

PROGRAM MODIFICATION PROPOSAL

Name of Institution
Lander University

Name of Program (include concentrations, options, and tracks)

- M. Ed., Teaching and Learning with concentrations in
1. Diverse Learners
 2. Instructional Technology
 3. Montessori Education*

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

Fall 2019

CIP Code

131299

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. Curriculum Committee: April 28, 2017
3. Faculty Senate: May 8, 2017
4. President: September 1, 2017
5. Board of Trustees: September 19, 2017

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Background Information

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

Lander University proposes to add a new concentration in Montessori Education to its existing M. Ed. in Teaching and Learning degree. The thirty-six (36) credit hour degree program currently offers two concentrations: Diverse Learners, and Instructional Technology. The degree contains three components: a common fifteen-hour (15) foundational core, twelve-hour (12) concentration, and nine-hour (9) section of elective courses.

The proposed concentration in Montessori Education will award twelve (12) Montessori-specific hours to qualified candidates who hold existing Montessori credentials from freestanding programs accredited by the Montessori Accreditation Council for Teacher Education (MACTE). Freestanding programs are those programs that are not associated with universities and do not award academic credit. Many Montessori teacher education programs in the United States are freestanding—Montessori teacher certification programs that offer no academic credit.

Candidates in the proposed M.Ed. in Teaching and Learning Montessori concentration will complete the core foundational blocks (15 hours), will receive twelve (12) concentration-specific hours in recognition of their Montessori credential, and complete nine (9) elective hours. Three (3) of the elective hours will come from coursework in the M.Ed. in Montessori Education Program. No course additions are needed for the proposed concentration in Montessori Education. It will build on existing courses in the M.Ed. in Teaching and Learning and M.Ed. in Montessori Education programs.

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

The objectives for the proposed Montessori Concentration of the M. Ed. in Teaching and Learning are the same as those for its existing concentrations, 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.

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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)

Lander University is the only university in South Carolina to offer a degree program in Montessori education. Graduates of its program concurrently earn a Montessori credential at one of two levels from the American Montessori Society (AMS), and the program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). Lander's program far exceeds MACTE and AMS minimum standards and clock hours. Its graduates complete twenty-seven (27) graduate hours of Montessori-specific academic content and a nine-month practicum.

According to the MACTE website, however, South Carolina has seven (7) additional Montessori certification locations that are freestanding and offer no academic credit. Some are operated by school districts to conduct in-house teacher training for their employees; others are operated by independent teacher educators. Candidates have completed programs that meet MACTE-designated minimum contact hours and required curriculum, but have received no academic credit. Program completers are typically state credentialed teachers who would elect to receive academic credit if it were available. Lander's Director of Montessori Education receives frequent inquiries from these program completers.

During the 2017-18 academic year, four hundred four (404) Montessori classrooms served eight thousand seven hundred fifty-one (8,751) students in South Carolina public schools. Many of the teachers credentialed to teach in these classrooms received their Montessori certification from MACTE-accredited institutions that offered no academic credit. For example, the Palmetto Institute, one of the seven (7) freestanding programs in South Carolina, credentialed seventy (70) early childhood and elementary Montessori teachers between 2013 and 2018. All of these credentialed teachers, as well as those graduating from other MACTE-accredited freestanding Montessori programs, would be able to take advantage of earning a Master's in Teaching and Learning Montessori emphasis.

The proposed concentration in Montessori education recognizes the work that the program completers have done, while protecting the integrity of the M.Ed. degree from Lander.

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

Yes

No

If yes, explain. (1000 characters)

Not Applicable

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
None: Lander University is the only university in South Carolina to offer a degree program in Montessori education.			

