

**PROGRAM MODIFICATION PROPOSAL FORM**

Name of Institution: University of South Carolina Upstate

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Adding a new track to four existing tracks offered in the M.Ed. in Applied Learning and Instruction titled "Research in Practice."

Current Name of Program (include degree designation and all concentrations, options, and tracks): M.Ed., Applied Learning and Instruction. The four tracks currently include Early Childhood, Elementary, Literacy, and Teaching English to Speakers of Other Languages (TESOL).

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Track titled: Research in Practice.

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 currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 13.1299

Current delivery site(s) and modes: University of South Carolina Upstate – Spartanburg campus, online

Proposed delivery site(s) and modes: University of South Carolina Upstate – Spartanburg campus, online

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

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Institutional Approvals and Dates of Approval:

Approved by unit on December 14, 2018.  
Approved by Academic Affairs on March 1, 2019.  
Approved by Faculty Senate on March 29, 2019.

Approved by the Provost's Office on April 16, 2019.

### **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

USC Upstate strives "to prepare our students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life" (USC Upstate Mission Statement). The School of Education, Human Performance, and Health understands the need for our area teachers to be fully prepared to meet both the emerging and established needs of our communities and students, helping to serve as an engine for economic growth in our state through the preparation of a skilled workforce. The M.Ed. in Applied Learning and Instruction was established to provide a mechanism to meet the regional needs of the districts we serve – Spartanburg Districts 1-7, Union, and Cherokee County – to prepare this skilled workforce and help prepare a generation of college-and-career ready citizens.

The proposed modification, adding an additional track titled, Research in Practice, to the M.Ed. in Applied Learning and Instruction, is in response to the direct requests and expressed needs of our area districts. Our district partners have expressed an interest in ensuring that research reaches classroom teachers and is implemented in classrooms to benefit K-12 students. This track is identical in format to the four existing tracks already approved and being offered. Like the other four tracks, the proposed "Research in Practice" track would be composed of 5 courses (15 credit hours as a part of this 36-hour M.Ed. program. The addition of this track does not alter any other part of the approved degree, and the core courses for the degree remain the same. The addition of the proposed track does not require any additional resources, including faculty.

The proposed track would include the addition of two new "Research in Practice" seminar courses that require reading of current research in selected pedagogical and research practices, planning for implementation of research-based strategies and interventions in classrooms, and the implementation and evaluation of these strategies and interventions based on current district data, interventions, and targeted innovations. These two courses (3 credit hours each) have been approved through our processes at USC Upstate. The remaining three courses (9 hours) in this 15 credit-hour track will be graduate courses already offered at USC Upstate that work together as a cognate allowing middle-level and secondary educators in particular to specialize in areas identified by their principals and superintendents. Superintendents and district leaders requested the development of this track to enable teachers to pursue valued endorsements in areas of current need such as problem-based learning and gifted and talented education. This track would allow districts to develop specific expertise based on school and student need and would also provide professional advancement for teachers for whom the existing four tracks are not as relevant.

### **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Thanks to the implementation of the cohort model with our district partners, we currently have 200 teachers enrolled as graduate students in the Masters in Applied Learning and Instruction this spring and anticipate adding another 100 students this fall. Spartanburg Districts 2,3,5,6, and 7 specifically requested that USC Upstate develop this additional fifth track to emphasize the implementation of research-based strategies. District 7, for example, would like teachers in two of the most high-needs schools to focus on this track in conjunction with the emphasis on school-wide data-informed continuous improvement interventions taking place; a cohort of 50 teachers from these two schools will enroll in the M.Ed. program this fall and District 7 hopes the Research in Practice track may be available to this group of educators working in high-needs communities. Districts such as Spartanburg Districts 2 and 6 are also eager for the proposed track, it would allow educators completing specific district-identified graduate training such as in project-based learning coursework to transition those stand-alone courses to a master's degree. Finally, all participating districts view this track as needed to increase degree relevance for middle and secondary teachers. The existing four tracks do not allow for the level of specialization or types of advanced pedagogy most relevant to middle and secondary educators, and districts facing an ever increasing shortage of middle level and secondary teachers, the

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superintendents and principals view this track as critical in advancing teacher skill, recruiting, and retaining our highest quality educators.

