

**New Program Proposal
 Master of Education (M.Ed.) in Teaching and Learning
 Francis Marion University**

Executive Summary

Francis Marion University (FMU) requests approval to offer a program leading to a Master of Education (M.Ed.) in Teaching and Learning to be implemented in Spring 2019. The proposed program would offer coursework needed for individuals completing alternative pathways to certification. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/18	Not Applicable
ACAP Consideration	03/29/18	Francis Marion University (FMU) representatives introduced the M.Ed. as a program targeting regional participants in alternative routes to certification. FMU is currently the partner with Teach for America (TFA) participants who seek full certification in South Carolina. ACAP members sought clarification that the M.Ed. did not function like a Master of Teaching (MT) or Master of Arts in Teaching (MAT) leading to initial certification. While the program does not lead to initial certification, it provides required coursework and pedagogical support for alternative routes that do lead to initial certification. CHE staff clarified that a student could not complete two initial routes toward certification, e.g., an MAT and PACE. In addition, FMU will target current undergraduates earning degrees in critical subject areas to consider PACE and completing this master degree that provides support to beginning teachers. Following remaining discussion about the proposal (see below), ACAP members voted to recommend the program proposal.
Comments, questions, and suggestions from CHE staff sent to the institution	4/4/18	Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward: <ul style="list-style-type: none"> • Provide a more detailed account of vacancies and potential participants in the regional area served by this program; • Provide clarification on whether this program would serve individuals seeking certification in elementary and early childhood education; • Do you have any data on the interest of the 1,057 students (p. 2) in entering the teaching profession? • Please check the employment numbers provided in the document;

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> Please share any formal or informal agreements established with the State Department of Education related to this degree, current alternative certification programs, and the potential of becoming an approved alternative certification program; and Given the discussion at ACAP that this program is offered online, what assurances can you provide that this program will remain regional?
Revised Program Proposal Received	4/17/18	The revised proposal satisfactorily addressed the questions and request for revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing (CAAL) approve the Master of Education in Teaching and Learning to be implemented in Spring 2019.

Francis Marion University Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	307 (94.17%) / 19 (5.83%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	9
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	2

Industry related Occupational Wages and Projections in South Carolina, 2014 – 2024*

Occupational Field ¹	2016 Median Income ²	2014 Estimated Employment ³	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	\$45,440	120,127	129,963	9,836	.79%	8.19%

¹ "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Wage Rates for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

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NEW PROGRAM PROPOSAL

Name of Institution **Francis Marion University**

Name of Program (include concentrations, options, and tracks)

Masters of Education (M.Ed.) Teaching and Learning

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation **Spring semester 2019 1/08/2019** CIP Code **13.0301**

Delivery Site(s) **Francis Marion University, Florence, SC site # (50301)**

Delivery Mode

- Traditional/face-to-face* Distance Education
*select if less than 50% online 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Tracy Meetze-Holcombe
Dean, School of Education
843-661-1558
tmeetzeholcombe@fmarion.edu

Institutional Approvals and Dates of Approval

School of Education: August 17, 2017
Graduate Council: September 26, 2017
Faculty Senate: October 17, 2017
University Faculty: November 28, 2017
Board of Trustees: March 1, 2018

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Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Mission of Francis Marion University is threefold, as denoted in the *University Catalog* (p. 7): to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Currently, both the Pee Dee region and the state of South Carolina face a critical teacher shortage. 6,500 teachers left their positions in 2016, while teacher education programs only produced 1,700 graduates to fill those vacant positions. An excerpt from the 2017-18 *CERRA Supply and Demand Report* further supports this claim:

Vacant teaching positions often are concentrated not only in certain subject areas, but also in specific geographical areas in the state. One particular region, the Pee Dee region, consists of 18 school districts that account for roughly 17% of all teaching positions in South Carolina. The districts in this region, however, represent almost one-third of all vacant teaching positions reported at the beginning of the 2017-18 school year.

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ool District One, the hub of the Pee Dee region, reported 481 teacher vacancies to begin the 2016 school year. That is an estimated 10,000 school aged students without a teacher in this district alone. While data could not be obtained as to how many remained vacant to begin the school year, the School Report Card reports that .9% (114) of the 1,140 teacher vacancies in the district were vacant for more than nine weeks. A specific breakdown of content is not available. Francis Marion University serves all districts in the Pee Dee region, thus the teacher shortage of the districts the university serves is alarming.