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Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019	3	9-18	6	18-36	9	27-54
2020	12	36-72	12	36-72	12	36-72
2021	12	36-72	12	36-72	12	36-72
2022	15	45-90	15	45-90	15	45-90
2023	18	54-108	18	54-108	18	54-108

Explanation of Projected Enrollment Figures

As mentioned above, according to the South Carolina Department of Education, there were four hundred four (404) Montessori classrooms serving eight thousand seven hundred fifty-one (8,751) students in South Carolina public schools in the 2017-18 school year.* Lander University’s M.Ed. in Montessori Education produced eight (8) graduates in 2016-17 and nine (9) graduates in 2017-18. Other non-university based Montessori teacher education programs credentialed greater numbers of teachers who received no academic credit for their preparation. These teachers are the target audience for this degree program.

As mentioned earlier, the Palmetto Institute operating in the Pee Dee region and serving public programs largely in Florence and Dillon counties has credentialed seventy (70) early childhood and elementary Montessori teachers since 2013. Other MACTE accredited programs operate in Camden, Swansea, and Charleston. Specific numbers of program completers from these institutions is unavailable, but the combined numbers of their graduates are very similar to those produced by the Palmetto Institute. A number of potential candidates have inquired about the possibility of Lander accepting credit for their coursework.

*<https://ed.sc.gov/instruction/personalized-learning/montessori-programs/>

Curriculum

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

The Master of Education in Teaching and Learning degree consists of 36 hours of course work and other learning activities in the following areas at the 600 level:

1. Foundations of Education (Common Foundational Core courses required of all students, 15 credit hours)
 - EDUC 620 Advanced Educational Psychology
 - EDUC 623 Methods and Materials of Educational Research
 - EDUC 630 Communications in Technology
 - EDUC 682 Field-Based Individualized Activities
 - EDUC 694 Professional Seminar
2. Concentration Areas (Choice of one, 12 credit hours)
 - a. Diverse Learners
 - EDUC 653 Teaching Reading and Writing to Limited English Proficient (LEP) Learners
 - EDUC 656 Behavior and Classroom Management
 - EDUC 651 Principles for Teaching Linguistically and Culturally Diverse Learners

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- EDUC 676 Assessment of Diverse Learners, P-12
 - b. Instructional Technology
 - EDUC 632 Effective Design and Facilitation of online Courses
 - EDUC 634 Instructional Assessment Through Technology
 - EDUC 636 Management of Technology Resources
 - EDUC 638 Integration of Technology and Instruction
 - c. Montessori Education (see 2.c. explanation below)
 - Completion of MACTE-approved credentialing courses, verified by Montessori teacher education program transcript and certificate submitted prior to admission.
3. Electives (9 credit hours, 3 credit hours from coursework in the M.Ed. in Montessori Education Program)
Six (6) hours of electives or related studies courses may be chosen from graduate level course offerings as described in the current catalog for the Masters in Teaching and Learning. Three (3) hours must be chosen from coursework in the M.Ed. in Montessori Education Program. Certain related studies courses may allow teachers to add-on endorsement areas to their existing certification.

A complete listing of Lander's Montessori course offering by certification level is listed below. Each candidate's advisor assists him or her in selecting the course that will most benefit the candidate's classroom setting.

Early Childhood Courses

MONT 685: Montessori Philosophy and Educational Theory & Administration/Parent Education

MONT 683: Montessori Methods: Practical Life

MONT 684: Montessori Methods: Sensorial

MONT 688: Montessori Methods: Mathematics.

MONT 687: Montessori Methods: Language

MONT 693: Montessori Methods: Integrated Curriculum

MONT 686: Methods of Observation & Classroom Leadership

Elementary I-II Courses

MONT 610: Foundations of Montessori Elementary Education

MONT 611: Montessori Methods: Elementary (6-9) Mathematics

MONT 612: Montessori Methods: Elementary (6-9) Language

MONT 613: Montessori Methods: Integrated Social Studies and Sciences

MONT 614: Montessori Methods: Elementary (6-9) Biological and Physical Science

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MONT 615: Montessori Methods: Elementary Geometry

MONT 616: Montessori Methods: Elementary Creative Arts, Movement & Practical Life

