

Name of Institution
Lander University

Name of Program (include concentrations, options, and tracks)
M. Ed., Montessori Education with emphases in
1. Early Childhood Education – Ages 3-6,
2. Elementary I – Grades 1-3,
3. Elementary II – Grades 4-6*

Program Designation

- Associate’s Degree Master’s Degree
 Bachelor’s Degree: 4 Year Specialist
 Bachelor’s Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
 Yes
 No

Proposed Date of Implementation CIP Code
Spring 2018 131207

Delivery Site(s)
Lander University Main Campus (Site Code 50401)

Delivery Mode

- Traditional/face-to-face* Distance Education
*select if less than 50% online 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)
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Institutional Approvals and Dates of Approval

1. Graduate Programs Committee:	April 28, 2017
2. Faculty Senate:	May 8, 2017
3. Board of Trustees:	September 19, 2017

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

Lander University has offered the M.Ed. in Montessori Education program since 2007. The degree currently has two concentrations, based on standards set forth by the Montessori Accreditation Council for Teacher Education (MACTE). These are Early Childhood, ages 3-6 and Elementary I, grades 1-3.

Up until now, a credential for the 4th-6th grade upper elementary continuum (EII), had to be built on Elementary I coursework, requiring over 1,200 clock hours of instruction. This has created a hardship for schools that need highly qualified teachers as they expand upward.

In February 2017 MACTE approved the creation of an EII stand-alone credential. Lander University proposes a modification of its M.Ed. in Montessori Education degree to add a third concentration for Elementary II, grades 4-6. This modification requires no new course additions because the courses required for the EII credential are already in place. EII coursework was previously not tied to a degree program because candidates had already completed 27 graduate hours of EI courses.

Lander University has offered Montessori education at the graduate level for over ten years. The program is central to Lander's mission to serve the community, state and region.

List the objectives of the modified program. (1500 characters)

The objectives for the proposed EII Concentration of the M. Ed. in Montessori Education are the same as those for its existing concentrations in EC and EI, as well as all other graduate and undergraduate teacher education programs at Lander.

The objectives are driven by the Conceptual Framework of Lander's Department of Teacher Education, or EPIC Professional Educators. These four broad objectives state that Lander candidates and graduates will demonstrate the ability to:

Engage in reflection and professional development to foster student learning and inform instructional decisions;

Plan, provide and assess learning experiences that are supported by research, knowledge of best practice and professional standards;

Integrate content knowledge and skills of scholarly inquiry to teach all students; and they

Communicate and collaborate with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.

In addition, Montessori candidates document their implementation of MACTE's Competencies for Montessori Teachers.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

In 2016 the Riley Institute at Furman University released a five year longitudinal study of public Montessori programs in South Carolina.

The report included the following data related to availability of Montessori teachers in general:

54% of public Montessori programs have waiting lists.

5% of public Montessori teachers do not hold a Montessori credential.

The highest numbers of Montessori credentialed teachers are at the early childhood and EI levels.

In 2014-15 75% of public Montessori students were in Pre-K to 3rd grade classrooms.

In 2014-15 only 22% of public Montessori students were in 4th-6th grade classrooms.

No other state has produced and compiled such an extensive investigation, but it is likely that these figures are comparable to other states in the southeast region.

No universities in North Carolina offer a Montessori credential or degree program. Kennesaw State in Georgia offers a Montessori M.Ed. program, but only for ages 3-6.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018			6	36	6	72
2019	6	36	12	72	12	108
2020	6	36	12	72	12	108
2021	6	36	12	72	12	108
2022	6	36	12	72	12	108

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program

Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The program currently has qualified faculty and administrative support for the concentration.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

No new resources are needed for this concentration.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration						
Faculty and Staff Salaries						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total						
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	\$53,136	\$106,272	\$106,272	\$106,272	\$106,272	\$478,244
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)						

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Lander's Montessori Teacher Education Program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). Lander currently has an accredited Elementary I-II program, approved under previous guidelines. Its accreditation for that program is valid through 2020. Lander has submitted an application to offer a stand-alone elementary II program, the basis for the new concentration. Because Lander has a currently accredited program, it is permitted to offer the new stand-alone certification while simultaneously completing the self-study for review.

Will the proposed modification affect or lead to licensure or certification?

- Yes
 No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Program graduates who currently hold a South Carolina teaching credential will be able to add an endorsement for Montessori at the Elementary II classroom level to their existing credential.

Graduates who do not have a valid SC teaching credential can obtain a restricted SC credential with the following: transcripts from a regionally accredited institution of higher learning, a Montessori credential from a MACTE accredited Montessori teacher preparation program (received as part of the degree) and passing scores on all applicable Praxis II exams.

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

- Yes
 No

If yes, complete the following components.

Area of Certification

Montessori endorsement for grades 4-6.

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.