

**Coastal Carolina University
Conway, South Carolina**

**Program Planning Summary
Presented to the South Carolina Commission on Higher Education
for a
Educational Specialist (Ed.S.) degree in Educational Leadership**

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Signature is available on the original only

David A. DeCenzo

President

Program Contact:

**Dr. Gregory C. Geer
ggeer@coastal.edu
211H Kearns Hall
Coastal Carolina University
Conway, SC 29528-6054
843-349-6676**

PROGRAM PLANNING SUMMARY

PROGRAM DESIGNATION

Institution:	Coastal Carolina University
Academic unit involved:	Spadoni College of Education
Name of proposed program:	Specialist in Educational Leadership
Designation of degree:	Ed.S.
CIP Code:	13.0401
Proposed date of implementation:	Fall, 2014
New program or modification:	New program
Number of credit hours:	33
STEM, Palmetto Fellows and Life Scholarship Designation:	No

JUSTIFICATION OF NEED

According to the December 2012 Supply and Demand Survey for teacher and administrators administered by South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA, 2012)), in 2012-13, 427 new administrators were hired in South Carolina. Thirty-four positions at the district level of administration were left vacant this past year. Coupling these facts with an expanding research base in educational leadership that recognizes the relationship between the skills, knowledge-base, and dispositions of educational leaders and student achievement (Leithwood, Seashore Louis, Anderson & Wahlstrom, 2003), the Educational Specialist (Ed.S.) graduate degree in educational leadership at Coastal Carolina University will provide qualified candidates for vacancies in educational leadership. This demand will become more acute as the occupants of senior leadership positions in educational systems continue to retire in large numbers (Gates' 2003; Terranova et al., 2009).

The proposed program links directly to Coastal Carolina University's existing M.Ed. in Educational Leadership program. This degree provides a program of study in school administration and educational leadership for school districts in Horry, Georgetown, Williamsburg, Marion, and Florence counties leading to administrator credentialing at the principal level. The proposed Ed.S. will serve the same region and lead to credentialing at the level of superintendent, while also providing professional development essential to qualify for positions at the district level of leadership and enhance practices at the building level.

As of the Fall 2102 semester, 51 students have graduated from the M.Ed. in Educational Leadership, and 121 students are currently enrolled in the program. To gauge the interest in the proposed degree program, employees of the Horry County Schools were surveyed in April 2011. One hundred and ninety-seven employees responded to the survey. The respondents indicated a high level of interest in the University offering the Ed.S in Educational Leadership. Thirty-seven respondents (18.8%) indicated that their interest in the program was "extremely high," and they further responded that, if the degree were offered, they would enroll without reservation. One hundred sixteen respondents (58.9%) rated their interest as relatively high. Eighteen respondents (9.1%) indicated they were interested in the program.

In addition to the University's M.Ed. in Educational Leadership graduates providing an immediate pool of potential students for the proposed Ed.S. program, ninety-eight (49.7%) of the survey respondents indicated a strong interest in taking coursework in advanced leadership and policy studies. The program also will be of interest to students who wish to use the coursework in the program as a basis for the study of educational leadership at the doctoral level. With the nearest state university offering the Ed.S. degree about 100 miles away, the proposed program in educational leadership provides opportunities to educational leaders for advanced study that currently is limited by time and geographic constraints.

ANTICIPATED DEMAND AND PRODUCTIVITY

Based on the survey results and the enrollment history of the University's current M.Ed. in Educational Leadership, faculty anticipate that the proposed program also would be of interest to educators from Marion, Florence, Williamsburg, Darlington, and Georgetown counties. With the selective admission requirements characteristic of this level of graduate study, the faculty anticipate 15 students per cohort. It is anticipated that there will be 10 graduates after the fourth year of the program. Table 1 projects enrollment and completers over the first four years of the program:

Table 1- Projected Enrollment and Completion Rates for Planned Program by Year

	Year 1 students	Year 2 students	Year 3 students	Total students in program	Ed.S. degree Completers
2014-2015	15				
2015-2016	15	15		30	
2016-2017	15	15	10	40	
2017-2018	15	15	10	40	10

In order to accommodate those students who may wish to pursue the Ph.D., we've estimated a potential decline in student enrollment in year three and the subsequent Ed.S. degree completer numbers to account for students who plan to transfer into the Clemson Ph.D. program. The relationship between the proposed Ed.S. and the Clemson Ph.D. programs is elaborated on in the "Relationship of Proposed Program to Existing Programs" section below.

ASSESSMENT OF THE EXTENT TO WHICH THE PROPOSED PROGRAM DUPLICATES EXISTING PROGRAMS IN THE STATE

Public institutions of higher education in South Carolina that offer a Specialist in Educational Leadership include Clemson University, University of South Carolina at Columbia, South Carolina State University, and The Citadel. Private institutions that offer a Specialist in Educational Leadership include Converse College and Bob Jones University. The in-state institution offering the Specialist in Educational Leadership closest to Coastal Carolina University, The Citadel, is approximately 100 miles away in Charleston, South Carolina. The proposed Ed.S. degree will provide opportunities to a region where distance is an impediment to further graduate level studies.