MONT 619: Montessori Methods: Language II*

MONT 620: Montessori Methods: Mathematics II*

MONT 621: Montessori Methods: Integrated Science and Social Studies II*

MONT 622: Montessori Methods: Biological and Physical Science II*

*Elementary II Grades 4-6 only

Explanation of Curriculum Item 2.c (above)

MACTE accredits teacher preparation courses at seven (7) separate Montessori credential levels: Infant/Toddler, Early Childhood, Elementary I, Elementary II, Elementary I-II, Secondary I, and Secondary I-II. Instructional content is tailored to the specific certification level, but must include three (3) components: Montessori Theory, Child Development, and Methods and Materials; the latter are focused on a specific age range. Each MACTE-accredited provider offers courses with varying titles, but all programs must include minimal basic coursework.

The South Carolina State Department of Education recognizes satisfactory completion of any of the above seven (7) Montessori certification levels (earned through a MACTE-accredited institution) as sufficient preparation to add the appropriate Montessori endorsement to a teaching credential (<https://ed.sc.gov/districts-schools/district-schools-files/montessori-teacher-certification-faqs/>). As seen in the *State of South Carolina Department of Education's Guidelines and Requirements for Adding Certification Fields and Endorsements*, endorsements and add on certifications typically require twelve-twenty-one (12-21) hours of coursework in addition to an initial baccalaureate degree (<https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>). Therefore, it seems that the South Carolina Department of Education recognizes satisfactory completion of any of the seven (7) Montessori certifications to be equitable to twelve-twenty-one (12-21) hours of academic coursework.

MACTE requires a **minimum** number of in-class clock hours for institutions to qualify to award Montessori teacher certification to candidates. According to Dr. Rebecca Pelton, MACTE sets the threshold that no program can go below, but most programs far exceed the required number of minimum in-class hours. Academic contact hours for the Early Childhood curriculum are set at two hundred (200), but in actuality, they range from two hundred forty (240) to six hundred (600), depending on the teacher education program's affiliate requirements. Practicum hours in early childhood programs are set at four hundred (400), but are as high as seven hundred fifty (750) in some independent Montessori teacher education programs. Most public school early childhood Montessori teachers complete a minimum of one thousand eighty (1080) hours of practicum, not including the time spent in the classroom before and after school, for meetings, preparation and planning. All total mandated hours include the practicum, a combination of student teaching and observation.

The federal definition of a credit hour requires "Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for

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approximately fifteen weeks for one semester...". According to this definition, a student needs 45 clock hours of in class and out of class time to earn one credit hour. If only instructional hours are considered, 15 clock hours are required to earn one academic credit hour. This means that the 200 minimum "Academic Clock Hours" required by MACTE would be equivalent to 13.33 credit hours (200/15) (see Chart 1: Total Required Hours by Program Level as stated in the *Montessori Accreditation Council for Teacher Education Guide to Accreditation*.)

Practicum hours are converted to academic credit hours in a slightly different way. Students completing clinical practice (student teaching) requirements for Lander University graduate degrees leading to initial teacher certification receive 12 academic credit hours for completing 70 full school days in the field. A full day of teaching is 8 clock hours. This means that these student teachers complete 560 clock hours (8 hours/day x 70 days) to receive 12 graduate academic hours. So, for a student to earn one credit hour, he or she must complete 46.67 clock hours (560/12). This means that the 400 minimum "Practicum Clock Hours" required by MACTE would be equivalent to 8.57 credit hours (400/46.67). When combined with the academic hours described above, students receiving this credential will have experienced more than enough instructional and practicum clock hours to justify receiving 12 hours of academic credit.

Qualified candidates who hold a Montessori credential in one of the above seven (7) Montessori certification levels and meet all Lander University M.Ed. admissions requirements will receive twelve (12) concentration credit hours in recognition of their post-baccalaureate study and earned credential from a MACTE accredited non-university Montessori teacher preparation program. Lander will acknowledge twelve (12) credit hours for the total body of each candidate's completion of a MACTE-accredited Montessori preparation program. This is consistent with the other two (2) concentrations of Lander's M.Ed. in Teaching and Learning. The coursework for each concentration area reflects content that is unique to its discipline.