**Transfer and Articulation**

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

**Description of the Program**

Projected Enrollment for “Research in Practice” Track						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019-2020	75	75	-	75	3	78
2020-2021	3	81	3	84	3	87
2021-2022	75	87	-	87	3	87
2022-2023	3	87	3	87	3	87
2023-2024	75	87	-	87	3	87

Explain how the enrollment projections were calculated.

These numbers reflect cohort agreements in place with our Spartanburg area districts; districts enroll cohorts of 25 teachers per cohort, each enrolling in 2 courses per semester as determined by the district. The enrollment numbers above reflect this cohort structure; numbers should remain relatively stable across years as students continue through the cohort, complete the degree, and new cohorts will begin in Fall 2019 and Fall 2021.

The enrollment numbers above assume three cohorts of 25 students per cohort across all 6 participating districts (Spartanburg Districts 1, 2, 3, 5, 6, and 7) will begin every other fall for this new proposed track. The cohort model assumes a two-year completion time assuming students follow the recommended program of study and take two courses per term. Because each cohort has 25 students and each of the six districts currently participating plan to offer one cohort for this track once every four years to their teachers (with a two-year completion time), there would be 75 teachers per year in the track simply from the cohorts. Additionally, we estimate three non-cohort graduate students in the M.Ed. program per term will pursue this track, beginning in summer of 2020, resulting in between 3 and 9 students per year adding to the headcount.

Because the program is designed to be completed in two years, students will be entering and exiting the program via the cohorts resulting in stable numbers for this program over the next five years. In addition to the cohort figures, estimates include the enrollment of students who may decide to pursue this degree outside of the district cohort structure (3 students per term).

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

The M.Ed. in Applied Learning and Instruction requires 36 credit hours (12 courses). 21 of these credit hours are in a core sequence of courses (7 classes) and 15 of these credit hours are in a track (5 courses). Current tracks include Early Childhood, Elementary, Literacy, and Teaching English to Speakers of Other Languages (TESOL). The new track will have 15 credit hours (5 courses) as well. Two of these courses (6 hours) will be required courses (EDTE

U760 and EDTE U761) and the remaining three courses (9 hours) will be an agreed upon concentration or cognate focused on a particular area of study. All but two required courses (listed below) are currently offered in the program. Please see the attached sheet to see how the proposed track fits into the full program of study.

### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	EDTE U760 Research and Intervention Design Seminar	
	EDTE U761 Implementation and Evaluation Seminar	

### New Courses

List and provide course descriptions for new courses.

**EDTE U760. Research and Intervention Design Seminar (3).** Exploring research in various teaching fields and establishing plans for classroom interventions. Participants will explore current research in their field(s) of expertise and engage in discussion across disciplines. Plans for implementation in classrooms will be established, focused on specific interventions to meet particular curricular objectives, focused on student learning.

**EDTE U761. Implementation and Evaluation Seminar (3).** Implementation of research-based interventions and instructional techniques in classrooms. Participants implement research-based instruction in their own classrooms based upon the needs of their learners and curricular objectives. Evaluation of interventions using a variety of data sources is required. Implementation plans and results are shared across disciplines and contexts. Prerequisites: EDTE U760.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name	Total Credit Hours	Institution	Similarities	Differences
MEd in Literacy	36	Citadel	Both programs = 36 credit hours	Citadel's program is only Literacy and not 100% online. Upstate's program is 100% online and not as focused on literacy; multiple tracks exist for areas of focus.
MEd - Teaching MEd - Language & Literacy MEd - Ed Technology MEd - Special Education Med - Administration	36	USC Columbia	Both programs = 36 credit hours	Three of USC Columbia's programs can be totally online (MEd in Teaching, Education Technology, and Administration). The MEd in Teaching is based on teacher leadership and not a specific concentration area (like Literacy, TESOL, etc.). USC Upstate's program is 100% online and offers multiple tracks for an area of focus, rather than separate degrees.
MEd – Teacher Leadership has concentrations in any 12 hour 500-600 level courses approved by an advisor Separate MEd in Literacy	36	Winthrop	Both programs = 36 credit hours	Winthrop's programs are hybrid. USC Upstate's program is 100% online.
MEd Teaching and Learning Concentrations in STEAM, Early Childhood and Instructional Coaching MEd - Literacy MEd – Special Education	30	Clemson	Both 100% online	Clemson's program does not have a MEd concentration in Elementary, Literacy, or Research in Practice in the Teaching and Learning degree. Clemson has a separate MEd in literacy that is more comprehensive than Upstate's concentration in literacy.

