

**Program Modification  
 Master of Education in Teaching, Learning, and Advocacy  
 Add Concentrations in Diverse Learners, Science and Mathematics, New Literacies, and  
 Curriculum and Instruction  
 College of Charleston**

**Summary**

The College of Charleston requests approval to add four concentrations in Diverse Learners, Science and Mathematics, New Literacies, and Curriculum and Instruction to the Master of Education (M.Ed.) in Teaching, Learning, and Advocacy to be implemented in Fall 2016. The proposed modification is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program modification is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Advisory Call	12/2/15	A representative from the College's Department of Education contacted CHE staff to inquire about the process for adding a concentration to the existing M.Ed. program. Staff discovered that three concentrations in the program were being offered already without CHE approval. Staff apprised the representative that the College would need to submit a program modification proposal to pursue approval for all four concentrations.
Program Proposal Received	1/15/2016	Not applicable
ACAP Consideration	2/18/16	ACAP Members and staff discussed the merits of the new program concentration in Curriculum and Instruction and expressed support for its design and service to students.  The representative from Lander University stated the institution offers a M.Ed. with a concentration on in Diverse Learners.  CHE staff raised concerns about the three concentrations currently offered prior to approval. The representative from the College of Charleston acknowledged the institution's responsibility and promised resolution. In subsequent discussion, representatives from the College of Charleston acknowledged that the three concentrations were approved internally in 2012-13, but were not submitted to CHE due to a misinterpretation of CHE policy. Staff confirmed that the addition of the three concentrations to an existing program warrant a program modification.
Comments and suggestions from CHE staff sent to the institution	2/26/16	Staff requested that the proposal be revised with the following updates: 1) Clarification of the use of Common Core in the program objectives because advanced degrees in

Stages of Consideration	Date	Comments
		<p>Education are required to follow National Board of Professional Standards.</p> <ol style="list-style-type: none"> <li>2) Justification and an assessment of need for each concentration with each concentration addressed separately and supported by additional data.</li> <li>3) Clarification of projected new enrollment and enrollment hours.</li> <li>4) Clarification about the curriculum, including the nature of the Diverse Learners concentration as a special education program or an English Language Learners (ELL) program; the required courses for the mathematics and science concentration; an explanation of faculty needed for 35 new courses for four new concentrations; and S.C. Dept. of Education approval for "Read to Succeed" courses.</li> <li>5) Additional justification about the budget for the three proposed concentrations that currently exist that were not approved by CHE.</li> <li>6) Additional information about the evaluation and assessment for four new concentrations. Although the proposal states that the new concentrations would not impact the way the program is evaluated and assessed, staff believe four new concentrations would require additional assessments.</li> <li>7) Description of CAEP accreditation for the new concentrations.</li> </ol>
Revised Program Proposal Received	3/10/16	<p>The revised proposal satisfactorily addressed the requested revisions, including addressing approved state standards; justifying each concentration; revising the enrollment chart to reflect full time teachers taking a reduced course load each semester; addressing curricular concerns; revising the proposed budget to reflect the new concentration; and verifying use of a capstone research project to evaluate the program.</p>
CAAL Consideration	4/7/16	<p>CHE staff elevated the modification proposal since three concentrations in the program have been offered prior to approval: 1) New Literacies, 2) Science and Mathematics for Teachers, and 3) Curriculum and Instruction.</p> <p>CAAL members discussed the proposed new concentration, Diverse Learners, expressed support, and requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>• Justification for the projected enrollment estimate.</li> <li>• Discussion about requiring enrollees in mathematics and/or science degree programs or concentrations to earn a 3.0 GPA in all such coursework to help ensure teachers' content mastery.</li> </ul>

Stages of Consideration	Date	Comments
		<p>Responses from College of Charleston:</p> <ul style="list-style-type: none"><li>• Apologies for offering the concentrations prior to Commission approval, citing the institution's misinterpretation of Commission policy.</li><li>• Regarding projected enrollment, the program will recruit the majority of its enrollees from faculties that teach in local school districts. In the beginning there were over 40 students enrolled in the M.Ed. program and now approximately 20 students are enrolled. The College of Charleston has a goal of increasing the enrollment back to 40 with the new concentrations.</li><li>• The degree is supported by tuition revenues. There are no additional funds for diverse learners.</li><li>• Teachers enrolled in this program work with diverse learners in their K-12 classrooms.</li></ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the modification to this program to be implemented Fall 2016.

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      CIP Code 13.1299  
 Fall 2016

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)  
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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 originally 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:

- 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 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.

Need for each concentration

1. Diverse Learners (DL)- This concentration can result in three ends: endorsement in special education, endorsement in ESOL, or a broad understanding of diverse learners (no added endorsement) depending on students' needs and desires.

The need for the diverse learners concentration was based on:

- a) Discussions with administrators in the tri-county area in which they expressed a need for more expertise in understanding two populations: Special education and English Language Learners.
- b) Review of College of Charleston Program Completers' Surveys which indicated that a significant number of program completers expressed concern about their ability to teach diverse learners.
- c) The growth of the ELL population, the fastest growing population in South Carolina, necessitates additional teachers prepared to teach this population. Specifically in the tri-county area, Charleston County School District (CCSD) has the largest number of ELLs. The enrollment has increased from 650 in 2001 to over 3000 in 2015 while the number of teachers has only grown from 12 to 43 respectively (Torres, n.d.; CCSD, 2015).

2. Science and Math - This concentration results in increased knowledge of science and mathematics content and pedagogy. Students take six credit hours in courses providing science and mathematics pedagogical instruction, and depending on student interest and need can concentrate on either science or mathematics courses (12 credits) or continue to enroll in courses in both content areas.