Several accredited universities currently offer similar recognition of Montessori credentials from MACTE accredited non-college programs. Xavier University in Cincinnati, Ohio, applies twelve (12) credit hours toward its thirty-three (33) hour on-line Master's in Montessori Education degree. Xavier is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and the Ohio Department of Higher Education. St. Catherine University in St. Paul, Minnesota, applies fifteen (15) credit hours toward its thirty-one (31) hour Master of Arts in Education degree. It is also accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Endicott College in Beverly, Massachusetts, which is accredited by the New England Association of Schools and Colleges, offers a three (3) semester long program for Montessori credentialed teachers that results in a Master's degree. A breakdown of the credit hour distribution in its program was not available on their web site.

All candidates accepted in Lander's M.Ed. in Teaching and Learning with a concentration in Montessori Education will hold bachelor's degrees from regionally accredited institutions of higher learning and meet admissions requirements for Lander's graduate programs. Applicants who do not meet requirements will not be accepted. Within South Carolina, most individuals who receive Montessori credentials from non-university Montessori programs are licensed teachers who attend the programs under the sponsorship of their school districts. Hours toward re-certification are approved by their school districts.

Chart 1 below provides a complete description of mandated minimum total contact time (academic, practicum, and additional) and a brief description of each level's specific requirements.

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Chart 1: Total Required Hours by Program Level as stated in the *Montessori Accreditation Council for Teacher Education Guide to Accreditation* (Section D.2 Minimum Requirements for Each Course Level), July 2018 (<http://www.macte.org/wp-content/uploads/2018/09/2018-MACTE-Guide-to-Accreditation.pdf>)

Montessori Certification Level	Minimum Academic Clock Hours*	Minimum Practicum Clock Hours*	Minimum Additional Clock Hours	Minimum Total Clock Hours	Description
Infant and Toddler	200**	400**	None	600	Completion of this level requires a minimum of 600 in class clock hours. The academic portion must contain a minimum of 200 clock hours and the practicum a minimum of 400 clock hours. The academic portion must include lecture, presentation with materials, and group process and discussion covering, but not limited to, sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music.
Early Childhood	200	400	None	600	Completion of this level requires a minimum of 600 in class clock hours. A minimum of 200 academic clock hours is required. The academic portion must include lecture, presentation with materials, group process and discussion, covering, but not limited to, practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education. The practicum is comprised of 400 clock hours with at least 120 hours student teaching.
Elementary I	200	400	200	800	Completion of this level requires a minimum of 800 in class clock hours. A minimum of 200 academic clock hours is required, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours, or additional academic contact hours.
Elementary II	200	400	200	800	Completion of this level requires a minimum of 800 in class clock hours. A minimum of 200 academic clock hours is required, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with at least 120 hours student teaching in EL II environment. A minimum of 200 additional clock hours, at least 100 of which must address an academic overview of EL I, the other additional hours must include additional student teaching hours, or additional academic contact hours. [rev. 4/17]

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Montessori Certification Level	Minimum Academic Clock Hours*	Minimum Practicum Clock Hours*	Minimum Additional Clock Hours	Minimum Total Clock Hours	Description
Elementary I-II	375	400	425	1200	Completion of this level requires a minimum of 1,200 in class clock hours. A minimum of 200 academic clock hours is required for Elementary I and 175 academic clock hours for Elementary II, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required, which must include additional student teaching hours, or additional academic contact hours.
Secondary I	200	1000	None	1200	Completion of this level requires a minimum of 1,200 in class clock hours. A minimum of 200 academic clock hours is required, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.
Secondary I-II	500	1000	None	1500	Completion of this level requires a minimum of 1,500 in class clock hours. A minimum of 500 academic clock hours is required with 125 hours at the Secondary II level, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readings. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.