Currently, there is a movement underway to create an alternative certification pathway offered through Educator Preparation Programs (EPPs). At this time, this M.Ed. program will provide course work needed to provide the post-baccalaureate courses for current alternative certification pathways as well complete the M.Ed. in Teaching and Learning. The program will also allow for the necessary coursework to be offered at which time the EPP is granted authority to offer an alternative certification pathway. **The degree in and of itself does not serve as alternative certification.** Moreover, the courses for alternative certification are embedded in the program, thus allowing and encouraging students to continue beyond the required nine hours in order to earn the full M.Ed. This will also allow them to enter the teaching profession at a higher rate of pay.

Currently, the only data we have to support this idea is from the Teach for America (TFA) alternative certification pathway. We are the partner university for TFA candidates in South Carolina. The nine hours of coursework required for licensure is taking mandatorily at Francis Marion University. Students are given the opportunity to continue work after obtaining the nine hours to obtain the complete M.Ed.

In the current cohort, there are 17 students, with 10 working towards the full degree, thus 59% of the entire cohort seek the full M.Ed. It is the expectation that the group targeted here will mirror the current data. This will become the program for all alternative certification participants (TFA, PACE, etc.).

The creation of a M.Ed. in Teaching and Learning is an attempt to allow those persons matriculating through the alternative certification pathway to concomitantly obtain a master's

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degree.

For those matriculating through as alternative certification candidates, they will be in local area schools, thus allowing for coaching and mentoring that is necessary to such programs. This further ensures that the program will remain regional, as travel would become an issue without students being placed in the local area.

This program will also allow anyone else the opportunity to obtain a M.Ed., educator or non-educator.

The target audience for this program, however, will be those students matriculating through an alternative certification program. (TFA, EPPAC, PACE, etc.)

While there is no formal MOU at this time, it is forthcoming. We are working with the State Department of Education to become the hub for PACE in the Pee Dee region, as there is not a defined PACE presence in the area. Once complete, the MOU will be shared.

A breakdown of this intended audience follows:

Major	Current Number of Enrolled Students
Biology	383
Chemistry	74
English	67
General Studies	17
History	41
Mass Communication	65
Mathematics	20
Modern Languages	18
Physics	24
Political Science	86
Psychology	262
TOTAL	1,057

The intent is to work with the Career Development Office and try to recruit at least 25% of these students to become teachers. All data obtained at this point is anecdotal; however, the anecdotal data suggests that we will have, at a minimum, the projected enrollment listed herewith.

List the program objectives. (2000 characters)

1. Graduates will be able to solve instructional problems using technology.
2. Graduates will be able to identify and describe learning differences.
3. Graduates will be able to assess learning and behavior.
4. Graduates will be able to articulate reading related theories, skills, and instructional practices.
5. Graduates will be able to teach reading and writing skills related to content subjects in an integrated manner.
6. Graduates will be able to apply research supported techniques to assist students experiencing difficulty in reading and written language.
7. Graduates will be able to articulate key concepts related to curriculum theories and application models used to support teaching and learning.
8. Graduates will be able to effectively plan, both long range and short range to improves student achievement and classroom measurement.

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- 9. Graduates will exhibit evidence based prevention and intervention techniques in response to behaviors in the classroom.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Statewide, the projected teacher shortage is expected to compound over the next several years. The *Teacher Supply Study Report* produced in May 2016 denotes a projected shortage in 2016-17 of 164; 2021-22 of 888; and 2027-28 of 2,487. Assuming an average of 20 students per teacher, that equates to around 50,000 South Carolina students without a teacher in 2027-28. While these numbers are statewide, the numbers in the Pee Dee region are even more concentrated due to the fact that many of the schools in the area are Title I, high poverty schools.

