

Program Planning Summary
to the
South Carolina Commission on Higher Education

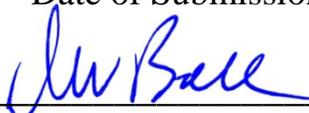
Establish the M.Ed. in
Teaching and Learning
Program

College of Education

Lander University

April 30, 2010

Date of Submission



Daniel Ball, President

1. New Program Proposal:

Master of Education in Teaching and Learning with areas of concentration in Instructional Technology, Middle Grades, Diverse Learners and Physical Education.

2. Proposed Date of Implementation:

May 2011

3. Justification of Need for the Proposed Program:

Based on the South Carolina District report card, nearly 50 percent of teachers from Abbeville, Greenwood, Laurens and McCormick districts lack advanced degrees. This is the population that has traditionally served as Lander’s student base. A review of the six advanced Curriculum and Instruction degree programs in South Carolina indicates there is a need for Lander’s proposed Masters in Teaching and Learning. Lander’s program will fill a niche while allowing students to follow one of four areas of concentration: Educational Technology, Diverse Learners, Middle Level Education or Physical Education.

This program is designed to provide educators with the knowledge and skills necessary for teaching and communicating with diverse populations across multiple media platforms and for interacting with the local, state and global community. Students will also develop higher order thinking skills as well as demonstrate the ethical and meaningful use of technology, multimedia and assessment data.

4. Anticipated Program Demand and Productivity:

A recent review of the South Carolina District report card indicates that nearly 50 percent of teachers from Lander University’s primary service area (Abbeville, Greenwood, Laurens, and McCormick districts) lack advanced degrees. A survey completed by the Human Resource Directors of the Western Piedmont Education Consortium (WPEC) in spring 2009 indicated that the highest need areas for certified teachers included Middle Level science and mathematics, special education and English for Speakers of Other Languages (ESOL) endorsement. In March of 2010, Dr. Cynthia Pitts, the regional director for the Education and Economic Development Act (EEDA), administered an e-survey to all teachers in the ten WPEC school districts, all employees at Piedmont Technical College and area businesses. Results indicate interest from area business personnel and from individuals employed by Piedmont Technical College but a significant interest from area school professionals in a master’s-level program such as that proposed in this document. The largest potential pool appears to be area professional educators. Of the survey respondents, 22% indicated an interest in the Lander M.Ed. program with 50% of those interested in the middle level concentration, 25% in ESOL and 12.5% respectively in special and physical education

(<http://www.gwd50.org/I168910499546130/fonns/ResultsOverview.asp?DisplayHeader=Yes&SurveyID=263>). This degree may provide technical colleges, as well as local and regional businesses with additional avenues to provide professional development and/or prepare employees to meet the needs of the global workforce. The proposed program will also provide opportunities for add-on certification to certified teachers for current and future critical needs.

ACADEMIC YEAR	FALL ENROLLMENT	SPRING ENROLLMENT	SUMMER ENROLLMENT	DEGREES AWARDED
2010-2011	Not Applicable	Not Applicable	8	Not Applicable
2011-2012	10	12	14	Not Applicable
2012-2013	16	18	20	8

5. Assessment of the Extent to Which the Proposed Program Duplicates Existing Programs in the State:

Other universities offer full graduate programs in

- Diverse Learners (ESOL, Gifted and Talented or Special Education): USC-Upstate, USC-Columbia, USC-Beaufort, College of Charleston, Clemson, Furman University, Columbia College, Bob Jones University, Converse College
- Instructional Technology: USC-Aiken, USC-Columbia, Winthrop
- Physical Education: USC-Columbia, Winthrop, Bob Jones University, The Citadel
- Middle Level: Clemson, Winthrop, Converse, USC-Columbia

Southern Wesleyan and Anderson University offer generic M.Ed. programs. No other universities, however, offer the M.Ed. in Teaching and Learning with the selection of concentrations in Lander’s proposed program.