This concentration grew out of request by a local school district to help them meet their need for more math and science teachers. The district recognized that many teachers who lacked math and science content were reluctant to enroll in the College of Charleston's Science and Math for Teachers M.Ed., which focuses exclusively on math and science content and they wanted them to complete MTLA's core courses.

3. New Literacies – This concentration allows students to develop additional skills and knowledge in content and pedagogy in new literacies. The concentration was developed in recognition of the importance of multiple literacies in today's digital world. Completion of this concentration may result in Read to Succeed endorsement by students completing the four courses approved by the State Department of Education.

This concentration was developed in response to the requirements of Read to Succeed. Read to Succeed requires all certified teachers enroll in additional graduate level literacy courses. Teachers and administrators in the tri-county area approached us to develop a way for teachers to build these courses into a masters program.

4. Curriculum & Instruction- This concentrations provide students an opportunity to deepen their understanding of curriculum and instruction, especially in relation to Project-Based Learning (PBL). Completion of this concentration may result in PBL endorsement.

This concentration provides a framework for the jointly developed Project-Based Learning courses that result in PBL endorsement. These were developed and will be offered through a collaboration between the Riley Institute at Furman, Claflin University, College of Charleston, Winthrop University and the State Department of Education. Local school districts have expressed interest in teachers obtaining endorsement in PBL and having the opportunity to apply these courses towards the M.Ed.

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
<b>M.Ed. in Advanced Instruction</b>	University of South Carolina	USC offers M.Ed. with emphasis on Early Childhood Development, Language & Literacy, Teaching & Learning Both M.Ed. programs require 18 hours of core courses & 18 hours emphasis.	CofC offers concentrations as programs of study. USC offers emphasis rather than concentrations.
<b>M.Ed. in Teaching and Learning</b> -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.
<b>M. Ed. In Curriculum and Instruction</b> , -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, which are consistent with the core propositions of National Board of Professional

Program Name	Institution	Similarities	Differences
			Teaching Standards.
<b>M. Ed. Learning and Teaching</b> , -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.
<b>M.Ed. in Teaching and Learning</b> , -Instructional Technology -Exercise and Sports Studies -Diverse Learners	Lander University	Both M.Ed. programs offer a concentration in Diverse Learners.  Both M.Ed. programs offer 36-hour credit degree.	Lander's program is aligned with the National Board of Professional Teaching Standards." The MTLA program is aligned with the School of Education, Health and Human Performance Standards, which are consistent with the core propositions of National Board of Professional Teaching Standards.

### Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	27	122	33	149	20	120
2017-18	35	156	35	156	20	120
2018-19	42	189	42	189	20	120
2019-20	42	189	42	189	20	120
2020-21	42	189	42	189	20	120

- a) Most of our students are fulltime teachers and therefore, they are not able to take more courses during the regular semesters. However, there are some students who take 2 or 3 courses. We have adjusted our projected fall and spring enrollment and credit hours by using 1.5 courses as the average. In the summer, most students take 2 courses.
- b) The time frame for completion of the MTLA program ranges from 1.5 years to five years including summer.

## 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
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	Characteristics of Individuals w/ Emotional Disabilities

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
EDFS 740 EDFS 750	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
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.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>
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. Although the proposed changes add 35 courses to the program, all the courses in Science and Math are offered through the Science and Mathematics for Teachers (SMFT) program so the addition of MTLA students merely increases enrollment; all but one course (MTLA 711) in Diverse Learners concentration are also part of other programs. Six of the 18 credits in New Literacies concentration are part of other programs, and fifteen credits in Curriculum and Instruction are shared with other programs. 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. Qualified faculty are available to teach the courses that are not shared with other programs.

### **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**

<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	0	0	0	0	0	0 0
Faculty and Staff Salaries*	85800	85800	85800	85800	85800	429000
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
<b>Total</b>	<b>85800</b>	<b>85800</b>	<b>85800</b>	<b>85800</b>	<b>85800</b>	<b>429000</b>
<b>Sources of Financing</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**	720000	810000	936000	936000	936000	4338000
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
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$634200</b>	<b>\$724200</b>	<b>\$850200</b>	<b>\$850200</b>	<b>\$850200</b>	<b>\$3909000</b>

\*Faculty/Staff salaries are based on \$65,000 + 32% fringe. We estimate 18 new credit hours per year, which is the equivalent of 1.0 FTE.

\*\*Calculation of Estimated FTE Revenue (\$500 per credit hour for in-state students is used to calculate revenue from students taking courses in the concentrations. Calculations are based on this table:)

	Headcount	Concentration Hours That Need to Be Taught	Student Credit Hours Generated
2016-2017	80	18	1440
2017-2018	90	18	1620
2018-2019	104	18	1872
2019-2020	104	18	1872
2020-2021	104	18	1872

### 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.**

The modified MTLA program that included three concentrations was implemented in fall 2014. In this time we have not experienced any need for additional funding and do not anticipate needing additional funding for the proposed concentration, Curriculum and Instruction. Until enrollments increase considerably, there will be no new costs for faculty, library or equipment. However, cost savings have already been seen in increased enrollment in existing program 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)

The modification of the MTLA program that includes four new concentrations did not change the program goals. The capstone research project is the culminating assessment that all the students must complete. The students apply knowledge and skills specific to their concentration in combination with skills and knowledge from the core courses to complete their capstone research project as a summative assessment. The capstone research project is aligned to the overall goals of the MTLA program.

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.