

Name of Institution
College of Charleston
Department: School of Education, Health, and Human Performance

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

M.Ed. in Teaching, Learning, and Advocacy (MTLA)
Four Concentrations: Diverse Learners, Science and Mathematics, New Literacies, Curriculum and Instruction

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
Fall 2016

CIP Code 13.1299

Delivery Site(s)
College of Charleston Main Campus

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)

Dr. mutindi ndunda
Associate Professor
843.953.8046
ndundam@cofc.edu

Institutional Approvals and Dates of Approval

Institutional Approval	Concentrations	
	Diverse Learners, New Literacies, & Science & Mathematics	Curriculum and Instruction Concentration
Teacher Education (TEDU) Department Curriculum Committee	March 1, 2013	April 3, 2015
Department Management Team	March 1, 2013	April 10, 2015
TEDU Faculty	March 15, 2013	April 17, 2015
Faculty Committee on Graduate Education, Continuing Education, and Special Programs	September 4, 2013	November 11, 2015
Graduate Council	September 13, 2013	November 20, 2015
Faculty Senate	October 1, 2013	December 8, 2015

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The M.Ed. in Teaching, Learning and Advocacy (MTLA) program was designed to provide a core of courses (24 credits) and two strands (9 credits) that provided students the opportunity to choose an area of specialization in Teaching Children and Youth in the Contemporary Context and in Teacher as Change Agent.

The proposed modification of the MTLA program is to:

a) Reduce the core course credits from 24 to 18 and increase total required credits for each concentration from 33 to 36, b) redesign the initial strands into a concentration focusing on Diverse Learners (18 credits) and, c) add three concentrations focusing on New Literacies, Science and Mathematics for Teachers (SMFT), and Curriculum and Instruction (18 credits each).

The purpose of the MTLA program is to prepare teacher leaders with a deep understanding of issues and policies shaping teaching and learning and provide them with skills necessary to advocate for students, public schools, and the teaching profession.

The redesigning and development of new concentrations provide the candidates with options to pursue specialty concentrations that enhance their skills as teacher leaders and advocates. The need for the concentrations is in response to the success of the program and the national, state and local expectations for teacher leaders with expertise in content specific fields. This aligns with the School of Education Health and Human Performance's mission to develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

List the objectives of the modified program. (1500 characters)

Objectives of the concentrations:

1) Diverse Learners:

- Enhance classroom teachers' understanding of the nature and needs of diverse learners,
- Provide advanced knowledge of instructional strategies, differentiation practices, and curriculum geared to needs of diverse learners,
- Increase understanding of research, theories, and practices designed to better serve students from divergent cultures and socioeconomic backgrounds, those with home languages other than standard English, and those with differences in individual cognitive, social and emotional abilities,
- Encourage student research related to student learning and factors affecting their learning,
- Increase knowledge of how federal, state, and local policies affect diverse learners and prepare students to be teacher leaders and advocates for all students,
- Provide opportunities for students to obtain or work toward both a M.Ed. and a specialized education certificate.

2) Science and Mathematics for Teachers:

- Deepen P-12 teachers' content knowledge of core mathematics and science content, while connecting this knowledge to creative strategies for implementing the content,
- Emphasize the importance of equity and excellence all science and math instruction,
- Emphasize the intersection of research, theory, and practices that will assist in curricula, development and instructional practices that aid in the thoughtful and research-based development of science for all,
- Focus on teaching science in a reform-based manner and focusing on scientific inquiry in light of the Next Generation Science Standards,
- Increase teachers' use of problem-based learning strategies with the intent to deepen students' mathematical understanding and make mathematics accessible to all children,
- Assist students in conducting research relevant to issues in science and math learning,
- Increase understanding of district, state and national policies affecting science and mathematics teaching in light of the tensions between various math and science practices of diverse groups, preparing students to be teacher leaders and advocates for high quality science and mathematics opportunities for all students.