RELATIONSHIP OF THE PROPOSED PROGRAM TO EXISTING PROGRAMS AT THE PROPOSING INSTITUTION

The University's current M.Ed. in Educational Leadership enables degree recipients to meet the requirements for certification in South Carolina as a school principal or other building-level school leadership positions. The proposed program is designed to allow candidates to continue study in educational leadership leading to certification as a school superintendent in South Carolina and further enhance their qualifications as a building-level leader or other leadership positions at the school district level. The Ed.S. is an extension of the M.Ed. in Educational Leadership that provides additional professional growth and induction opportunities for educational leaders.

RELATIONSHIP OF THE PROPOSED PROGRAM TO OTHER INSTITUTIONS VIA INTER-INSTITUTIONAL COOPERATION

Currently, there is a memorandum of understanding outlining a collaborative Ph.D. program in Educational Leadership between Coastal Carolina University and Clemson University. Coastal

Carolina University’s proposed Ed.S. degree is aligned with Clemson University’s Ph.D. program in order to facilitate students’ ability to transfer credits for those who may desire pursuing this terminal degree. Discussions about this process have occurred and will be formalized in articulation agreements if the proposed Ed.S. degree is approved.

OUTLINE OF CURRICULUM

The 2011 ELCC District Level Standards contain the guiding principles for the curricular design of the proposed Specialist in Educational Leadership degree program. The two and one-half (2.5) year curriculum is cohort-based and taught during the University’s Fall, Spring, and Summer terms. Courses will be taught in a hybrid format blending face-to-face instruction with online instruction, with three courses delivered entirely through online instruction. The 33 credit hour curriculum for the program follows.

Course Number and Title	Credit Hours	Year and Term Offered
Part I: Core Courses		
EDAD 701 Advanced Leadership and Management Theory	3	Year 1, Fall
EDAD 789 The Superintendency and District Level Leadership	3	Year 1, Spring
EDAD 760 Instructional Leadership and Supervision	3	Year 1, Maymester
EDAD 780 Politics and Policy of Education	3	Year 1, Summer
EDAD 777 School Facilities	3	Year 1, Summer
EDAD 735 School District Finance	3	Year I, Summer
EDAD 786 Topics in Educational Leadership	3	Year 2, Fall
EDAD 788 Action Research	3	Year 2, Spring
Part II: Application Courses		
EDAD 794 District Level Internship I	3	Year 2, Summer
EDAD 790 Seminar in Educational Leadership	3	Year 3, Fall
EDAD 795 District Level Internship II	3	Year 3, Fall

Total Credits **33 credit hours**

TOTAL NEW COSTS ASSOCIATED WITH IMPLEMENTING THE PROPOSED PROGRAM

The University’s existing physical plant and equipment resources are adequate to support the program during the first five years of implementation. In terms of personnel, currently the University has two full-time tenure-track faculty in educational leadership and has just hired a third. The University projects to identify a faculty member in educational leadership to serve as program coordinator through a course-release approach projected at an annual cost of \$5,000 (5 years @ \$5,000 = \$25,000). Materials/supplies costs associated with the program are projected at an annual cost of \$1,000 (5 years @ \$1,000 = \$5,000). Given the anticipated interest in the program, it is projected that the University will hire one new tenure/tenure track faculty member in educational leadership within the first three years of the program at a cost of \$60,000 (3 years @ \$60,000 = \$180,000). Support for the new faculty member, i.e., office set up, computer, printer, desk, bookcase, etc., is projected at a cost of \$5,000. Additional support to the University library is projected at an annual expenditure of \$1,000 (5 years @ \$1,000 = \$5,000). In summary, the University projects the total new costs associated with the proposed program during the first five years of implementation to be approximately \$215,000. Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state.

References

- Gates, S. (ed.). *Who is leading our schools? An overview of school administrators and their careers*. Sana Monica, CA: RAND Corporation.
- Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K. (2004). *Review of Research: How leadership influences student learning*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf>
- Center for Educator Recruitment, Retention and Retainment (CERRA). (2012). *Supply and demand survey*, retrieved from <http://www.cerra.org/research/supplyanddemand/overview.aspx>
- Terranova, M.C., Fale, E.M., Ike, R. R., Rogers, T.R., Cattaro, G.M., Fiore, M.,...Zseller, E. (2009). Snapshot of the superintendency - 2009 [PowerPoint slides] Retrieved from http://www.nyssba.org/clientuploads/nyssba_pdf/PrintOnDemand/Friday/Superintendent%20Snapshot.pdf