

**DATE:** July 17, 2003

**SUBJECT:** Multiple On-line Masters of Education in Advanced Studies in Teaching and Learning at Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University and University of Memphis

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed program is a unique opportunity for six universities of the TBR system to collaborate with one another in partnership with the Tennessee State Board of Education and the Tennessee Department of Education to enhance P-12 education, address teacher shortages, and the federal requirements of “No Child Left Behind.” The proposed program is developed in a manner similar to the associate and baccalaureate degrees approved by the Commission as Regents On-Line Degrees (RODP).

**PROPOSED START-UP DATE:** Upon approval

Commission staff reviewed this program proposal according to the academic standards adopted by the Commission on November 14, 2002. Each relevant standard is referenced below.

**1.1.20A MISSION:** The mission of the proposed RODP Master’s Degree program is consistent with the mission of each of the participating six Regents institutions.

**1.1.20B CURRICULUM:** The proposed program provides advanced professional preparation in the area of reading and language arts for practicing Pre-K through eighth grade classroom teachers. The curriculum is designed to allow teachers to receive advanced professional preparation consistent with National Board for Professional Teaching Standards (NBPTS), and is supportive of achieving certification in Early and Middle Childhood/Literacy: Reading-Language Arts. The core is aligned with NBPTS generalist certificates to support teachers who seek national certification. The curriculum requires the completion of 33 semester hours. Eleven of these courses were newly developed.

<u>Course Name</u>	<u>Credit Hours</u>
Major Field	18
Concentration	<u>15</u>
	33

**1.1.20C ACADEMIC STANDARDS:** Students applying to the program must meet the College's general requirements for admission, retention, and graduation and stated in the catalog.

**1.1.20D FACULTY:** No additional faculty will be required to implement the proposed program. Current faculty members from all six universities will contribute to developing on-line courses to offer the required curriculum.

**1.1.20E LIBRARY RESOURCES:** No additional library resources are required. Traditional and on-line resources are available to students.

**1.1.20F ADMINISTRATION/ORGANIZATION:** The proposed will be housed within the College of Education of each of the six participating institutions.

**1.1.20G SUPPORT RESOURCES:** The proposed program will be implemented within current resources.

**1.1.20H FACILITIES/EQUIPMENT:** The proposed program is an on-line program, no educational facilities are required.

**1.1.20I STUDENT AND EMPLOYER NEED AND DEMAND:** Schools are facing a teaching shortage at the very time that more is being expected of them. Nowhere is this more evident than in the schools that have been identified as "low performing." New initiatives are needed to recruit and retain good teachers and ensure that all teachers in the core subject areas meet the "highly qualified" standard established in "No Child Left Behind." Teacher turnover rates are extremely high, exceeding 40 percent for newly hired teachers during the first five years in the classroom and the number of minority teachers does not reflect the composition of the population in the state. The proposed program will also address the issue of teachers temporarily employed on waivers and the concern of teachers losing their jobs because they do not meet the criteria of being highly qualified.

**1.1.20J NO UNNECESSARY DUPLICATION:** N/A

**1.1.20K COOPERATING INSTITUTIONS:** Tennessee Board of Regents universities

**1.1.20L DESEGREGATION:** The creation of the proposed program will not impede the state's efforts to achieve racial diversity.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** Upon approval, the proposed program will be submitted to SACS as a statewide "substantive change." Accreditation from the National Council for the Accreditation of Teacher Education (NCATE) will be sought in 2004. Internal evaluations are based on alumni surveys, employer surveys, and external reviews associated with accreditation/performance funding.

**1.1.20N GRADUATE PROGRAMS:** The proposed program is based on the principles set forth by the Tennessee Council of Graduate Schools.

**1.1.200 EXTERNAL JUDGMENT:** The proposed program was developed as a collaborative effort that included the Tennessee State Board of Education, the Tennessee Department of Education, and the National Board for Professional Teaching Standards.

**1.1.20P COST/BENEFIT:** The primary benefit for offering the proposed program will be to the teachers and students of the state of Tennessee. It is a proactive step to address issues of teacher shortages and teacher quality. Projected operating costs will be recovered by on-line fees paid by students. No addition new funds are required to support the proposed program. Estimated enrollment and productivity:

Student Projections	FTE Enrollment	Graduates
Year 1	20	0
Year 2	40	8-10
Year 3	40	15-20
Year 4	60	35-40
Year 5	60	50-60

**1.1.30 1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following approval. The review will be based on goals established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The goals will include, but not be limited to enrollment and graduation numbers, program cost, progress toward accreditation, library acquisitions, student performance, and other goals set by the institution and agreed to by governing board and Commission staff. As a result of this evaluation, if the program is deficient, the Commission may recommend to the governing board that the program be terminated. Copies of such recommendation will be forwarded to the Education Committees of the General Assembly. The Commission may also choose to extend this period if additional time is needed and is requested by the governing board.