				Clemson does not accept transfer credits.
Separate MEd degrees for Special Education, Literacy, & Technology	30	Coastal Carolina	None	Coastal offers separate degrees for each degree area; no MEd in Early Childhood, Elementary, or Research in Practice; only the MEd in Technology is 100% online. Upstate's program is 100% online and a more general degree with 5 proposed tracks.
MEd: Teaching & Learning with concentrations in: Technology, Exercise Sports (PE), Diverse Learners (LD/ESOL)	36	Lander	Both programs = 36 credit hours	Lander's MEd in teaching and Learning does not have concentrations in Early Childhood, Elementary, Literacy, or Research in Practice. The degree is not 100% online USC Upstate is 100% online with 5 proposed concentration areas that do not overlap with Lander's concentrations.
Languages; Teaching, Learning & Advocacy; Science & Math	36	College of Charleston	Both programs = 36 credit hours	The College of Charleston's MEd does not have concentrations in Early Childhood, Elementary, TESOL (specifically), Literacy, or Research in Practice. It is not 100% online. USC Upstate is 100% online with 5 proposed concentration areas that do not overlap with C of C's concentrations.

### **Faculty**

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty lines will be required for the new track; the courses proposed can be taught by most faculty in the School of Education, Human Performance, and Health. The addition of track does not require any additional resources, including faculty.

### **Resources**

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources: None.**

**Equipment: None.**

**Facilities: None.**

### **Impact on Existing Programs**

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

Yes

No

**Financial Support**

*The addition of track does not require any additional resources, including new faculty lines.*

*This is simply one additional track to an existing program and the course load fits within what is currently allocated for running the M.Ed. in Applied Learning and Instruction. No changes to the program or financial resources are necessary with the addition of the track and the offering of two new seminar courses*

<b>Estimated Sources of Financing for the New Costs for the Research in Practice Track</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$114,600 <sup>1</sup>	\$167,400 <sup>1</sup>	\$187,200 <sup>1</sup>	\$187,200 <sup>1</sup>	\$187,200 <sup>1</sup>	\$843,600
Program-Specific Fees	-	-	-	-	-	-
Special State Appropriation	-	-	-	-	-	-
Reallocation of Existing Funds	-	-	-	-	-	-
Federal, Grant, or Other Funding	-	-	-	-	-	-
<b>Total</b>	\$114,600	\$167,400 <sup>1</sup>	\$187,200 <sup>1</sup>	\$187,200 <sup>1</sup>	\$187,200 <sup>1</sup>	\$843,600
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries <sup>2</sup>	\$99,000 <sup>2</sup>	\$120,000 <sup>2</sup>	\$132,000 <sup>2</sup>	\$132,000 <sup>2</sup>	\$132,000 <sup>2</sup>	\$615,000
Facilities, Equipment, Supplies, and Materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Library Resources	-	-	-	-	-	-
Other (specify)	-	-	-	-	-	-
<b>Total</b>	\$102,000	\$123,000	\$135,000	\$135,000	\$135,000	\$630,000
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	\$12,600	\$44,400	\$52,200	\$52,200	\$52,200	\$213,600

