



COASTAL CAROLINA UNIVERSITY™

*Office of the Provost*

October 31, 2007

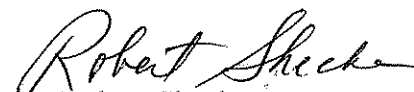
Dr. Garrison Walters  
Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 200  
Columbia, SC 29201

Dear Dr. Walters: 

Coastal Carolina University is submitting for your consideration the attached Program Planning Summary for a Master of Education in Educational Leadership.

Thank you for your help in the reviewing process. I look forward to hearing from you.

Sincerely,



Dr. Robert Sheehan  
Provost and Vice President for Academic Affairs

## PROGRAM PLANNING SUMMARY

### PROGRAM DESIGNATION

<b>Institution:</b>	Coastal Carolina University
<b>Academic unit involved:</b>	Spadoni College of Education, Department of Education
<b>Name of proposed program:</b>	<i>Master of Education in Educational Leadership (M.Ed.)</i>
<b>Proposed date of implementation:</b>	Fall 2009
<b>New Program or Modification:</b>	New
<b>Number of credit hours:</b>	42

### JUSTIFICATION OF NEED

The justification of need for the program can be approached from at least two perspectives. One perspective is the identified shortage of principals and other administrators locally and in South Carolina. The other perspective is the changing nature of the principalship and, therefore, the changing nature of the qualifications needed of individuals to be effective in principal positions.

The South Carolina Department of Education has identified that South Carolina has shortages of both principals and superintendents but not yet at the same level of teacher shortages. While the possibility of creating alternate routes for administrators has been discussed, the state has not as yet developed any such routes. A report from The South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) identified that, from a 2001 to 2006 supply and demand survey, administrative hires were at (478) in 2001, (346) in 2002, (335) in 2003, (452) in 2004, (547) in 2005, and (541) in 2006. Administrative vacancies, or unfilled positions reported during this same period, have been on an increase from 16 in 2001 to 47 in 2006.

A policy brief from the Center for Reinventing Public Education noted, however, that a quantitative analysis conducted by the Center suggests that school principal shortages are not the norm. This is based on a study of public school districts from ten regions throughout the country. The real problem identified by the Center is that principals are unevenly distributed among schools and districts. Typically, districts with the fewest applicants are those with high poverty, high challenge, high concentrations of poor and minority students, low per-pupil expenditures, and low principal salaries. The policy study also identified that the perception of a principal shortage persists not only because of an inequitable distribution of applicants but also because superintendents are not finding the characteristics needed in those principals applying for the jobs. In summary, for differing reasons, school systems across South Carolina, and across the country, are being faced with varying and, at times, significant school leadership shortages.

Beyond the question of supply and demand, as previously noted, is the question of candidate quality. A majority of superintendents rank prior leadership experience as the most important experience needed by a principal, pointing to teaching experience and background in curriculum as being less important. A publication by the Southern Regional Education Board (SREB) titled *Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals* noted that, in the 16 SREB states, school district leaders frequently report that the supply of principals is diminishing rapidly. Nevertheless, the larger problem faced is not a lack of certified principals but, rather, a lack of qualified principals. While every state may have many individuals with certificates as school administrators, no state has enough individuals with the knowledge and skills needed to lead schools to excellence. The report recommended six strategies that can be used to ensure an ample supply of highly qualified principals: 1) single out high-performers, 2) recalibrate preparation programs, 3) emphasize real-world training, 4) link principal licensure to performance, 5) move accomplished teachers into school leadership positions, and, 6) use state academics to cultivate leadership teams in middle-tier schools. Although some of these strategies are targeted to state-level initiatives, some are or can be very much university-based. Our plan would be to work closely with local school districts to recruit and support school leaders, as defined by Strategies 1 (single out high-performers), Strategy 3 (recalibrate programs), and Strategy 5 (move

teachers into leadership positions), and then have our program grounded by the recommendations of Strategy 3 (real-world training).

