

Program Planning Summary
Master of Education Degree in Administration and Supervision
Spadoni College of Education
Coastal Carolina University

Program designation:

The program is a Master of Education (M.Ed.) degree in Administration and Supervision for a total of 42 graduate credit hours.

Proposed date of implementation: Fall 2008

Justification of need for the new program:

The justification of need for the program can be approached from at least two directions. One direction is the identified shortage of principals and other administrators. The other 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 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, higher 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 type principals that they desire.

For differing reasons, school systems across the country are being faced with varying and, at times, significant school leader 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 major 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. In developing its own program, CCU will, by working closely with local school districts, concentrate on Strategy 1, Strategy 3 and Strategy 5 and be guided by the recommendations of Strategy 2.

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. Likewise, these same observations have been shared by the Executive Director of the Pee Dee Education Center located in Florence, SC. The Center works closely with 19 districts in eight counties of that region of the state. Finally, the continued local student participation in the USC Columbia program for principal preparation offered at CCU through distance learning reinforces the interest in the area for the program.

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. As South Carolina has established a formal affiliation with the National Council for Accreditation of Teacher Education (NCATE), all education programs at public institutions in the state are expected to be nationally accredited by successfully addressing standards established by NCATE and the appropriate affiliated specialized professional association. For programs in educational leadership this association is the Educational Leadership Consortium Council (ELCC). The ELCC provides program standards to NCATE for the preparation of school leaders and is comprised of three NCATE constituent member associations: Association for Supervision and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP).

In terms of geographic proximity to CCU, no program is near the CCU region of the state, with the two closest communities being Charleston, SC, and Columbia, SC. Individuals desiring to participate in a program at an institution in Charleston, SC, face a driving distance of 97 miles. For those who desire to participate in a program in Columbia, SC, the driving distance is 135 miles. It is important to note that CCU has benefited greatly from its relationship with USC in many ways, one of which is the distance learning delivery of the USC Columbia M.Ed. in Educational Administration through the CCU campus. And, while it is possible for individuals to participate in a program via such distance learning delivery, it is felt that a locally-

based program will be able to respond to local needs in a more immediate way as well as be developed and delivered in a more collaborative manner with area school districts. As previously noted, this relates to the recommendations from SREB, i.e., work with districts in program design, candidate selection, and delivery.

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) the Master of Arts in Teaching in art, English, mathematics, music, science and social studies. As the proposed program will be administered by the Spadoni College of Education, the Spadoni College's history of offering study at the graduate level and in working with area school districts are seen as positive factors in support of the program.

Relationship of the proposed program to other institutions via inter-institutional cooperation:

CCU is interested in developing a cooperative relationship with any other institution in the state that would like to collaborate in the preparation of school administrators and supervisors. This cooperation can be in the form of resource sharing in terms of instructional resources, personnel resources, or coursework. This can be through face-to-face cooperation or through electronic cooperation, or a combination. Alternative scheduling can also make the program more attractive for candidates and will be considered.

Total new costs:

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 in additional faculty and library resources will be incurred. It also is anticipated that, based on the institution's desire to work closely with area school districts in the delivery of the program, there will be additional administrative costs as well. In a preliminary review, the institution has identified costs anticipated in faculty, library and administration at \$180,000 to \$190,000.