3) New Literacies Concentration:

- Enhance efforts to improve the foundational and new literacies of students in Lowcountry school districts,
- Deepen P-12 teachers' content and pedagogical knowledge of foundational literacies of reading and writing print text, while connecting these literacies to the new 21st century literacies, including digital technologies, non-print text, and multimodal texts,
- Connect closely to the new federal Common Core State Standards that impact both content and disciplinary literacies as well as the literary uses of print and non-print texts,
- Bring together foundational and new literacies research, theory, and practices that will assist in curricula development and instructional practices that aid in the thoughtful and research-based development of all literacies,
- Assist students in conducting research relevant to issues in traditional and new literacies teaching and learning,
- Develop insights into how federal, state and local policies influence literacies curriculum and instruction, as well as focus on tensions between various literacy practices of diverse groups,
- Prepare students to be teacher leaders and advocates for high quality literacies opportunities for all students.

4) Curriculum and Instruction:

- Compare and contrast major historical and philosophical debates and their influences on contemporary issues in curriculum in the United States,
- Critically reflect on the power dynamics that influence curriculum development/ construction,
- Identify significant curriculum leaders and discuss the impact each had on education in the United States,
- Demonstrate an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines,
- Analyze and evaluate local and/or national curriculum highlighting the historical, philosophical and other economic, political and social discourses that shape the development and implementation of the curriculum.

Assessment of Need

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

The program modification to offer the four specialty concentrations addresses the demand for highly qualified teachers leaders and advocates for diverse learners at the state and local levels. Specifically, the modification is in response to:

a) Local school districts' requests to have specialty focused professional development for teachers; b) teachers' needs for focused graduate programs and concentrations that are recognized; c) the increasing numbers of English Language Learners in South Carolina and the need for teachers with expertise to teach these children; d) need to offer jointly developed Project-Based Learning courses that have been jointly developed and will lead to PBL endorsement for teachers; e) new state policies such as Read to Succeed and need for teachers to take courses that increase literacy content knowledge, and f) need for teachers with expertise in science and mathematics content and pedagogy.

b) In addition to the above noted needs for the modifications, results of a survey sent to all the 27 MTLA indicated that majority of the candidates (89%) preferred concentrations and want them recognized on their degree transcripts for portability and employment prospects.

#	Answer	Response	%
1	Yes	16	89%
2	No	2	11%
	Total	18	100%

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. in Advanced Instruction	University of South Carolina	USC offers M.Ed. with emphasis on Early Childhood Development, Language & Literacy, Teaching & Learning Both M.Ed. program, require 18 hours of core courses & 18 hours emphasis.	CofC offers concentrations as programs of study. USC offers emphasis rather than concentrations.
M.Ed. in Teaching and Learning -Specialty Content Areas: Math, Science, English, Social Studies, and Elementary Education	Clemson University	Programs in both universities require 18 credit hours for core course work.	Clemson's program is content specific and requires 12 credit hours for the emphasis. CofC's M.Ed. is not subject-area specific & concentration requires 18 credit hrs.
M. Ed. In Curriculum and Instruction, -Early Childhood/Elementary-Educational Technology -Secondary -Teaching & Learning	Winthrop University	Both offer M.Ed. 36-hour credit degree in <i>Curriculum and Instruction</i> . Both require 18 hours of core courses & 18 hours concentration.	Winthrop's program is "aligned in part with the National Board of Professional Teaching Standards." The MTLA program is aligned with the School of Education, Health and Human Performance Standards.
M. Ed. Learning and Teaching, -Instructional Technology & -Literacy Concentrations	Coastal Carolina University	Coastal Carolina M.Ed. Learning & Teaching program offers concentrations in Instructional Technology and, Literacy.	CofC is a 36 credit hour program. Coastal Carolina is a 30 credit hour program. Coastal Carolina courses are mostly online, while our program will be a traditional, face-to-face program.