6. Relationship of the Proposed Program to Existing Programs at the Proposing Institution:

The proposed Master’s in Teaching and Learning will include concentrations in Instructional Technology, Diverse Learners, Middle Grades and Physical Education. Upon its implementation, Lander’s M.Ed. in Elementary Education will be discontinued. The proposed program will incorporate some of the existing core courses (e. g., research and advanced psychology) from the current M.Ed. in Elementary Education and the M.Ed. in Montessori Education degree programs. Some of the summer and foundational classes are currently offered as part of Lander University’s M.Ed. in Montessori or to provide for educator add-on or recertification needs. The assessment system for the proposed program will be based on Lander’s Conceptual Framework to provide continuity with other Lander education programs.

7. Relationship of the Proposed Program to Other Institutions via Inter-Institutional Cooperation:

The proposed program will be administered solely through Lander University. Inter-institutional cooperation of the proposed program will be subject to current guidelines for transfer of graduate credit as outlined in Lander’s 2009-10 Catalog:

As many as nine semester hours of graduate credit verified by an official transcript and approved by the Director of Graduate Studies may be transferred from a regionally accredited institution of higher education. No more than nine hours of coursework which have prior approval may be used in the degree program. Credit is not awarded for correspondence courses. Only courses on which grades of B or better have been earned will be accepted as transfer credit from another institution. Professional development courses, seminars, and workshops do not transfer toward a degree program. Courses with Pass or Fail offered as final grades do not transfer. (http://www.lander.edu/academics/catalog/09-10_grad_te_prog.pdf, page 350)

8. Outline of Curriculum:

The curriculum will provide students with an education that is interdisciplinary, project-based and research-driven and consists of 36 semester hours of course work and other learning activities.

- **Foundational Core (15 hours)**
 - EDUC 6xx: Communication in Technology
 - EDUC 620: Advanced Educational Psychology & Applied Learning Theories
 - EDUC 623: Research Methods
 - EDUC 682: Practicum/Internship
 - EDUC 6xx: Capstone course

- **Concentration areas - choice of one (12 hours):**

1. Educational Technology <ul style="list-style-type: none"> – EDUC 6xx: Instructional Design & Development: Tools – EDUC 6xx: Instructional Design & Assessment – EDUC 6xx: Management of Technology Resources – EDUC 6xx: Integration of Technology & Instruction 	2. Diverse Learners <ul style="list-style-type: none"> – EDUC 6xx: Principles for Teaching Linguistically and Culturally Diverse Learners – EDUC 677: Characteristics of Diverse Learners – EDUC 656: Behavior & Classroom Management – EDUC 655: Teaching Content Area Reading & Writing to Diverse Learners
3. Physical Education <ul style="list-style-type: none"> – PEES 6xx: Advanced Motor Development and Motor Learning – PEES 6xx: Curriculum Development in Physical Education – PEES 6xx: Study of the Teaching of Physical Education – PEES 6xx: Supervision and Assessment in Physical Education 	4. Middle Level <ul style="list-style-type: none"> – EDUC 645: Middle Level Curriculum & Organization – EDUC 622: Advanced Growth & Development –Adolescent – EDUC 6XX Middle School Pedagogy – EDUC 655: Teaching Content Area Reading & Writing to Diverse Learners

- **Related Studies to support or complement Concentration – choice of 9 hours from suggested courses in other concentrations or these courses**

- EDUC 656: Behavior & Classroom Management
- EDUC 672: Teaching Individuals with Disabilities
- EDUC 676: Assessment of Diverse Learners
- EDUC 6xx: Linguistics
- EDUC 6xx: Universal Design for Learning
- PEES 6xx: Sport Psychology

9. Total New Costs Associated with the Proposed Program:

New costs for this program will be minimal since the majority of the courses in the current M.Ed. program will be eliminated and replaced with courses in the proposed program. One anticipated cost is approximately \$10,000 annually for a part- time administrative assistant. Costs associated with software licensing for technology courses are also expected in the amount of \$3,000. Software needs include simulation, wiki, and podcast software and potential upgrades to Lander University’s video conferencing software. Finally, several adjunct faculty will be hired to teach undergraduate sections currently taught by full-time Lander faculty, freeing them to teach graduate-level classes. The current part-time faculty cost is \$2,100 per course.

10. Selected References:

- <http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/EducationProfiles.html>
- <http://ed.sc.gov/agency/Accountability/Regional-Services/EEDAHomePage.html>