Since Francis Marion University serves the majority of the Abbeville districts, it is fitting that this university would respond to this need. With the university having around 1,000 graduates annually that may not be immediately employable, it seems appropriate to recruit these individuals into education.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes
- No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs/Shortage of Teachers in this Area 2021-22	Expected Number of Jobs/Shortage of Teachers in this Area 2027-28	Data Source
Biology, Chemistry, Physics (Combined as Sciences)	553	774	<i>Teacher Supply Study Report, May 2016</i>

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History and Political Science (Social Studies)	490	650	<i>Teacher Supply Study Report, May 2016</i>
Mathematics	459	527	<i>Teacher Supply Study Report, May 2016</i>
Spanish	123	182	<i>Teacher Supply Study Report, May 2016</i>

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Looking at the students from whom we will recruit for this program, this table is aligned to jobs in those areas. Early Childhood, Elementary, and Special Education are not targeted, as we intend to work under the auspices of the current PACE program.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

With the addition of this new M.Ed. in Teaching and Learning we anticipate that our M.Ed. program in Instructional Accommodation (I.A.) which presently and for some time has had low enrollments and is sustained with students in alternative programs will be terminated and those students in the M.Ed. IA program will be routed into the M.Ed. in

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Teaching and Learning. Given its diverse appeal, this new M.Ed. will lead to a broader base enrollment. For this new M.Ed. in Teaching and Learning, no new faculty, staff, administrative personnel, services, or facilities will be required.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. Teaching and Learning	Bob Jones Univ.	Courses: methods, learning differences, curriculum, assessment, technology, research 30 hours	Philosophy/history course No literacy preparation
M.Ed. Teaching and Learning	Clemson Univ.	Courses: research, curriculum 30 hours	Multiple Tracks: STEAM, Experiential Learning/Early Childhood, Instructional Coach No literacy preparation
M.Ed. Teaching and Learning	Lander Univ.	Courses: research, technology, classroom management	Focus on ELL and LEP Multiple Tracks: Diversity, Exercise/Sports, Instructional Technology 36 hours No literacy preparation

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Description of the Program

Projected Enrollment*						
Year	Fall		Spring		Summer terms	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-19	----	---	10	60	10	120
2019-20	10	60	25	150	15	180
2020-21	15	90	35	210	20	240
2021-22	20	120	45	270	25	300
2022-23	25	150	55	330	30	360

Enrollment is projected assuming admitting a cohort of 10 students in Spring 2019

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Applicants will be required to pass the Praxis II Content Area Specialty exam for which licensure is being sought. This is because this program only seeks to provide content pedagogical and dispositional knowledge. Passing the Content Area of Praxis II will meet the subject area criteria.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: Curriculum by Year or Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 3					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

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Curriculum by Category*					
Category Title	Course #	Course Title	Credit Hours		
Education Foundation Core	EDUC 611	Solving Instructional Problems Using Technology	3 hours		
	EDUC 621	Understanding Learning Differences	3 hours		
	EDUC 622	Assessment of Learning and Behavior	3 hours		
	EDUC 624	Behavior Management	3 hours		
	EDUC 648	Educational Research	3 hours		
Literacy Preparation	EDUC 637	Foundations of Reading	3 hours		
	EDUC 737	Content Area Reading and Writing	3 hours		
Pedagogical Preparation	EDUC 626	Concepts and Methods in Education	3 hours		
	EDUC 628	Planning for Teachers	3 hours		
	EDUC 629	Classroom Management and Supervision	3 hours		
TOTAL			30 hours		

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required: 30

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Course Descriptions for New Courses

Course Name	Description
EDUC 626	<p>Concepts and Methods in Education This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.</p>
EDUC 628	<p>Planning for Teachers This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.</p>
EDUC 629	<p>Classroom Management and Supervision This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.</p>

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Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Assistant Professor	Full	EDUC 621: Understanding Learning Differences EDUC 626: Concepts and Methods in Education EDUC 627: Practicum: Concepts and Methods in Education EDUC 628: Classroom Management and Supervision	Ph.D. Educational Administration, The University of Southern Mississippi	Program Coordinator
Assistant Professor	Full	EDUC 611: Solving Instructional Problems Using Technology	Ed.D. Curriculum and Instruction, University of South Carolina	
Assistant Professor	Full	EDUC 622: Assessment of Learning and Behavior EDUC 628: Planning for Teachers	Ed. D. Curriculum and Instruction, University of South Carolina	
Associate Professor	Full	EDUC 637: Foundations of Reading EDUC 745: Teaching Reading and Written Language to Divergent and Exceptional Learners EDUC 746: Practicum: Teaching Reading and Written Language to	Ph.D. Literacy, UNC Chapel Hill	

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		Divergent and Exceptional Learners		
Assistant Professor	Full	EDUC 638: Assessment of Reading EDUC 639: Practicum: Assessment of Reading	Ph.D. Education, University of Tennessee Knoxville	
Assistant Professor	Full	EDUC 737: Content Area Reading and Writing EDUC 629: Classroom Management and Supervision	Ph.D. Reading Education, Oakland University	
Associate Professor	Full	EDUC 770: Supervised Internship	Ph.D. Educational Administration, University of South Carolina	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty 0 Staff 0 Administration 0

There will be no additional faculty needed to teach the three new courses required for the new M.Ed. program. There will be no staff or administrative personnel needed to support the proposed program.