The Coastal Carolina University (CCU) program in educational leadership will help to address the leadership shortages for our state and surrounding school districts. This program will help professional educators meet the state requirements for certification at the advanced level for either elementary or secondary school principals. The delivery system will be face-to-face, not web-based instruction.

### **ANTICIPATED PROGRAM DEMAND AND PRODUCTIVITY**

Interactions with, and recommendations from the administrations of the two school districts closest to CCU have identified strong support for the program reinforcing that there is current demand justification. A survey was conducted in September 2007 with the Horry County School District to determine interest in the Master's in Educational Leadership. Two hundred and seventy six teachers responded and 48.9% indicated they would enroll and 30.8% indicated that they might enroll. Of those that indicated interest, 35.6% were interested in the Early Childhood/Elementary level and 54.5% were interested at the Middle Grades/Secondary level, with 9.8% unsure. When asked about alternative scheduling for the Educational leadership program 89.1% favored non-traditional scheduling. A second survey was conducted with Georgetown, Marion and Williamsburg School Districts. Eighty teachers responded and 56.58% indicated they would enroll and 26.32% indicated that they might enroll for a total of 82.90%. Of those that indicated interest, 53.70% were interested in the Early Childhood/Elementary level and 46.30% in the Middle/Secondary level. When ask about alternative scheduling for the program 87.70% favored non-traditional scheduling.

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

There is no doubt that other institutions of higher education in South Carolina offer programs in educational leadership. Public institutions identified as having such programs are The Citadel, Clemson University, The University of South Carolina Columbia, South Carolina State University and Winthrop University. Private institutions are Charleston Southern University, Converse College and Furman University. Programs range from 36 to 42 credit hours required for program completion.

In terms of geographic proximity to CCU, no program is near to the CCU region of the state that offers traditional face-to-face instruction. The two closest communities are Charleston, SC, and Columbia, SC. Individuals desiring to participate in a program in Charleston face a driving distance of 97 miles, while those driving to Columbia have a distance of 135 miles. University of South Carolina (USC) does offer a web-based program that serves various areas of the state. The Coastal Carolina curriculum will be a face-to-face delivery system serving the surrounding school districts, which differs from the USC program.

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

CCU offers masters level programs in the Spadoni College of Education, the College of Natural and Applied Science and the College of Business Administration. Programs offered in the Spadoni College of Education include the Master of Education in Early Childhood Education, Elementary Education and Secondary Education (with concentrations in English, mathematics, science, social studies). Additionally, the Master of Arts (M.A.T.) degree program is designed to offer a route to initial teacher licensure through graduate study. M.A.T. degrees are currently offered in the fields of art, English, mathematics, music, science and social studies. All programs have been nationally accredited by NCATE and share a common conceptual framework.


The curriculum for the proposed program will follow the standards of the Specialized Professional Association, Educational Leadership Constituent Council (ELCC). The M.Ed. in Educational Administration will be housed in the Spadoni College of Education and as such, the college's history of offering study at the graduate level and in working with local school districts will contribute to the success of the program.

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

CCU is interested in developing a cooperative relationship with other institutions in the state that would like to collaborate in the preparation of an Educational Leadership program. Alternative scheduling will be considered in order to make the program more attractive for candidates.

**TOTAL NEW COSTS ASSOCIATED WITH IMPLEMENTING THE PROPOSED PROGRAM**

Because the program does not focus specifically on teacher preparation or professional development, where the institution has had its graduate focus to date, new costs will be incurred. It is estimated that the program will need to hire three additional faculty members and will require additional library resources. The itemized cost for three faculty: salary (\$65,000 - \$85,000) each; fringe (28% \$18,525 - \$24,225) each; and office/technology (\$6,335) each. Total faculty hires costs: \$269,580 – \$346,680. Additional start up library resources are: \$20,000. Hiring will be spread out through the first two years of the program, two hires for the first year and one for the second year. Total estimated costs for the M.Ed. in Educational Leadership: \$289,580-\$366,680. Costs for this new program are expected to be paid for by tuition generated by the program. No additional funds for this program are expected to be requested from the state.



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Dr. David D. DeCenzo, President  
Coastal Carolina University

October, 2007