excellent services to students within safe and supportive environments.	To provide students with theoretical and practical knowledge essential to understanding the variety of leadership roles within higher education settings.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.  Assessments embedded in EDUC 539, 534, and 613
	To instill the ethical and professional values essential to work within the field of higher education.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.  Assessments embedded in EDUC 562 and 538

	<p>To provide students with practical experiences in the development of their skills as leaders.</p>	<p>Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.</p> <p>Performance based measures will include explanations of how to adapt learning processes to specific groups of learners and environments. Evaluations by practicum and internship supervisors. Assessments embedded in EDUC 634, 635, 655, 658</p>
	<p>To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</p>	<p>Indirect and direct assessments will be employed. Assessments embedded in EDUC 539, 530, and 655/658</p>
<ul style="list-style-type: none"> <li>To increase the number of adults in the Lowcountry with master’s degrees.</li> </ul>	<p>Measured by learning outcomes above</p>	<p>Institutional Enrollment Profile</p> <p>CHE Program Productivity</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The overall evaluation design for the program will follow the model established by the Zucker Family School of Education for all its professional programs. Both direct and indirect measures will be employed, and assessment software will be used to capture data and generate summary reports for assessment and accreditation purposes.

**Direct Measures**

Direct evaluation measures will be built into each course in the major. Direct assessments will include both traditional and performance-based assessments. Traditional assessments will include (but not limited to) exams, responses to written prompts, written responses to teaching scenarios, participation in discussion forums, research projects, and student presentations. Performance-based assessments will include learning objects and other multimedia products created in response to learning scenarios posed by the instructor.

Data from a (predetermined) broad sample of these direct assessments will be catalogued within the Zucker Family School of Education assessment database using LiveText/Watermark software. For these assessments, students will be required to upload their work into a LiveText template, and faculty will assess the assignments using standard rubrics. These assessments and the scoring rubrics are consistent across instructors and teaching terms to allow for a significant amount of data to be collected to determine: (a) the students' performance against established learning outcomes, (b) the psychometric integrity of the rubrics used, (c) effectiveness of the curriculum (e.g., through evaluation of student error patterns), and (d) appropriateness of the assessments themselves.

### Indirect Measures

Surveys of graduating students and employers will be conducted to assess student learning outcomes, student satisfaction with the program, and employer satisfaction with graduates. Surveys will be collected during year one, and repeated in years two and three. Satisfaction survey data will be compared over time using trend analysis. Student outcome data will be analyzed for individual graduates and across graduates from the program.

### Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Only the School Counselor program is currently accredited by CACREP. The institution does not initially plan to seek CACREP accreditation until sufficient graduates have completed the degree program. Current employer demand and professional development motivates students to pursue degree and certificate options.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No