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

There will be no additional faculty needed to teach the three new courses required for the new M.Ed. program. There will be no staff or administrative personnel needed to support the proposed program.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The James A. Rodgers Library at Francis Marion University has ample existing resources, in education, to support this program. Major resources are summarized below.

Overall

- Hardcover books: 273,294 volumes
- Microform books: 38,072 volumes
- Accessible e-books: 412,755
- Periodicals (hardcover and microform): 58,226 volumes
- Periodicals (current subscriptions): 974
- Accessible e-journals: 45,359
- Accessible databases: 160

Education

- Bibliographic Record/Title Count: 17,679 titles
- E-journals
- Education: 1,683 titles
- Instruction & Pedagogy: 213 titles

Services: The library provides ample services to students and faculty, both in-person, and online. Reserves, library instruction, web-based research guides, interlibrary loan/PASCAL Delivers are available to all students. Distance Education students may receive “chat” reference assistance with trained Reference Librarians during the same hours that in-person assistance is available.

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Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

- Center for Academic Success and Advisement (CASA)
 - Houses: Writing Center, Tutoring Center, Career Development
- Computer and technology services
- SwampFox Emergency alert
- Counseling and Testing provides professional counselors
- Student Health Services provides health care.
- University Center provides students with athletic facilities.
- Campus police station is located next to the Leatherman Science Facility (LSF)
- FMU Patriot Bookstore
- Financial services
- Advisement by School of Education Faculty

No new student support services will be required to support the proposed M.Ed. program. The above services are already available on our campus.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

All, current office space, instructional space, and classroom technologies are sufficient to provide for the proposed program. There will be no staff or administrative personnel needed to support the proposed program.

For this new M.Ed. in Teaching and Learning, no new facilities will be required. All current instructional space, classrooms, and offices are sufficient to meet the needs of the proposed program.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

For this new M.Ed. in Teaching and Learning, no new facilities will be required.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration						
Faculty and Staff Salaries						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total	0	0	0	0	0	0
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	93,600	202,800	280,800	358,800	436,800	1,372,800
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	93,600	202,800	280,800	358,800	436,800	1,372,800
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	93,600	202,800	280,800	358,800	436,800	1,372,800

Estimates made with current FMU in state graduate student tuition per credit hour of \$520.00

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

There will be no new costs associated with the creation of this new Program.

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Graduates will be able to solve instructional problems using technology.	Technology Portfolio
Graduates will be able to identify and describe learning differences	Case Study
Graduates will be able to assess learning and behavior.	Classroom Management Plan
Graduates will be able to articulate reading related theories, skills, and instructional practices.	Reading and Writing Intervention Plan
Graduates will be able to assess reading in terms of theories, measurement, procedures, data interpretation, and intervention implications.	Reading Assessment Portfolio
Graduates will be able to apply research supported techniques to assist students experiencing difficulty in reading and written language.	Reading and Writing Intervention Plan

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<p>Graduates will be able to articulate key concepts related to curriculum theories and application models used to support teaching and learning</p>	<p>Curriculum Model Exam</p>
<p>Graduates will be able to effectively plan, both long range and short range to improve student achievement and classroom measurement.</p>	<p>Lesson Plans</p>
<p>Graduates will exhibit evidence based prevention and intervention techniques in response to behaviors in the classroom.</p>	<p>PBIS Project</p>
<p>Graduates will be able to teach reading and writing skills related to content subjects in an integrated manner.</p>	<p>Content Area Lesson Development /Classroom Observation</p>

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Will the proposed program seek program-specific accreditation?

- Yes
No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Because the School of Education is CAEP accredited, this program will fall within the unit. We will seek State review with this graduate program, as there is not a specific SPA in Teaching and Learning. (Guidelines in Regulation 43-90, I.C.6)

Will the proposed program lead to licensure or certification?

- Yes
No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

- Yes
No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.