<sup>1</sup> Assumes students enrolled outside of cohorts pay in-state tuition and take two courses per term and all cohorts enroll two courses per terms. The headcount can for each year is in the table for Projected Enrollment on page 3. Each year, there will be three cohorts of 25 students sponsored by local school districts, each paying at least \$6,200 per course (\$83 per credit hour for each of the 25 students) with two courses per term over three terms (fall, spring, summer). That totals \$111,600. Full-time in-state tuition for teachers outside of the cohort is approximately \$1,080 per person (\$360 per credit hour) (tuition rates have yet to be set for 2019-2020). We are assuming at least 3 teachers will join this degree track taking a single course in the summer, but we are also assuming at least one will use a voucher given for directed student teaching, paying \$150 in tuition for the course (\$50 per credit hour). In Year 2 (2020-2021), the tuition from cohorts remains constant, but 3 additional teachers each term join the degree track outside of the cohorts, taking 2 courses at a time, which accounts for the additional dollars. In Year 3 (2021-2022), we see teachers begin to complete their degrees and again new teachers take their place in both the cohorts and the graduate degree track outside of the cohorts.

<sup>2</sup> Estimate for faculty salaries based on average salaries of graduate faculty members and experienced adjunct faculty splitting contract course loads.

**Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

New costs include the cost of faculty salaries to teach each course being offered (8 courses per term, 3 terms per year on average). Salaries are split between the average cost of full-time faculty teaching and the average cost of experienced adjuncts; cohorts will be taught using half contingent faculty and half full-time, tenured and tenure-track faculty. New sources of financing are exclusively tuition, and largely based on cohort courses being offered. The additional students outside of the cohort represent students in the current M.Ed. in Applied Learning and Instruction that choose the Research in Practice track.

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Proposition 1: Teachers are committed to Students and Their Learning;                      Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students;                      Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning;                      Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience;</p>	<p>1) Effective instructional skills in planning, implementing, and assessing instruction for 21st century diverse learners</p>	<p>The Teacher Work Sample is a comprehensive assessment composed of seven sections (Introduction and Context, Alignment with Targeted Behaviors and Learning Goals, Lesson Plans, Interpretation of Assessment Data, Evidence of Impact on Student Learning, Clarity and Accuracy of Presentation, and Self Evaluation/Reflection) used to measure effects on student learning and assess candidate's knowledge and skills</p>
<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students;                      Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience;</p>	<p>2) An understanding of how the specific curricular/instructional area has the potential to be responsive to classroom diversity</p>	<p>The purpose of Design for Instruction/Unit Plan assessment is to design instruction for specific learning goals based on the characteristics and needs of diverse learners in their classroom, including current level of performance and learning contexts. This requires candidates to assess students' current performance levels and then analyze student performance relative to the learning goals and context after implementation of the plan. Particular attention is paid to subgroups of learners, with learning outcomes for each subgroup compared and reflected upon and plans for future modifications discussed.</p>
<p>Proposition 1: Teachers are committed to Students and Their Learning;</p>	<p>3) Expertise in the utilization of new methods of authentic assessment and strategies as</p>	<p>The Design for Instruction/Unit Plan assessment (described above) requires the collection of</p>

<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students;                  Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning;                  Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</p>	<p>tools to evaluate student learning progress in relation to South Carolina State Standards and specific district standards</p>	<p>student data using authentic classroom assessments and evaluation of student learning outcomes developed to measure progress in relation to state and district standards.</p>
<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students;                  Proposition 5: Teachers are Members of Learning Communities.</p>	<p>4) A clear understanding of current research and its implications for practice in the area of teaching and learning</p>	<p>An Advanced Teaching Philosophy Statement will be developed by candidates. The statement must include connections to current research and demonstrate their understanding of effective teaching and learning.</p>
<p>Proposition 5: Teachers are Members of Learning Communities.</p>	<p>5) Effectively collaborate with other professionals to improve school effectiveness</p>	<p>The School-Based Action Research Project is designed to measure the candidates' ability to plan and implement an action research project at their own schools for school improvement.</p>
<p>Proposition 1: Teachers are committed to Students and Their Learning;                  Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning;                  Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience;</p>	<p>6) The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results</p>	<p>The Teacher Work Sample is a comprehensive assessment composed of seven sections (Introduction and Context, Alignment with Targeted Behaviors and Learning Goals, Lesson Plans, Interpretation of Assessment Data, Evidence of Impact on Student Learning, Clarity and Accuracy of Presentation, and Self Evaluation/Reflection) used to measure effects on student learning and assess candidate's knowledge and skills</p>

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes  
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes  
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

ACAP

06/20/2019

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Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No