***Additional description of content hours from the MACTE Guide to Accreditation:**

Academic and practicum clock hours presented in the table exclude written and oral exams, lunches and other breaks, and exclude translation time if the certification course is offered in one language and translated into a second language. *Practicum hours* are defined as student teaching and/or observation once the minimum student teaching hours have been met for each certification course level (where applicable).

**45 clock hours = 1 course academic credit hour; 46.67 clock hours = 1 practicum academic credit hour

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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 proposed concentration in Montessori education will not require additional faculty or administrative personnel. Lander has qualified faculty with terminal degrees and Montessori credentials.

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)

The existing M.Ed. in Teaching and Learning and M.Ed. in Montessori Education programs have the resources needed to support the proposed concentration. No new resources are needed.

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Financial Support

Estimated New and Existing Costs by Year						
	1st	2nd	3rd	4th	5th	Total
Program Administration ¹	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000
Faculty and Staff Salaries ²	\$ 42,236	\$ 42,236	\$ 42,236	\$ 42,236	\$ 42,236	\$ 211,180
Travel Expenses	\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100	\$ 5,500
Indirect Costs (Utilities, etc.) ³	\$ 14,783	\$ 14,783	\$ 14,783	\$ 14,783	\$ 14,783	\$ 73,915
Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials ⁴	\$ 2,632	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 6,952
Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (MACTE Accreditation and Annual Fees) ⁵	\$ -	\$ -	\$ -	\$ -	\$ 3,121	\$ 3,121
Total	\$ 70,751	\$ 69,199	\$ 69,199	\$ 69,199	\$ 72,320	\$ 350,668
Sources of Financing						
Tuition Funding ⁶	\$ 66,420	\$ 97,416	\$ 106,272	\$ 132,840	\$ 159,408	\$ 562,356
Program-Specific Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Funding (Special State Appropriation)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reallocation of Existing Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 66,420	\$ 97,416	\$ 106,272	\$ 132,840	\$ 159,408	\$ 562,356
Net Total	\$ (4,331)	\$ 28,217	\$ 37,073	\$ 63,641	\$ 87,088	\$ 197,703
Ratio of Program Financing to Program Cost	(0.94)	1.41	1.54	1.92	2.20	1.61

¹ Estimated at one-third of the compensation for administrative support services for the M.Ed., Teaching and Learning, M.S., Emergency Management, and M.Ed., Montessori Education.

² Estimated at one-third of the compensation for the full-time faculty associated with this program plus the entirety of the compensation for four part-time faculty associated with this program.

³ Estimated at 35% of Faculty and Staff Salaries.

⁴ Supplies, \$2,092, in the first year plus an estimated \$1,080 for travel costs associated with practice teaching in all five years.

⁵ Estimated at one-third of MACTE Accreditation cost (\$9,362).

⁶ Estimated using headcount students x 6 semester hours x \$492 per semester hour in fall and spring and headcount students x 9 semester hours x \$492 per semester hour in summer.

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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.

Lander University has offered the M.Ed. in Teaching and Learning since 2011. Since its inception, the program was designed for flexibility. Its design allows for the addition or deletion of concentrations as the prevailing needs of the educational workforce change while maintaining the integrity of its core curriculum. As Montessori has grown in South Carolina, the demand for academic programs that can support the professional development needs of these specialized teachers has grown as well.

There are no new costs associated with this program. Students will enroll in existing courses offered in the current M.Ed. in Teaching & Learning or M.Ed. in Montessori Education programs. Estimates of tuition revenue are based on in-state graduate tuition rates for fall, spring, and summer terms (\$492 per credit hour), one-third full-time students and two-thirds part-time students, and the projected enrollment for each year.

Evaluation and Assessment

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

- Yes
 No

If yes, explain. (1000 characters)

Not Applicable

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)

Not Applicable

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)

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Candidates in the program will be credentialed Montessori teachers. Their Montessori endorsement is not dependent on having a graduate degree.

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

Not Applicable

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

Not Applicable