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	27	81	33	99	20	60
2016	35	105	35	105	20	60
2017	42	126	42	126	20	60
2018	42	126	42	126	20	60
2019	42	126	42	126	20	60

Curriculum

Core Courses (18 credits):

Course #	Course Name (all 3 credits unless indicated)
MTLA 601	Class, Race & Gender in Education
MTLA 602	Policies & Issues in Contemporary Education
MTLA 607	Teachers as Advocates for Children & Youth
EDFS 632	Learning, Cognition & Motivation
EDFS 635	Educational Research
MTLA 702	Research & Development Project

Diverse Learners (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 711	Meeting the Needs of Diverse Learners in P-12 Schools ... (REQUIRED)
MTLA 603	Family & Community Involvement
EDFS 670	Principles & Strategies of Teaching English to Speakers of ...
EDFS 671	Teaching Reading & Writing to Speakers of Other Languages
EDFS 672	Linguistic/Cultural Diversity in Education
EDFS 673	Assessing Student Performance

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
EDFS 680	Teaching English Through the Content Areas
EDFS 710	Introduction to Exceptional Children & Youth
EDFS 714	Introduction to Curriculum & Instruction in Special Education
EDFS 720	Educational Assessment of Students with Disabilities
EDFS 724	Reading & LA Instruction for Students with Disabilities
EDFS 725	Classroom & Behavior Management
EDFS 730 EDFS 740 EDFS 750	Characteristics of Individuals w/ Emotional Disabilities Characteristics of Individuals w/ Learning Disabilities Characteristics of Individuals w/ Mental Disabilities
EDFS 731 EDFS 741 EDFS 751	Ed. Procedures for Individuals w/ Emotional Disabilities Ed. Procedures for Individuals w/ Learning Disabilities Ed. Procedures for Individuals w/ Mental Disabilities
MTLA 706	Special Topics in Education

Science and Mathematics (18 credits):

Course #	Course Name (all 3 credits unless indicated)- Choose six courses including the required courses
EDFS 660	Nature of Science, Mathematics & Science/Math Education (REQUIRED)
SMFT 670	Advanced Methods in Science & Mathematics (REQUIRED)
SMFT 510	Problem Solving
SMFT 511	Introduction to Probability & Statistics
SMFT 514	Geometry for Elementary & Middle School Teachers
SMFT 516	Applications Across the Math Curriculum with Technology
SMFT 523	Earth Science for Teachers (4)
SMFT 548	Atomic Theory of Matter from Lucretius to Quarks
SMFT 555	Applications of Physics for Teachers: How Things Work
SMFT 639	Genetics & Molecular Biology for Teachers
SMFT 647	Determination of the Structure of Matter
SMFT 697	Special Topics in Science or Math for Teachers (1-4)
EDFS 703	Curriculum, Policy & Systems in Science & Math

New Literacies (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 605	Instructional Foundations & Assessments of Early Literacies (REQUIRED)
MTLA 678	Instruction & Assessment of Older Literacies Learners (REQUIRED)
MTLA 648	Teaching Content Area and Disciplinary Literacies
MTLA 663	Texts & Tools for Consuming & Producing Literacies
MTLA 667	Issues & Trends in Literacies Education & Advocacy
EDFS 671	Teaching Reading & Writing to Speakers of Other Languages
MTLA 665	Literacies, Identities, & Pop Culture

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 706	Special Topics in Education
EDFS 724	Reading & LA Instruction for Students w Disabilities

Curriculum and Instruction (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 668	Curriculum Foundations, Principles, Issues and Applications (REQUIRED)
MTLA 603	Family and Community Involvement
MTLA 605	Instructional Foundations & Assessments of Early Literacies
MTLA 648	Teaching Content Area and Disciplinary Literacies
MTLA 663	Texts and Tools for Consuming and Producing Literacies
MTLA 671	Introduction to Project-Based Learning (PBL)
EDFS 670	Principles & Strategies of Teaching English to Speakers of Other Languages
SMFT 670	Advanced Methods in Science and Mathematics
MTLA 672	Applications of Project-Based Learning in Curriculum
MTLA 674	Practicum in Project-Based Learning
MTLA 678	Instruction and Assessment of Old Literacies Learners
EDFS 692	Advance Technology Applications in Education
EDFS 714	Introduction of Curriculum and Instruction in Special Ed.
SMFT 703	Curriculum, Policy and Systems in Science and Math

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

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
MTLA 604 Identifying and Sustaining Effective Learning Communities	MTLA 648 Teaching Content Areas and Disciplinary Literacies
MTLA 606 Teacher as a Member of the Professional Community	MTLA 663 Texts and Tools for Consuming and Producing Literacies
EDFS 705 Reflective Practice of Professional Development	MTLA 665 Literacies, Identities, and Pop Culture
EDEE 667 Curriculum Theory and Applications	MTLA 668: Curriculum: Foundations, Principles, Issues and Applications (3) REQUIRED - NEW COURSE
	MTLA 671 Introduction to Project-Based Learning (PBL) (3 credits) NEW COURSE
	MTLA 672 Applications of Project-Based Learning in Curriculum and Instruction (3 credits) NEW COURSE
	MTLA 674 Practicum in Project-Based Learning (3 credits) NEW COURSE
	MTLA 678 Instruction & Assessment of Older Literacies Learners
	MTLA 706 Special Topics of Education
	EDFS 660 Nature of Science, Mathematics, and Science/Mathematics Education
	EDFS 670 Principles and Strategies of Teaching English to Speakers of Other Languages
	EDFS 671 Teaching Reading and Writing to Speakers of Other Languages
	EDFS 673 Linguistic/Cultural Diversity in Education Assessing Student Performance
	EDFS 703 Curriculum, Policy and Systems in Science and Math
	EDFS 710 Introduction to Exceptional Children and Youth
	EDFS 720 Educational Assessment of Students with Disabilities
	EDFS 724 Reading and Language Arts Instruction for Students with Disabilities
	EDFS 725 Classroom and Behavior Management
	EDFS 730 Characteristics of Individuals with Emotional Disabilities
	EDFS 740 Characteristics of Individuals with Learning Disabilities

	EDFS 750 Characteristics of Individuals with Mental Disabilities
	EDFS 731 Educational Procedures for Individual with Emotional Disabilities
	EDFS 741 Educational Procedures for Individual with Learning Disabilities
	EDFS 751 Educational Procedures for Individual with Mental Disabilities
	SMFT 510 Problem Solving
	SMFT 511 Introduction to Probability and Statistics
	SMFT 514 Geometry of Elementary and Middle School Teachers
	SMFT 516 Applications Across the Mathematics Curriculum with Technology
	SMFT 523 Earth Science for Teachers
	SMFT 548 Atomic Theory of Matter from Lucretius to Quarks
	SMFT 555 Applications of Physics for Teachers: How Things Work
	SMFT 639 Genetics and Molecular Biology for Teachers
	SMFT 647 Determination of the Structure of Matter
	SMFT 697 Special Topics in Science or Mathematics for Teachers

Faculty

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

The proposed program modification for the M.Ed. in Teaching, Learning, and Advocacy will not require any additional institutional changes in faculty or administration. The current faculty will teach the required courses that students are required to complete their degree. The courses that exist in other graduate-level degrees and needed to fulfill the requirements of specific MTLA concentrations will remain the same faculty assignment.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

The proposed program modification for the M.Ed. in Teaching, Learning, and Advocacy will not require the need for any new resources, new equipment, new facilities, or modifications to existing facilities. The current library/learning resources are already being provided through the college library, interlibrary loan, or The School of Education, Health and Physical Education curriculum lab.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0 0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	0	0	0	0	0	0
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$76,560	\$86,130	\$99,528	\$99,528	\$99,528	\$461,274
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$76,560	\$86,130	\$99,528	\$99,528	\$99,528	\$461,274

*Provide an explanation for these costs and sources of financing in the budget justification.

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)

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.

Three of the proposed concentrations currently exist and are being taught. This proposal intends to get them CHE recognition so that they will appear on student transcripts. Thus there are no new costs associated with them. The fourth and newest concentration, Curriculum and Instruction, also has no new costs associated. Existing resources will be used to offer these courses.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

N/A

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification: N/A

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